WISE +

Trainer’s Guide

Developed and piloted within the ILO/DANIDA project:
Improving Job Quality in Africa through concerted efforts by Government, Employers and Workers

Conditions of Work and Employment Programme
Work Improvement in Small Enterprises (WISE) is an innovative approach to improving working conditions and productivity in small and medium-sized enterprises around the world. It is not simply a training package, but a process in which entrepreneurs and managers are empowered and supported to address working conditions issues through the identification, sharing and implementation of local and affordable good practices. In the long term, the improvements in working conditions achieved are sustained through the development of supportive networks of local entrepreneurs and trainers who continue to share ideas and practices, motivated by the measurable improvements in productivity that participants experience.

A series of training modules and guides, first published in 1988, form the heart of WISE. Until now, these have provided guidance on nine technical areas of working conditions, all of which address the physical organization of the workplace and work processes and simple ways to alter these, so as to improve safety and health and increase productivity. These manuals have been used, adapted and translated into more than ten countries in Africa, Asia and Latin America, evidencing the flexibility and effectiveness of the WISE approach.

WISE-R (More Work Improvement in Small Enterprises) builds upon this success and is designed to meet the needs identified by WISE trainers and entrepreneurs around the world to expand the WISE package to include other key dimensions of working conditions. WISE-R consists of six new modules and training guides that address not only the physical work environment, but also the more complex day-to-day challenges that entrepreneurs face when handling employee recruitment, management and motivation.

WISE–R is a natural extension of the original WISE manuals. It reflects the global recognition that the employees of a business are not only often a significant investment, but that their performance holds the key to the success of the business. WISE-R reflects this reality and takes on the issues that are central both to workers’ recruitment, retention and motivation, and to maximizing individual productivity in a safe and healthy way: wages, working time, maternity protection, work-family balance, management and motivation, and workplace relations.

As with WISE, the suggestions made in WISE-R are both practical and low-cost. The focus of these ideas is, in fact, to introduce simple working practices and measures that can make a huge difference to the motivation and the ability of employees to perform their job and, consequently, to the productivity of the business.

The concept of combining WISE and WISE-R into a WISE+ package arose in the course of a six-month period of pilot testing carried out in Mozambique and the United Republic of Tanzania in 2009. Following the development of the WISE-R modules, a decision was taken to pilot the WISE and WISE-R training modules in tandem. The implementation phase was carried out with the cooperation and participation of a range of local and national actors, including local entrepreneurs, employers’ and workers’ organizations, labour inspectorates, ministries of labour, training institutions and others. The feedback received following this exercise has suggested that combining WISE and WISE-R is an effective and efficient approach.

This WISE+ binder brings together the WISE Package for Trainers (2004) with the new WISE-R Trainers’ Guide, to create a complete WISE+ Trainers’ Guide. This binder accompanies the WISE+ Action Manual, which comprises the original WISE and new WISE-R Action Manuals.
In the longer term, further work will need to be undertaken to fully integrate the WISE and WISE-R modules, and their respective guides. This WISE+ package is thus presented as a prototype, which is ready for use, but will also provide a solid starting point for future work. The ILO would welcome any feedback from WISE and WISE-R practitioners who will use and adapt WISE+ to the multiple realities faced by entrepreneurs around the world.
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WISE

Work Improvement in Small Enterprises

PACKAGE FOR TRAINERS
WISE

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PACKAGE FOR TRAINERS

Supported by
ILO/Japan Multi-Bilateral Programme
ILO
Work Improvement in Small Enterprises (WISE): Package for Trainers
Bangkok, International Labour Office, 2004

ISBN 92-2-115710-5

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Printed in Thailand
PREFACE TO THE SECOND EDITION

Seven years have passed since the first edition of the WISE Trainers’ Package was published in the Philippines as a product of the Work Improvements in Small Enterprises (WISE) project. The WISE project in the Philippines was undertaken with the financial assistance from the United Nations Development Programme (UNDP) and technical support from the International Labour Organization (ILO) and was successfully completed in 1997. Since then, WISE has been spreading to other Asian countries and playing dynamic roles in helping employers and workers of small enterprises to improve their working conditions and productivity. Wise training courses have been carried out in Cambodia, People’s Republic of China, Indonesia, Japan, Republic of Korea, Lao PDR, Malaysia, Mongolia, Thailand, and Vietnam for small enterprises which have improved their working conditions and productivity.

The WISE Trainers’ Package is increasingly valuable to support the growing number of WISE trainers and organizers in Asia. Practical tips to organize and undertake successful WISE training courses are presented with many clear illustrations. This second edition of the WISE Trainers’ Package is based on and follows the structure of the first edition. We appreciate the intellectual contribution of Department of Labor and Employment (DOLE), the Philippines and their collaborators in preparing the first edition. It also refers closely to the ILO Action Manual on Higher Productivity and a Better Place to Work (ILO 1988) authored by J. E. Thurman, A. E. Louzine and K. Kogi. Thus we are indebted to many individuals and institutions involved in the development of the ILO Action Manual.

The following people worked together to develop the second edition of the WISE Trainers’ Package: Dr. Tsuyoshi Kawakami and Dr. Yuka Ujita, ILO Subregional Office for East Asia, Bangkok; and Mr. Prerksapob Poontawesuke, ILO/Japan Multi-Bilateral Programme, Bangkok. Special thanks are due to Mr. William Salter, Senior Advisor, Conditions of Work and Employment Programme, ILO, Geneva for his valuable advice and support. The revision was carried out with the financial assistance of the ILO/Japan Multi-Bilateral Programme.

I strongly hope that this second edition of the WISE Trainers’ Package will be widely used for further expanding WISE to assist more small enterprises.

Christine Evans-Klock
Director
ILO Subregional Office for East Asia
(ILO/SRO-Bangkok)

Bangkok
March 2004
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PREFACE

WISE (Work Improvement in Small Enterprises) has been creating a large impact on the social and economic progress in the Philippines. Since 1994, the WISE project has been implemented in the four pilot regions, Davao, Cebu, Southern Luzon and Manila with the technical and financial assistance from the International Labour Organization (ILO) and United Nations Development Programme (UNDP) and produced the positive and practical results in the joint improvement of productivity and working conditions. The success of the WISE project proved the relevance of its approaches in the Philippine society. It is of particular importance that WISE demonstrated the fact of filling the gap between the large and small enterprises and opened up a new paradigm of the socio-economic development and the extension of the basic protection to a large number of workers in the Philippines. In the light of its achievement, the WISE project team received the DOLE KAPWA AWARDS (KAPWA stands for the good service for the people) in 1996. Consistently high and increasing priority will be placed on the WISE project in the Philippines. In 1997, WISE has been institutionalized and operated in the whole Philippine provinces. In the framework of its Social Reform Agenda, WISE is expected to play more fundamental roles in the socio-economic development of the country.

This training package is aimed at upgrading the skills of the WISE trainers who are responsible for conducting training courses and providing technical assistance for the local entrepreneurs and workers. The package is produced on the previous experiences of WISE trainers who have conducted hundreds of training courses in the Philippines. Showing the way of how to design and carry out the effective training courses on key technical topics such as materials storage and handling, work-station design, productive machine safety, control of hazardous substances, lighting, work-related welfare facilities, premises and work organization, emphasis has also been placed on the development of training skills for assisting the course participants in implementing and sustaining grass-roots level actions. By that, both entrepreneurs and their workers will be able to get an increasing benefit from the productivity gain and safety and health improvements.

This training package is a product of collaboration of many people. We are particularly grateful to the WISE trainers in the four pilot regions for their ideas and examples used in this package. We are also indebted to many entrepreneurs and workers who allowed us to implement checklist exercises and collect good local examples in their own workplaces. International experiences concerning the participatory training have always been our practical guide. Especially, the experiences of the activities of the International Labour Organization have been practically valuable for applying this action-oriented training package and using group work methods.

At the request of the International Labour Organization and the Department of Labor and Employment, the following people worked together for the development of this package: Kazutaka Kogi, Institute for Science of Labour, Kawasaki, Japan; Toru Itani, Nagoya City University, Nagoya, Japan; Tsuyoshi Kawakami, Institute for Science of Labour, Kawasaki, Japan; Jose Maria S. Batino, Labor Standards Research Division, Bureau of Working Conditions, Department of Labor and Employment; and William Salter, South-East Asia and the Pacific Multidisciplinary Advisory Team (SEAPAT),
ILO, Manila. Thanks are also due to Ms. Chita G. Cilindro-Director IV, Bureau of Working Conditions, Department of Labor and Employment; Mr. Cresenciano B. Trajano-Undersecretary, Department of Labor and Employment; Dr. Rashid Amjad-Former Director, Roger Bšíhning-Director, SEAPAT, ILO Manila and Mr. Richard Szal-Director, ILO Office, Manila, for both material and intellectual support. The initiative of the ILO and the UNDP in realizing this project as part of its regular budget and program activities is also greatly appreciated. Thanks are particularly due to Ms. Fe Josefina D. Hammar, Chief of the Working Conditions and Welfare Branch of the Working Conditions and Environmental Department of the ILO and Ms. Sarah Timpson, Resident Representative of the UNDP for their continuing support.

We hope that this package will serve as an effective tool for supporting many local workplace improvements in the Philippines. Accelerating improvement experiences in the Philippines will also be a rich source for realizing productive and human-centered workplaces in many other countries.

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WISE Project Manager
Bureau of Working Conditions
Department of Labor and Employment
The Philippines

William Salter
South-East Asia and the Pacific Multidisciplinary Team
ILO/SEAPAT, Manila

Manila
March 1997
MODULE 1: HOW TO USE THIS PACKAGE

This package is made in order to provide WISE trainers a complete set of guide materials, and help them arrange the training courses and manage the workplace changes in the enterprises. The package mostly explains the six basic training principles of WISE, which are to:

- Build on local practice;
- Focus on achievements;
- Link working conditions with other management goals;
- Use learning-by-doing;
- Encourage exchange of experience;
- Promote workers’ involvement.

Ideas and suggestions used in this package are from the previous experiences of WISE activities in the Philippines, to which these six principles have been applied. KEEP THESE SIX PRINCIPLES IN MIND AT ALL TIMES.

This package contains detailed training guides and supporting materials. WISE trainers may follow the detailed procedures in the training steps with the assistance of the training materials.

The WISE methodology is unique because it relies on the initiative of the local people, entrepreneurs and workers. They are guided to look at good local examples, check available local solutions, plan and implement actions which will be useful for improving working conditions and productivity. This methodology makes clear that participating entrepreneurs are “the actors” and the trainers remain as “the facilitators”.

Module Two, OUTLINE OF THE TRAINING STEPS, gives an overview of the training course, from recruitment to follow-up. There are two important aspects in the WISE training: the technical aspect and the managerial aspect. Trainers should continue efforts in upgrading their technical background and course management skills.

Module Three, TRAINING STEPS, is the core of the package. This chapter shows detailed methods of how WISE trainers should conduct an effective training course.

Technical Advisory Tips:

Exercises are introduced within technical section units to help trainers develop a lively training session. These activities appeal to the common sense of the participants which is the fundamental resource for realistic improvements in the workplace. WISE trainers are encouraged to develop further innovative technical exercises using common experiences of the local people.

Potential questions and answers aim to provide detailed and practical technical guidance for organizing a WISE course. This segment shows useful model answers based on experiences of local solutions applied in other areas.
WISE trainers are advised to develop their own answers to fit the particular situation and question raised during training. It will help expand this section by incorporating more examples.

**How To Be A Successful WISE Trainer:**

SUCCESS for a WISE trainer happens only when the participants are confident enough to continue their efforts in improving their workplaces at their own initiative.

**A Wise Trainer’s Secrets To Success:**

- Know as many improvement examples as possible to help other people in implementing their work changes.

- Visit many local workplaces and develop a network for exchanging experiences in workplace improvements.

- Be curious of technical know-how applied to local improvements and add this information to the training material.

- Be a positive adviser who is sensitive to the feeling of participants regarding their workplace improvements.

- Keep alert for opportunities to increase technical know-how, develop useful training skills, create practical ways of organizing the training courses, and finding common factors in the compiled improvement examples.

**Module Four, OUTLINE OF WISE MATERIALS, AND THEIR POTENTIAL ROLES,** gives a listing and brief explanations of newly developed training and promotional products. Included are: Database management system; Booklet of low-cost improvement examples; WISE brochure, leaflets and topic flyers; Success stories; Industry-specific Action Manuals and Productivity Performance Assessment System for garment manufacturing, food processing, metalworking and woodworking industries; Photo sheets and posters; WISE checklist and forms; New training module on environmental protection and; WISE promotional videos for entrepreneurs and workers. These materials have been developed to provide support for organizing effective WISE training courses. Feedback from training experiences are expected to upgrade the quality of these materials.

**Module Five, TRAINING MATERIALS,** like the action checklist, transparencies showing basic WISE technical rules. WISE trainers must understand the detailed guide shown in the training steps and in using supporting materials to successfully carry out the training course. WISE trainers should concentrate their effort in upgrading the course quality and enhancing local improvement initiatives.
MODULE 2: OUTLINE OF THE TRAINING STEPS

A comprehensive WISE course is made up of a preliminary step and eight training steps. Together they represent the participatory and positive nature of the WISE approach.

PRELIMINARY STEP

Discussions among regional WISE trainers are important when planning effective course organizations and annual schedules. WISE trainers should consider the characteristics of their region when identifying their targets. What kind of management and labor groups have the high priority? How accessible are they? How can the training courses be effectively distributed for mobilizing local human resources? It is advisable to inform the locals of the annual schedule of the WISE courses after the plan has been established.
DESIGNING WISE TRAINING STEPS FOR A COMPREHENSIVE COURSE

STEP 1: Marketing the program and recruiting participants

WISE trainers should:

a. Obtain information regarding the industrial characteristics of local regions where they plan to organize the next course.
b. Contact key industrial or commercial associations to effectively market the WISE course contents.
c. Prepare an attractive brochure featuring the outline of the program. Newly developed promotional materials (i.e. introductory videos or the good example booklet) can also help.
d. Carry out a one-day awareness course for entrepreneurs and workers prior to the actual training.
e. Conduct a series of enterprise visits based on preliminary list of potential participants.
f. Collect good examples by taking pictures.

REMEMBER: EACH WISE TRAINER SHOULD ACT AS A POSITIVE PARTNER IN THE SOCIO-ECONOMIC DEVELOPMENT OF THE LOCAL COMMUNITY DURING RECRUITMENT.

STEP 2: Opening of the program and checklist exercise

During the opening session, several guest speakers, arranged by WISE trainers and local organizations, will provide encouraging remarks. This will be followed by a brief orientation of the course and the checklist exercise in real workplaces. IMPORTANT: Stress the action-oriented nature of the course; select an appropriate enterprise to be visited for the purpose of the checklist exercise.

STEP 3: Technical sessions

As the core of the training, eight technical areas of WISE will be covered:

1. Materials storage and handling
2. Work-station design
3. Productive machine safety
4. Control of hazardous substances
5. Lighting
6. Welfare facilities
7. Premises
8. Work organization

The materials storage and handling session helps avoid bottlenecks and delay, ensuring the smoothness of the workflow. The workstation design session demonstrates the advantages of improved work postures and ergonomic workstations that enhance productivity and reduce fatigue. The productive machine safety session will teach the participants techniques that increase productivity and eliminate work hazards in modern machine guards and feeding devices. Simple and inexpensive means of controlling hazardous substances in most small enterprises will be tackled in the control of hazardous
substances session. Reduced electricity bills and improved lighting conditions created by skylight and regular window maintenance will be the main thrust of the lighting session. The welfare facilities and services session will highlight the positive effects basic welfare facilities have on the worker's morale, motivation, health, job satisfaction and attendance.

Simple improvement measures on the ceilings, walls and floors, on the ventilation, heat and pollution will be discussed in the work premises session. Modern work organization techniques like recombining tasks, setting up buffer stocks, multi-skilling, developing group work-stations and using product-based organizations provide better work flow and higher product quality as seen in the work organization session.

**STEP 4: Group work for the preparation of action plans**

In this step, participants develop their own ideas on workplace improvements. These plans are created out of their own initiative and they will grow during the group's interactive discussions.

**REMEMBER: WISE TRAINERS SHOULD MAINTAIN THEIR RESPONSIBILITY AS FACILITATORS IN ACTIVE GROUP DISCUSSIONS AND ACTION PLANNING.**

**STEP 5: Mid-course visits/workshop**

In this section, participants will discuss achievements and constraints with their groupmates and trainers in a relaxed atmosphere or setting. Practical hints for overcoming their specific improvement bottlenecks can be picked up from local wisdom and success examples. WISE trainers should look into the organizational aspects of these improvements such as mobilization of local resources and possible involvement of supervisors and workers.

**STEP 6: Improvements in enterprises and preparation of group presentations**

Motivated participants will be applying improvements in their workplaces and entries to the Simple, Inexpensive and Clever (SIC) contest can be chosen by participants and trainers from these efforts. Action plans that might not be applied during the course sessions, but a few months after, should also be encouraged. WISE trainers will assist participants in preparing presentations that detail their action plans and achievements. Visual presentations involving slides or photographs and transparencies will be commended, particularly when it involves before and after the improvement workplace situations. Not only will they be convincing material of the course’s results, they can also be added to the training materials of future courses.

**STEP 7: Final workshop - Group presentations**

This is the course highlight for the participants as distinguished guest speakers give congratulatory addresses. The main part of this workshop is the final presentations of the participants’ achievements and future plans followed by brief discussions. At this point, the SIC winners are announced and the course is formally closed.
STEP 8: Follow up

The participants’ enterprises are supported in their improvement plans and their progress is continuously monitored and evaluated. Well-coordinated follow-up activities often help local people in creating an information network to sustain their improvement activities.
MODULE 3: TRAINING STEPS

PRELIMINARY STEP

Activity 1 – Designing the effective training steps

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Developing the WISE training courses which respond to the particular needs of the local people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>1 - 3 days</td>
</tr>
<tr>
<td>Outputs</td>
<td>A set of the training materials and methods meeting the region's local needs</td>
</tr>
<tr>
<td>Methods</td>
<td>Reviewing the training materials. Brainstorming among the regional WISE trainers.</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Training manual</td>
</tr>
</tbody>
</table>

An overview of the assigned region's specific needs is essential in defining the course's goals. WISE trainers should brainstorm regarding the particular needs of the region while slides as well as good examples which represent the local area should be compiled.

Activity 2 – Developing an annual plan of the training courses

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Allocating the dates and places of the training courses in the most effective way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>1 - 3 days</td>
</tr>
<tr>
<td>Outputs</td>
<td>Overview table of the training schedule in the region</td>
</tr>
<tr>
<td>Methods</td>
<td>Brainstorming and interactive discussion among the WISE trainers.</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Local map, work schedule of the regional labor office.</td>
</tr>
</tbody>
</table>

Develop an overview of the region's training schedule and inform the local participants ahead of time. Select appropriate dates and venues in the region for the training courses. WISE trainers should link improvement experiences and achievements among the different parts of the cities in the region. An established network for exchanging success stories in the region can accelerate progress for participants.
DESIGNING WISE TRAINING STEPS FOR A COMPREHENSIVE COURSE

STEP 1: Marketing the Program and Recruiting Participants

Although introductory videos and flyers are present, WISE trainers are encouraged to answer questions from potential participants in their own words.

Activity 1 – Selecting a group of enterprise with potential interest

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Locating a group of manufacturing enterprises with potential interest in improving productivity and working conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>1 - 3 days</td>
</tr>
<tr>
<td>Outputs</td>
<td>A list of enterprises with potential interest</td>
</tr>
<tr>
<td>Methods</td>
<td>Collect a list of enterprises in the region. Local industry associations or chambers of commerce may assist you to fulfill this purpose.</td>
</tr>
<tr>
<td>Training</td>
<td>Training manual</td>
</tr>
<tr>
<td>Tools</td>
<td></td>
</tr>
</tbody>
</table>

A good way to get started in this process is to find out which enterprises in the region have high needs and interests in improving their productivity and working conditions. This can be done by brainstorming with other WISE trainers and labor inspectors. Brainstorming is also useful for developing a list of associations or key persons in the region who may help pinpoint potential participants.

Important things to consider in producing active discussions among participants:

- they are more or less in the similar business environment;
- they are more or less the same size;
- they are not in direct competition (though participant groups from the same industries are desirable); and
- they are located within easy traveling distance of each other.

Things to identify and consider when organizing an industry-specific course:

- main industries which play an important role in the region's economy;
- key associations and persons who should be invited as participants;
- the industry-specific courses' practical benefits to the participants;
- possible improvement points by the local entrepreneurs; and
- multiple impacts on the region's economy.
Activity 2 - First contact

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Informing entrepreneurs of WISE training courses and their benefits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>1 - 3 days</td>
</tr>
<tr>
<td>Outputs</td>
<td>A list of enterprises to be visited</td>
</tr>
<tr>
<td>Methods</td>
<td>Telephone calls / Mailing letters</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Training manual</td>
</tr>
</tbody>
</table>

The first contact is very important as this is when owners/managers form their impressions of WISE. WISE trainers should be clear and positive when explaining their purpose without being too detailed, and should instead set an appointment to return as soon as possible. A realistic schedule of when to visit all the contacted enterprises should be made in the first contact phase.

The main activities included in this phase are:
- to telephone or send an invitation with WISE brochures to potential participants;
- to give them a brief introduction of the WISE training courses;
- to make appointments with the potential participants; and
- to establish an effective schedule for visiting all the enterprises which have the potential to participate in WISE courses.

Activity 3 - Marketing the program

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Explaining the benefits of WISE training courses and confirming the participants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>5 - 10 days</td>
</tr>
<tr>
<td>Outputs</td>
<td>A tentative list of around thirty participating enterprises</td>
</tr>
<tr>
<td>Methods</td>
<td>Presentation, Interactive discussion, Joint walk-through in workplaces</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Training manual</td>
</tr>
</tbody>
</table>

This step is the most important for recruiting and confirming participants. Use positive advisory skills from previous WISE experiences to convince the entrepreneurs to attend the courses. While it is important to present the contents and positive achievements of the WISE program clearly, visits with potential participants must always be kept short. Avoid giving any negative impressions, as well as notions of “inspecting” or “auditing” the company in an authoritative fashion.
Ask permission from owners/managers to take pictures of their workplaces, assuring them that these photographs won't be used to investigate or punish them. Photograph the good points of the workplace and praise them for their efforts, then photograph potential improvement points. Photographs of the good points will later prove useful as practical training materials, while photos of those with improvement potential will be used to compare to the actual improvements during and after the WISE training.

Arrange to have a preliminary walk-through with the owners/managers of the enterprises. This walk-through is important in convincing them of the benefits of WISE. Prepare carefully for this first visit. Communicate positively and be sure to mention the previous achievements in other workplaces.

Increased practical knowledge of the technical contents of WISE is important in identifying points for improvement. Exchange success stories with other WISE trainers on how owners/managers were convinced to participate in WISE training courses. Constantly assess your way of speaking and knowledge of the technical aspects so as to build effective skills for recruiting participants.

If you intend to hold an industry-specific WISE seminar, research on the recent business and market conditions of the particular industry. Relate the improvement of working conditions in the enterprises to the upgrading of their business. Speak in the entrepreneurs' language as this will add to your credibility.

The main activities in this step include:

- visiting all the listed enterprises;
- introduction of the WISE program and stressing its benefits;
- encouraging interest in the program and overcoming any initial suspicions by showing various promotional materials;
- conducting preliminary walk-through in their workplaces;
- identifying good examples and taking photographs;
- identifying potential points to be improved during the WISE course;
- discussing positive impacts on their business;
- confirming their participation; and
- immediately sending them a final program of the WISE seminar.

**STEP 2: Opening the Program and Checklist Exercise**

Welcome all the recruited participants at the venue with crisp opening and orientation sessions immediately followed by a checklist exercise. This will impress participants of the positive, participatory nature of the WISE training courses.
Activities 1 & 2 - Opening Session / Orientation

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Welcoming the participants, and giving them an outline of the course program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>20-30 minutes</td>
</tr>
<tr>
<td>Outputs</td>
<td>A tentative list of around thirty participating enterprises</td>
</tr>
<tr>
<td>Methods</td>
<td>Presentation</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Brief speeches / Transparencies</td>
</tr>
</tbody>
</table>

 Arrange guest speakers as well as representatives of regional labor offices and WISE trainers, to give a short speech on the importance of the course and the need to apply the new WISE approach for the opening session. The practical value of the course and its easy-to-apply, low-cost improvements will be stressed in the orientation session. In the end, participants will be able to:

- understand the need for owners/managers of small enterprises to get training on improved working conditions and productivity;
- appreciate the practicality of the low-cost, productivity-enhancing improvements applied to their workplaces; and
- open up communications between participating owners and managers.

Activity 3 - Checklist exercise

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning how to apply an action checklist for the purpose of selecting priority improvements in small enterprises in the local situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>80-90 minutes</td>
</tr>
<tr>
<td>Outputs</td>
<td>Participants who understand the practical value of the action checklist and the small group discussion methods.</td>
</tr>
<tr>
<td>Methods</td>
<td>Presentation / Factory visit combined with the application of a checklist. Group work</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Checklist / Walk-through</td>
</tr>
</tbody>
</table>

Immediately after completing the company visits, initiate checklist exercise and initial workshop. Organize these at a location convenient to the participant companies. The checklist exercise is slated as the first training activity for several reasons:

- to convince participants of the benefits of the course;
- to emphasize the practical, action-oriented activities of the course;
to show the trainers' respect for the participants' knowledge and experience;
- to assemble a pool of examples which will be discussed in the following activities;
- to introduce the main subjects covered by the course;
- to initiate group work and participants' involvement; and
- to promote the use of a practical tool through many applications.

The checklist is designed to be more action-oriented rather than problems or subject-related so that specialized knowledge is not required in order to answer it. Essentially a part of the Action Manual, it is the only part that will be distributed to the participants at this point.

Careful arrangements are to be made for the factory visit in order to conduct an effective Checklist Exercise:
- find a factory located within thirty minutes from the seminar site;
- arrange a bus or jeepney for shuttling participants to and from the factory; and
- select a factory which covers the eight WISE technical areas (refer to Step 3 of the Training Steps).

NOTES FOR TRAINERS

Practical Hints for Conducting the Checklist Exercise

Structure
After a brief introduction and interview of the factory manager, participants are given an action checklist where they mark appropriate responses while observing the workplace. Questions on how to apply the checklist are very relevant. Then they are divided into groups to discuss results and present their views on good points and priority actions.

Initiative
Participants are encouraged to take initiative and identify applicable solutions. DO NOT give detailed explanations or guide participants regarding which technical solutions should be given priority. Trainers should allow the participants to form their own judgments.

Facilitation
The checklist exercise also offers trainers an opportunity to apply their roles as facilitators, which are to:
- facilitate discussion and sharing of experiences;
- apply participants' own knowledge and skills, rather than teach advanced technical know how;
- focus on solutions that are locally available, low-cost and immediately implementable; and
- support the problems and solutions identified through the initiative of participants.
STEP 3: Technical Sessions

This section is the technical core of the WISE training courses and it covers the following areas:
1. Materials storage and handling
2. Work-station design
3. Productive machine safety
4. Control of hazardous substances
5. Lighting
6. Work-related welfare facilities
7. Premises
8. Work organization

While these topics form the basis of the course, other relevant topics may be added in future course programs.

NOTES FOR TRAINER

Practical Hints on How to Conduct Technical Sessions

1. The importance of covering eight technical areas.

The aforementioned eight technical areas are discussed in the technical sessions in detail by the trainers and participants because they give a good overview of technical improvements that are readily available to most small enterprises. Even the order in which they are discussed has proven to be the most effective sequence of topics for WISE training courses.

2. Why emphasis is put on the technical sessions.

There are three strong reasons why traditional lectures are not used in the technical sessions:

a) WISE training courses are geared towards increasing the participants’ awareness and motivating them to start practical improvements instead of just adding to their knowledge.

b) Our participants are mature, self-confident entrepreneurs who value their time and do not like to be lectured.

c) The technical sessions must lead towards active work groups that encourage an exchange of workplace experiences and joint implementation of improvement ideas.

Trainers should examine their training techniques, focusing on:
- being more concerned with action rather than technical content;
- emphasizing practical ideas rather than general theory;
- generating discussions and an exchange of ideas rather than “teaching”;
- building on participants’ strengths and achievements rather than problems and weaknesses; and
- being a consultant and facilitator rather than a “teacher”.

3. The Use of Visual Aids.
(i.e. slides, overhead projector transparencies, writing board & flip-chart)

Slides taken from the participants’ workplaces and similar situations must be used to show good local examples. Focus on positive examples achieved at a low cost of improvement. Avoid situations that are unfamiliar or foreign to your participants. Encourage participants to elaborate on the details when showing their workplaces.

An overhead projector is an ideal training tool because it conveys the message clearly, even when the lights are on especially when using pre-prepared transparencies. Use a maximum of 7-8 lines per transparency for easier reading. Keep blank transparencies and special dark colored felt pens handy for group presentations.

A black or white board and flip-charts should be used during brainstorming sessions and group exercises. Points mentioned earlier can be returned to on a flip-chart and relevant sheets can be detached and tacked to the wall for easy reference.

4. The Training Room.

MAKE SURE each group of participants is clustered around a small table.
NEVER use the traditional arrangement of seats in rows.
FACE TO FACE DISCUSSION is a must between participants.
MAKE SURE ALL CAN SEE the projector’s screen, boards or flip-charts.
DO NOT USE a large desk or lectern since it is inappropriate for participatory sessions.
MAKE EVERYTHING NEAT & COMFORTABLE to make your participants relax and feel at ease.

5. Organizing the Training Session.

Technical sessions should not exceed 45 minutes to keep the participants interested. Any longer and the trainer runs the risk of boring the participants. Welcome questions, comments, and interventions to keep the session interactive. This provides constant feedback from the participants and a higher level of interest is maintained.
UNIT 1. MATERIALS STORAGE AND HANDLING

Objectives
- Identify and focus on commonly encountered working conditions problems in materials storage and handling at the workplace.
- Link better materials storage and handling to productivity enhancement and better product quality.
- Point out usually available simple and low-cost improvements in materials storage and handling.
- Describe some useful examples of improved materials storage and handling in the Philippine context.

Duration 35–45 minutes

Outputs Participants trained in basic principles of materials storage and handling

Methods Presentation / Group discussion

Training Tools Checklist, slides and transparencies showing good local examples

Suggested Training Plan

Introduction

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome participants (and introduce yourself if this is the first time for you to make a presentation).</td>
<td>Presentation</td>
<td></td>
<td>2–3 min.</td>
</tr>
<tr>
<td>2. Give the title of the unit session. Stress that materials handling is important in almost all enterprises and that well-organized materials storage and handling is a first condition of productive work. Conduct a small exercise to</td>
<td>Exercise</td>
<td>Transparencies (perhaps posters for your slogans written in large size),</td>
<td>5 min. (for 2 and 3)</td>
</tr>
<tr>
<td>Key activities</td>
<td>Method</td>
<td>Media</td>
<td>Time</td>
</tr>
<tr>
<td>----------------</td>
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<tr>
<td>demonstrate that an item moved from one place to another does not add value. Show some striking slogans such as “Materials handling does not add value, just cost”, “30% of accidents are caused by materials handling”. Then ask participants what benefits they think can be derived from good materials handling. Write down the points mentioned and make a brief summary saying that good materials handling can increase productivity and prevent damage and fatigue.</td>
<td>Demonstration exercise (moving an item with no value added)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Present a list of ideas which will be discussed by showing them in a transparency. These ideas should include: - how to reclaim work space and reduce stock; - how to prevent time loss for locating tools or material - how to improve materials flow and reduce handling; how to eliminate manual lifting operations. Then indicate the exact time when the session will end. Invite the participants to contribute to the discussion.</td>
<td>Presentation and discussion</td>
<td>Transparencies</td>
<td></td>
</tr>
</tbody>
</table>

**Rules on better-organized storage**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Show slides of a few practical improvements related to multi-level storage, done together with the idea to avoid placing materials on the floor. Also show slides of conveniently placed racks, containers and inserts for keeping tools and work items in good order. Ask participants what good points they can identify from the slides.</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”)</td>
<td>5-7 min. (for 4 and 5)</td>
</tr>
</tbody>
</table>
### Key activities

<table>
<thead>
<tr>
<th>5. Draw out the following rules from this discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- If in doubt, take it out; discussion</td>
</tr>
<tr>
<td>- Avoid placing materials on the floor;</td>
</tr>
<tr>
<td>- Save space by introducing multi-level shelves and racks;</td>
</tr>
<tr>
<td>- Provide a “home” for each tool and work item;</td>
</tr>
<tr>
<td>- The more you use it, the closer it should be.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and discussion</td>
<td>Transparencies</td>
<td></td>
</tr>
</tbody>
</table>

### Rules on fewer and shorter transport and handling work

<table>
<thead>
<tr>
<th>6. Show slides of pushcarts, hand-trucks, movable storage racks, tool trolleys, mobile workstations, rollers as well as pallets or containers used with them. Also show slides of intermediate work-stations, supporting tables, assembly stands and conveyor lines for moving heavy work items at working height. Ask participants what good points are found in these slides.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”)</td>
<td>5-7 min. (for 6 and 7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Present the following rules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use mobile storage;</td>
</tr>
<tr>
<td>- Use push-carts, hand-trucks and trolleys;</td>
</tr>
<tr>
<td>- Use easy-to-carry pallets and containers;</td>
</tr>
<tr>
<td>- Don’t lift loads higher than necessary;</td>
</tr>
<tr>
<td>- Move materials at working height.</td>
</tr>
<tr>
<td>Explain advantages and benefits of mobile storage and using wheels and invite comments from participants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and discussion</td>
<td>Transparencies</td>
<td></td>
</tr>
</tbody>
</table>
### Rules on more efficient lifting

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Show slides of simple, easy-to-transport lifting devices, including hoists, manually powered hydraulic cranes, lift tables, lift trucks or movable conveyors for lifting heavy loads. Invite comments from the participants.</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”)</td>
<td>5-7 min. (for 8 and 9)</td>
</tr>
<tr>
<td>9. Present the following rules:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Make lifting more efficient and safer;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- To manually raise a heavy load, keep the back straight and use the muscle power of the legs and get help from your co-workers when needed. Explain types of lifting devices which are simple, ready-to-use in varying lifting situations. Stress that wheels can be attached to these lifting devices, that very heavy loads should be moved at a minimum elevation, and that two or more people should work together for handling very heavy loads manually.</td>
<td>Presentation and discussion</td>
<td>Transparencies</td>
<td></td>
</tr>
</tbody>
</table>

### Mini-case study exercise

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Put on the ground a pile of vegetable items and ask participants what good ways they can suggest for transporting these items onto a table placed at the other end of the room. List the ideas put forward on a board, flip-chart or transparency. Make a brief summary of the points put forward and relate them to the rules explained.</td>
<td>Exercise (depending on the time available, you may choose a different exercise; e.g., by asking a question about advantages of a mobile rack)</td>
<td>Flipchart, board or transparency</td>
<td></td>
</tr>
</tbody>
</table>
Conclusion

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Summarize using a transparency of all the storage and handling rules.</td>
<td>Presentation</td>
<td>Transparency</td>
<td>3-5 min.</td>
</tr>
<tr>
<td>Point out that all relate to better productivity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mention that all are covered in the “Action Manual”.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If time permits, illustrate each rule with 2-3 slides.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite questions and comments (comments about the relation to productivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are most relevant).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES FOR TRAINERS

1. Session design

**Background**

This is the first of the technical sessions because it:
- is applicable to almost all enterprises;
- is concrete, practical and easy to understand;
- is easily illustrated with slides from the participants’ enterprises;
- and
- attracts the immediate interest of participants by pointing out clear connections to both present working conditions and productivity.

**REMEMBER:** The session should focus on ideas you have collected during the factory visits of participating enterprises. Group the ideas you formed around rules described in the Action Manual. Popularize for the group the ideas found at some enterprises. **DO NOT** give a lecture about the theory of materials handling.

**Sub-units**

The session is divided into four sub-units:

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Purpose</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>To arouse interest</td>
<td>7-8 min.</td>
</tr>
<tr>
<td>Presentation of rules and</td>
<td>To communicate ideas and motivate</td>
<td>18-20 min.</td>
</tr>
<tr>
<td>examples</td>
<td>implementation</td>
<td></td>
</tr>
<tr>
<td>Mini-case study exercise</td>
<td>To reinforce ideas and sharpen do-it-</td>
<td>15 min.</td>
</tr>
<tr>
<td></td>
<td>yourself skills</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>To provide a summary and overview</td>
<td>3-5 min.</td>
</tr>
</tbody>
</table>
Time limit
Respect the time limit of 45 minutes. It is really essential to have a rehearsal of your session. The presentation should be rehearsed early and improved by getting feedback from all trainers.

2. Exercises

Key activity 2 Demonstration exercise

This exercise is conducted as a small exercise in an improvised manner. Prepare a small amount of onions or oranges, possibly placed in a small bamboo basket, and put them on one of the tables of participants. Ask a participant sitting nearby to move the basket to the next participant, and ask this next participant to pass it on to the next, and then to the next. Then ask the participant who finally received the basket if the value of the onions (or oranges) in the basket has changed. The answer is obviously “no”. The exercise finishes with this answer. You just go on to show the slogan: “Materials handling does not add value just cost”.

Key activity 10 Mini-case study exercise

Put on a large sheet of paper placed on the ground, a pile of vegetable items (or fruit items). Then make sure there is a small table at the other end (or corner) of the room. Ask participants what good ways they can suggest for transporting these items onto the table at the other end (corner) of the room. List the ideas put forward on a blackboard (whiteboard), flipchart or transparency. The participants may first mention the use of a pushcart or a basket. Some may say the vegetables should have been placed on a table of nearly the same height so that moving them from the table to the pushcart should be easier. Some others may suggest the use of small containers combined with the use of a cart. A lift truck might be mentioned. Perhaps there may be a suggestion that the vegetables should have been delivered already in small containers or already on a mobile rack. Let the participants put forward whatever ideas they may think useful. Try to have a short discussion on what might be the best way (possibly the delivery at the outset of the vegetables in small containers placed on a push-cart so that all that is needed is to move the cart to the table at the other end and transfer the vegetable containers onto the table of nearly the same height). Also, try to invite comments about whether the approach might differ if the circumstances differ - e.g., heavier load, longer distances, uneven floor, etc. The message of this discussion should be that there are some basic principles that can be applied to different situations.

Make a brief summary of the points raised and relate them to the materials handling rules explained.
Depending on the time available, you may choose a different way to run this exercise (for example, by asking a question about advantages of a mobile rack).

3. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session and sample answers by the trainers. There may be other questions, but most of them are relatively easy to answer by studying carefully the “Action Manual”.

**Question 1** The introduction of mobile racks may create problems in using them on an uneven floor. How can we use mobile racks in such a situation?

**Answer 1** Make the floor as even as possible by removing materials from the floor, filling holes and eliminating stumbling hazards. Where height differences are unavoidable, use ramps with an inclination of up to 5-8 degrees. If the floor remains uneven for various reasons, use larger wheels as they are more adapted for moving around on an uneven floor.

**Question 2** Multi-level racks mean considerable height differences of shelves. How can we effectively use such shelves of different height levels?

**Answer 2** Shelves of convenient height should be used for materials that are utilized frequently. Put heavy and less frequently used materials on the lower parts of racks, and light and occasionally used things on the higher parts of racks.

**Question 3** Returning each time tools, raw materials and semi-products to their designated “homes” takes much time. Is it really productive?

**Answer 3** The time consumed for bringing back things to a home is much shorter than the time needed in searching for these things from messy worktables or storage. The location of “homes” should be near the place where the particular tools, materials or work items are being used, so that time for returning them is minimal.
UNIT 2. WORK-STATION DESIGN

Objectives
- Identify key ideas for better workstation design including proper position of materials, tools and controls, better working postures and the use of time and effort-saving arrangements.
- Link better workstation design to productivity enhancement and better product quality.
- Point out usually available simple and low-cost improvements in workstation design.
- Describe some useful examples of improved workstation design in the Philippine context.

Duration
35 - 45 minutes

Outputs
Participants trained in basic principles of work-station design

Methods
Presentation / Group discussion

Training Tools
Checklist, slides and transparencies showing good local examples

Definition of “Work-Station”

A workstation is the place which a worker occupies when performing a job. It can either be occupied all the time or it could be one of many places where work is done. A work stand or worktable for machine operation, tool operation, assembly, or inspection are ideal examples of a work-station. In workstation design, the worker and the task are taken into consideration to ensure a smooth work flow and increased productivity.

Suggested training plan

Introduction

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give the title of the unit session. Explain what is meant by a “work-station”. Mention that having discussed materials handling, it is now time to have a close look at workstations in order to improve comfort and work efficiency. Stress that a well-designed workstation is needed for productive work.</td>
<td>Presentation</td>
<td>Transparency</td>
<td>2-3 min.</td>
</tr>
<tr>
<td>Key activities</td>
<td>Method</td>
<td>Media</td>
<td>Time</td>
</tr>
<tr>
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</tr>
<tr>
<td>2. Indicate the exact time when the session will end. Ask participants what kind of workstations are used in their workplaces and if they knew of any improvements done. Invite participants to comment on such examples. Present a list of ideas which will be discussed in transparencies or possibly on poster. To make them more appealing, you can use the “how to” format, such as: - how to increase productivity by changing the position of tools and materials; - how to redesign a work height and a chair to increase product quality; - how to avoid wasted effort using simple fixing devices; how to locate dials and controls to minimize mistakes.</td>
<td>Presentation and discussion</td>
<td>Transparencies (perhaps poster for your how-to ideas written in large size)</td>
<td>4 min.</td>
</tr>
</tbody>
</table>

**Rules on easy reach**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Show slides of several workplaces materials, tools and controls within and easy reach of workers and at discussion appropriate height. They should include good use of bins and tool holders. Ask participants what good points they can identify from the slides. Show a transparency on appropriate reach distance for sitting and standing workers.</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”) Transparency</td>
<td>5-7 min. (for 3 and 4)</td>
</tr>
<tr>
<td>Key activities</td>
<td>Method</td>
<td>Media</td>
<td>Time</td>
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<tr>
<td>-------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4. Present the rule below referring to Presentation Transparency the good examples and the discussion and explain the advantages and discussion benefits: - Keep materials, tools and controls within easy reach. Invite comments from participants.</td>
<td>Presentation and discussion</td>
<td>Transparency</td>
<td></td>
</tr>
</tbody>
</table>

**Seat-back exercise**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Start this exercise. Ask participants to sit so that they cannot use their backrest or lean on the table or armrests. For this exercise, they should move to the front of their chair and sit halfway. Ask them to make sure that their neighbors are not leaning on the table or backrest or otherwise “cheating”. Mentioned that the seat-back exercise is continued during the presentation of the next rule.</td>
<td>Exercise</td>
<td></td>
<td>1-2 min.</td>
</tr>
</tbody>
</table>

**Rules on work posture**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Show slides of ergonomically sound standing and sitting work height where the hands are around the elbow discussion height (meaning “elbow rule” is observed). Ask participants what good points are found in these slides and what benefits are gained by keeping hands at the elbow height. Then show one or two slides of workers in difficult work positions</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”)</td>
<td>5-7 min. (for 6 and 7)</td>
</tr>
<tr>
<td>Key activities</td>
<td>Method</td>
<td>Media</td>
<td>Time</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>(operations with hands raised above shoulder level, or in bending postures or in chairs without backrest) and ask where the workers feel fatigue and pain.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Present the following rules:</td>
<td>Presentation and discussion</td>
<td>Transparencies</td>
<td></td>
</tr>
<tr>
<td>- Change work surface height or position of work items, tools or controls so that work is done at elbow height;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use platforms so that short workers can be at the proper work height;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide good chairs of correct seat height and with a good backrest;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide enough leg space to allow easy leg movement.</td>
<td></td>
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</tr>
<tr>
<td>Explain recommended dimensions for seated tasks and for standing work using transparencies showing such dimensions in the “Action Manual”. Invite comments from the participants.</td>
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</tbody>
</table>

**Completing the seat-back exercise**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Release the participants from not using their seat backs. Ask how their backs feel. Everyone would agree that they felt strains on their backs in just a few minutes of exercise. Emphasize that the strains would be much more for someone who works in an awkward position and performs tasks repeatedly and for a long time. Stress that in addition to correct work height, chairs with a good back and cushion help keep productive work.</td>
<td>Exercise</td>
<td></td>
<td>2-3 min.</td>
</tr>
</tbody>
</table>
## Rules on use of fixtures

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Show slides of workstations using jigs, clamps, suspended tools, levers, chutes, counterbalances and other devices for saving worker's energy and time for productive work. Ask participants what benefits are brought in by using these arrangements.</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”)</td>
<td>5-6 min. (for 9 and 10)</td>
</tr>
<tr>
<td>10. Present the rule: - Use clamps, jigs, levers and other devices to save time and effort. Stress that simple workstation arrangements to hold work items are important to prevent wasted effort and improve work. Explain that the work can be done skillfully and efficiently when the hands are free for productive work.</td>
<td>Presentation and discussion</td>
<td>Transparency</td>
<td></td>
</tr>
</tbody>
</table>

## Rules on displays and controls

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Present slides showing properly labeled or color-coded display, emergency switches made distinctly outstanding and clear layout of dials and switches. Explain that an important general rule for display and controls is: - Improve display and controls to minimize mistakes. A transparency showing an easy-to-see layout of dials and switches can be used.</td>
<td>Presentation and discussion</td>
<td>Slides and transparencies</td>
<td>5-6 min. (for 11 and 12)</td>
</tr>
<tr>
<td>Key activities</td>
<td>Method</td>
<td>Media</td>
<td>Time</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>12. Present the following rules:</td>
<td>Presentation and discussion</td>
<td>Slides and transparencies</td>
<td></td>
</tr>
<tr>
<td>- Make mutually related dials and controls grouped together;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Make clearly identifiable which control corresponds to which;</td>
<td></td>
<td></td>
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<tr>
<td>- Use different shapes or colors for different kinds of switches or signals;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Label dials and switches clearly as to what operation is meant;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Make the emergency switch easily visible.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Emphasize that easily is disguisable display and controls can minimize mistakes.</td>
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</tbody>
</table>

**Curve-tracking exercise**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Distribute to each participant two copies of the curve-tracking exercise form. Ask them to place a copy in front of them at the far right and about 30 cm. below the edge of the table. Explain that they are to track the curves on the form using a pencil, starting from the left end of each curve and moving to the next curve when reaching the right end. Do this curve tracking for 30 sec., and ask them to count the number of curves tracked the pencil crossed the limit lines. Then ask them to place the other form just in front of them and do the same tracking for 30 sec. Let them count the number of curves tracked and compare the results with the previous results. The participants would confirm that the number of curves tracked increased in the second trial. Stress that it is important to do the work within easy reach and in a comfortable posture.</td>
<td>Exercise (depending on the time available, you may choose a different exercise; e.g., by asking a question about advantages of an appropriate work height)</td>
<td>Curve - tracking exercise forms</td>
<td>10 min.</td>
</tr>
</tbody>
</table>
## NOTES FOR TRAINERS

1. **Session design**

   **Background** This session may be approached in much the same way as the session on materials storage and handling. One essential difference between the two subjects is the relative weight of productivity versus working conditions benefits. In the case of better storage and handling, its benefits for productivity, cost, space and stock control are obvious while the benefits in terms of working conditions (such as the probability of fewer accidents and less tiring work) are sometimes more difficult to see. With better workstation design, it is easy to see the benefits for the worker (more comfortable work and less fatigue), whereas the relation to productivity is not always readily visible. Many entrepreneurs believe that a more comfortable worker will tend to relax and work more slowly. It is thus important to present the workstation rules to demonstrate the benefits to both productivity and work comfort.

   It is useful to point out that well-designed work-stations are less tiring and can prevent work-related safety and health risks. Good work postures and less tiring operations can reduce the risk of low back pain and neck, shoulder and arm disorders. More and more managers and workers worry about such disorders because they result to absenteeism. These people may well understand the benefits of a better workstation design.

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Summarize using a transparency of all the workstation rules. Emphasize that all relate to better productivity. Mention that all are covered in the “Action Manual”. Illustrate each rule with two slides. Invite questions and comments (comments about the relation to productivity are most relevant).</td>
<td>Presentation</td>
<td>Transparency</td>
<td>3 min.</td>
</tr>
</tbody>
</table>
The four rules of this technical session have been chosen to focus on the relation between comfort and work efficiency. While it is possible to concentrate on one or two main rules during this session, at least five minutes should be spent on each of the four rules.

Sub-units The session is divided into four sub-units:

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Purpose</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>To arouse interest</td>
<td>6-7 min.</td>
</tr>
<tr>
<td>Presentation of rules and examples</td>
<td>To communicate ideas and motivate implementation</td>
<td>25-30 min. including the seat-back exercise</td>
</tr>
<tr>
<td>Curve-tracking exercise</td>
<td>To improve awareness of proper work-station</td>
<td>10 min.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>To provide a summary and overview</td>
<td>3-5 min.</td>
</tr>
</tbody>
</table>

Time limit Respect the time limit of 45 minutes. It is essential to have a rehearsal of your session.

2. Exercises

Key activity 5 Seat-back exercise

This exercise is conducted while the presentation of rules and examples is done. Ask participants to sit so that they cannot use their backrest or lean on the table or armrests. For this, they should move to the front of their chair and sit halfway. Ask them to make sure that their neighbors are not leaning on the table or backrest or otherwise “cheating”. Mention that the seat-back exercise is continued during the presentation of the next rule.

When the second rule on work postures has been presented, release the participants from not using their seat backs. Ask how their backs feel. Everyone would agree that they felt strain on their backs in just a few minutes of exercise. Emphasize that the strain would be much more for someone who works in an awkward position and performs tasks repeatedly and for a long time. Stress that in addition to correct work height, chairs with a good back and cushion help keep productive work.
Key activity 13 Curve-tracking exercise

The purpose of this exercise is to demonstrate the benefits of work done within easy reach in terms of comfort and work efficiency. Distribute to each participant two copies of the curve-tracking exercise form (Figure 1). Ask them to place a copy in front of them at the far right and about 30 cm below the edge of the table. Explain that they are to track the curves on the form using a pencil, starting from the left end of each curve and moving to the next curve after reaching the right end. Do this curve tracking for 30 sec., and ask them to count the number of curves tracked while excluding those curves for which the pencil crossed the limit lines. Then ask them to place the other form just in front of them and do the same tracking for 30 sec. Let them count the number of curves tracked, and compare the results with the previous results. The participants would confirm that the number of curves tracked increased in the second trial. Stress that it is important to do the work within easy reach and in a comfortable posture, and that this increases productivity.

Depending on the time available, you may choose a different way to run this exercise (for example, by asking a question about advantages of an appropriate work height).

3. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session and sample answers by the trainers. There may be other questions but most of them are relatively easy to answer by studying carefully the “Action Manual”.

Question 4 Why is elbow height adequate for work?

Answer 4 At the elbow height position, the elbows and the upper part of arms can remain near the body. Thus, the least force is required to hold your arms in the working position. This makes the hand movement easier and more precise. It also makes it easier to keep a natural posture, reducing the muscle load of the shoulders and the back. Besides, the elbow height is appropriate for handling controls, work items and keyboards.
Question 5  Why do we need to avoid a bending posture?

Answer 5  To keep a bending posture (forward bending of the upper body), muscles in the back must work hard to sustain the heavy weight of the head and the upper body. These back muscles are not adapted for keeping a bending posture for a long time. That is why we feel low back pain so easily when keeping a bending posture even for a few minutes. Furthermore, the muscles are stretched in bending posture so that they get fatigue easily. All these means that the work done in a bending posture is of low quality. Avoiding a bending posture is one of the basic principles for efficient work.

Question 6  Why is alternate standing and sitting while at work useful?

Answer 6  Keeping the same posture for a long time easily causes fatigue of muscles working to keep the posture and hinders blood circulation particularly in the legs and the back. Continued use of muscles disturbs blood flow in the muscles and is therefore tiring. By alternating postures from standing to sitting and from sitting to standing, muscle fatigue is prevented. In addition, alternating the postures means changing the way work is done, which is good for keeping the worker alert and productive.

Question 7  How can we make displays and controls distinguishable at low cost so as to minimize mistakes?

Answer 7  The best way to make different displays and controls easily distinguishable from each other is by using different colors and providing easy-to-read labels. This can be done at very low cost. Establish a rule for using different colors, for example, green for on-switches and red for emergency cut-off switches, or the same color for the same type of displays in different positions. Labels should use large letters in short phrases. Do not forget to make the emergency switches particularly visible.
Figure 1: The task sheet for the “curve-tracking” exercise.
UNIT 3. PRODUCTIVE MACHINE SAFETY

Objectives
- Identify key ideas for improving machine safety in particular by feeding and ejection devices and by choice of the right type of machine guards.
- Understand better that workers can work efficiently with a safe machine.
- Point out simple but effective measures to increase both machine safety and productivity.
- Describe some useful examples of improved productive

Duration 35 - 45 minutes

Outputs Participants trained in basic principles of productive machine safety

Methods Presentation / Group discussion

Training Tools Checklist, slides and transparencies showing good local examples

Suggested Training Plan

Introduction

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give the title of the unit session. Mention that better materials handling and work-station design can improve safety and productivity at work together as we have seen in previous sessions, and that isolating accident dangers of machines can similarly improve productivity. Stress that the purpose is to find ways of making work safer while at the same time improving the efficiency of available machines and equipment. Indicate the exact time when the session will end. Invite participation in a similar manner as in the previous session.</td>
<td>Presentation</td>
<td>Transparency</td>
<td>2-3 min.</td>
</tr>
<tr>
<td>Key activities</td>
<td>Method</td>
<td>Media</td>
<td>Time</td>
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<tr>
<td>2. Show some slides giving an example of multiple improvements done on machine safety in an enterprise, possibly from a participating enterprise. Invite participants to comment on such an example. Present using a transparency, a list of ideas which will be discussed. To make them more appealing, you can use the “how to” and “why” format, such as: - how to increase productivity by a simple feeder; - how to select reliable machine guards which do not reduce efficiency; - how to increase workers’ safety consciousness; and - why the use of personal protective equipment should be a very last resort.</td>
<td>Presentation and discussion</td>
<td>Slides and transparencies</td>
<td>4 min.</td>
</tr>
</tbody>
</table>

**Rules on safe feeding**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>3. Show slides of several practical improvements using feeding and ejection devices to increase productivity and reduce injury hazards. If a sufficient number of slides taken from participating enterprises are not available, show the slides taken previously. Show transparencies giving different types of feeder found in the “Action Manual”.</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”)</td>
<td>7-10 min. (for 3 and 4)</td>
</tr>
<tr>
<td>4. Present the rule: - Use feeding and ejection devices to aid increase productivity and reduce discussion machine hazards. Ask participants what the benefits in the use feeders and ejectors are. Invite comments from participants and try to discuss the advantages and benefits of such mechanical arrangements in comparison with mere safety precautions.</td>
<td>Presentation and discussion</td>
<td>Transparency</td>
<td></td>
</tr>
</tbody>
</table>
### Paper-folding exercise

<table>
<thead>
<tr>
<th>Key activities</th>
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</thead>
<tbody>
<tr>
<td>5. Ask four participants to fold a paper cup out of a square sheet of paper on the table. Show them how to make such a cup by actually making one. Before starting paper folding (origami), put two felt pens, vertically standing about 20 cm. apart, at the edge of the table in front of two participants. Ask them to do paper folding in the space between the two pens without touching the pens. Tell the other two to do paper folding freely on the table. When the cups are completed, compare the speed of producing a cup and ask the four participants how they felt. The insecure feeling and difficulty of concentrating on the work while trying not to touch the pens may be mentioned. Stress the importance of eliminating such insecure areas at work.</td>
</tr>
<tr>
<td>Method</td>
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<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Exercise</td>
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</table>

### Rules on machine guards

<table>
<thead>
<tr>
<th>Key activities</th>
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</thead>
<tbody>
<tr>
<td>6. Show slides of different types of machine guards; fixed, interlocking, adjustable and two-hand controls. You may add slides taken from workplaces other than those of the participants. Then show one or two slides of machines without safety guards and ask where the danger of getting injury is at work and what types of guards would be useful. Invite comments about the influence on productivity of installing these guards.</td>
</tr>
<tr>
<td>Method</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Presentation and discussion</td>
</tr>
</tbody>
</table>

| 7. Present the rule: Use the right type of guard. Explain different types of guards available using transparencies showing examples illustrated in the “Action Manual”. Invite comments from the participants. |
| Presentation and discussion                                 | Transparencies                          |         |
### Brainstorming exercise

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
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<tbody>
<tr>
<td>8. Ask participants “Why do workers try to avoid the use of personal protective equipment?” Record their answers on a board or chart. Draw the conclusion that the equipment causes some inconvenience, needs proper maintenance and may reduce productivity. It tends to be expensive and considerable supervisory efforts are needed to ensure that workers use it. The equipment therefore should only be used as a last resort.</td>
<td>Exercise</td>
<td>Transparency</td>
<td>7-10 min.</td>
</tr>
<tr>
<td>9. Present the rule: - Eliminate the hazard, or install guards, Presentation Transparency 2 min. or as a last resort, use personal protective equipment - always in this order.</td>
<td>Presentation</td>
<td>Transparency</td>
<td>3 min.</td>
</tr>
</tbody>
</table>

### Conclusion

<table>
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<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>10. Summarize using a transparency of all the machine safety rules. Mention that all are covered in the “Action Manual”. Where appropriate, illustrate these rules with slides. Invite questions and comments (comments about the relation to productivity are most relevant).</td>
<td>Presentation</td>
<td>Transparency</td>
<td>3 min.</td>
</tr>
</tbody>
</table>
NOTES FOR TRAINERS

1. Session design

Background It should be kept in mind that the time available for this session does not permit systematic coverage of the most important aspects of occupational safety. The session is restricted to machines and emphasizes points closely related to productivity. It should not be treated as a standard lecture on machine guarding. As in other sessions, lecturing from professional points of view must be avoided.

Perhaps, the most convincing part of the session relates to feeding and ejection. Machines equipped with effective feeding and ejection devices are safe and productive. It is essential to present low-cost, locally made and innovative examples both for feeding and ejection equipment and for guards. This presentation should constitute a large part of the presentation (15-20 minutes). Numerous slides should be shown. The owners of the factories concerned can be asked to explain their experience about introducing improvements or about difficulties. And the rest of the participants should be encouraged to ask questions.

In safety, the best idea of all is to remove the hazard entirely. This idea is workable by most feeding and ejection devices as workers are no longer exposed to the danger of putting their hands into operating points. A complete enclosure of the power transmission part of machines also does the same. Therefore, it is useful to put a special emphasis on feeding and ejection equipment and on complete enclosures. Purchasing safe machines with such arrangements is a good policy.

If you cannot eliminate a hazard, attach a guard around it. However, guards may be removed by someone (maintenance workers who forget to put the guards in place again) or even by the workers themselves who feel that guards disturb their operations. Therefore, guards must be very carefully designed so as not to disturb operations or not to make maintenance work too complicated. Interlocking systems are thus very effective as removing guards simply stops operations. But remember, appropriately placed guards which do not necessarily have interlocking mechanisms are still very useful to prevent direct contact with hazards.
It is well known that by just providing personal protective equipment, does not ensure that it will be used. Even if a lot of effort is put into persuading workers to use personal protective equipment, we cannot be absolutely certain that it will be used properly at all times. We therefore strongly recommend that personal protective equipment be used as the last resort. When it is used, utmost care must be made to ensure its constant and correct use.

Thus, in running the session, try to convey the message that safety action should always be in the following order:
- First: Remove or substitute the hazard with a less dangerous machine or process.
- If this is impossible: Erect guards around the hazard.
- As a last resort: Provide personal protective equipment until the hazard can be eliminated or guarded.

Sub-units The session is divided into four sub-units:

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Purpose</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>To arouse interest</td>
<td>6-7 min.</td>
</tr>
<tr>
<td>Presentation of rules and examples</td>
<td>To communicate ideas and motivate implementation</td>
<td>15-20 min.</td>
</tr>
<tr>
<td>Paper-folding exercise</td>
<td>To reinforce awareness of proper guarding</td>
<td>7-10 min.</td>
</tr>
<tr>
<td>Brainstorming exercise on personal protective equipment</td>
<td>To convince participants that personal protective equipment should only be used as a last resort</td>
<td>7-10 min.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>To provide a summary and overview</td>
<td>5 min.</td>
</tr>
</tbody>
</table>

Time limit Respect the time limit of 45 minutes. It is essential to have a rehearsal of your session.
2. Exercises

Key activity 5 Paper-folding exercise

This exercise is conducted before the presentation of the rules on machine guarding. Ask four participants to fold a paper cup out of a square sheet of paper on the table. Show them how to make such a cup by actually making one (this is one of origami techniques).

Take a square sheet of paper of about 15X15 sq. cm. The folding procedures are as follows (Figure 2):

1) Fold along a diagonal line (with the colored side outside) to get a triangle.
2) While placing the triangle with the above diagonal line facing you (becoming a bottom-side line), fold the left part so that the left-bottom end reaches the right-side line with the folded portion of the left-side line becoming parallel to the bottom line.
3) Fold similarly the right part so that the right-bottom end reaches the left-side line with the folded portion of the right-side line becoming also parallel to the bottom line.
4) Fold towards you the top small triangle portion above these parallel lines so that the internal white side of this small triangle appears outside.
5) Fold away from you the other top small triangle portion still left above these parallel lines so that the internal white side of this small triangle appears outside.
6) The cup is ready for use by making the two top parallel lines round.
7) The cup should look like this illustration. If a sheet of paper of good quality (say, the quality of photocopy paper), the cup is good enough to keep water for a while for drinking purposes.

Before asking the four participants to start paper folding, put two felt pens, vertically standing about 20 cm. apart at the edge of the table in front of two participants. Ask them to do paper folding in the space between the two pens without touching the pens. Tell the other two to do paper folding freely on the table.

When the cups are completed, compare the speed of producing a cup and ask the four participants how they felt. The insecure feeling and difficulty of concentrating on the work while trying not to touch the pens may be mentioned. Stress the importance of eliminating such insecure areas at work.
Figure 2: How to fold a “paper cup” using a square sheet of paper

1. Fold one corner to the opposite corner.
2. Continue to fold the paper into a triangle.
3. Fold the paper into a smaller triangle.
4. Fold the paper into a pentagon.
5. Fold the paper into a larger triangle.
6. Unfold the paper to form a bowl.
7. The final result is a paper cup.
Key activity 8  Brainstorming exercise on personal protective equipment

Ask the participants “Why do workers try to avoid the use of personal protective equipment?” Record their answers on a board or chart. They may mention the inconvenience at work, unpleasant feeling especially in a tropical climate, the lack of knowledge about the potential hazards, the unavailability of equipment fit for the workers, poor maintenance or the lack of training in the use of such equipment. Draw the conclusion that the equipment causes some inconvenience, needs proper maintenance and may reduce productivity. It tends to be expensive and considerable supervisory efforts are needed to ensure that workers use it. Based on this conclusion, confirm with the participants that the equipment therefore should only be used as the last resort. This means, every effort should be made to avoid the existence of hazards and to enclose or screen the hazards’ source so that the workers need not necessarily use the equipment. But do not forget that the personal protective equipment must be regularly used in the circumstances wherein workers are not protected from the hazards. Good program for training and maintenance as to such use of equipment is essential in order to ensure its regular use.

3. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session and sample answers by the trainers. There may be other questions, but most of them are relatively easy to answer by studying carefully the “Action Manual”.

Question 8  Machines with a complete set of safety devices are usually expensive and it may also happen that such machines are not readily available. How can we solve these problems?

Answer 8  Yes, the price of a machine with safety guards is often higher. You may have to spend a little more time to obtain a safer machine. But we should consider that safe machines are more productive and ultimately less expensive than unsafe machines. In using unsafe machines, workers have to pay unnecessary attention to avoiding injury risks and cannot concentrate well on the work unlike in the case of using safe machines. Accidents, once they occur, cost you much and greatly hamper production. You must also remember that putting safety guards afterwards is more expensive than purchasing a machine with built-in safety devices.
Question 9 Introduction of feeding and ejection devices often means considerable expenses and may also mean that some workers have to be assigned to other jobs. Is it still worth considering?

Answer 9 Yes, if you can introduce efficient feeding and ejection devices that increase productivity. There are many such types by which productivity and work quality are greatly improved. This makes it easier to expand your business. As a result, the assignment of workers to different jobs will benefit both the enterprise and workers.

Question 10 Workers often complain that work is disturbed by attaching safety guards. What can we do in this situation?

Answer 10 If the safety guards are actually disturbing work, they should be adapted so as not to disturb work. It is important to attach appropriate types and shapes of guards which do not interfere with visibility, operation or maintenance. It may happen that workers feel their work is faster without a guard, but this underestimates the effects of unsafe working on overall productivity and product quality. It is necessary to establish a firm rule about using safety guards all the time for all workers.

UNIT 4. CONTROL OF HAZARDOUS SUBSTANCES

<table>
<thead>
<tr>
<th>Objectives</th>
<th>- Identify basic ideas for improving the control of hazardous substances by means of simple and inexpensive ways of dealing with them.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Understand better that improvement of the most obvious problems in dealing with hazardous substances often result in cost savings and productivity benefits.</td>
</tr>
<tr>
<td></td>
<td>- Point out some basic low-cost measures to control hazardous substances that are immediately available for small and medium-sized enterprises.</td>
</tr>
<tr>
<td></td>
<td>- Describe some useful examples of improved control of hazardous substances in the Philippine context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>35 - 45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outputs</td>
<td>Participants trained in basic principles of control of hazardous substances</td>
</tr>
<tr>
<td>Methods</td>
<td>Presentation</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Slides and transparencies showing good local examples</td>
</tr>
</tbody>
</table>
### Suggested Training Plan

#### Introduction

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give the title of the unit session. Emphasize that there are simple and inexpensive ways to improve the control of hazardous substances. These various ways are available for small and medium-sized enterprises, although some measurement and control measures need to be carried out by specialists. Stress that simple improvements often result in cost savings and productivity benefits. Indicate the exact time when the session will end.</td>
<td>Presentation</td>
<td>Transparency</td>
<td>2 min.</td>
</tr>
</tbody>
</table>

| 2. Show some slides giving examples of workplace where workers are dealing with hazardous chemicals in some of participating enterprises. Invite participants to comment on such examples, especially to mention how these chemicals affect the work being done and the health of workers. Then stress also that protective measures can lead to cost savings and increased productivity. Present a list of ideas to be discussed in the session using the “how to” format:  
- how to replace expensive solvents with other chemicals;  
- how to improve local ventilation without increasing electricity consumption;  
- how to reduce loss of chemicals and save energy.                                                                 | Presentation and discussion | Slides and transparencies | 3-5 min. |
## Rules on substituting chemicals

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. If available, show samples of organic solvent-based paints and water-based and solvents. Pass them around to the participants. Using transparencies of illustrations found in the “Action Manual “, mention that it may be possible to replace organic solvents used by many small enterprises with less dangerous substances. Examples include water-based solvents for paints and soap instead of solvents used in degreasing.</td>
<td>Presentation and discussion</td>
<td>Samples of hazardous and less hazardous chemicals, transparencies showing good arrangements in the “Action Manual “</td>
<td>7-10 min. (for 3 and 4)</td>
</tr>
</tbody>
</table>

4. Present the rule:
- Replace a dangerous substance with a less dangerous one.
Ask participants whether they now examples of introducing less hazardous chemicals or eliminating a hazardous process. Invite comments from participants and try to discuss the advantages and benefits of such arrangements in their own enterprises.

<table>
<thead>
<tr>
<th>Method</th>
<th>Transparency</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Rules on using covers and isolating hazardous sources

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Show slides of containers and equipment with lids or covers that reduce dangerous and wasteful evaporation of chemicals. Examples can include cans, baths, mixing drums and improvised containers used at work. You may use slides taken from workplaces other than those of the participants. Then present slides showing the use of enclosures or separate rooms to minimize risk areas. Invite comments about the influence on productivity in applying these measures.</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”)</td>
<td>7-10 min.</td>
</tr>
</tbody>
</table>
**Rules on cost-effective ventilation**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Present slides showing good natural ventilation, the use of ventilators placed appropriately at high parts of walls and local exhaust systems. If sufficient examples are not available, use transparencies of illustrations in the “Action Manual”. Discuss why many workers avoid the use of personal protective equipment. Discuss also how general and local ventilation can remove contaminated air.</td>
<td>Presentation and discussion</td>
<td>Slide and transparencies</td>
<td>7-10 min. (for 6 and 7)</td>
</tr>
<tr>
<td>7. Summarizing the discussion, the following rules: - Use natural air flow to reduce air contamination; - Make local ventilation cost-effective; - Clean properly – don’t spread dust; - Use personal protective equipments the last resort. Invite comments on these rules.</td>
<td>Presentation and discussion</td>
<td>Transparencies</td>
<td></td>
</tr>
</tbody>
</table>

**Push and pull exercise**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Place an electric fan on a small table and turn it on. Prepare a bunch of thin paper strips and hold it for a while just in front of the fan where wind is blowing (pushing). Then place the bunch of strips behind the fan where air is sucked in (pulling). Demonstrate pulling by finding the closest distance with no exhaust effect. Pushing is then again demonstrated at the same distance and then double and triple this distance to show the much stronger effect. Ask why there is a</td>
<td>Exercise</td>
<td>An electric fan, thin paper strips and a carton duct</td>
<td>10-15min.</td>
</tr>
</tbody>
</table>
### Key activities

| difference in the strength of air flow. In the second part of this exercise, provide a thick paper (carton) duct covering the back side of the fan and show the difference in the air pulling strength with and without the duct. Also, place the bunch of thin paper strips at different positions in relation to the entrance of the duct and compare the pulling strength. Invite comments from participants. Summarize that while pushing makes a stronger air flow, pulling with ducts and hoods is adapted to collecting hazardous substances. |

### Conclusion

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Summarize using a transparency of all the machine safety rules. Mention that all are covered in the “Action Manual”. Where appropriate, illustrate these rules with slides. Invite questions and comments (comments about the relation to productivity are most relevant).</td>
<td>Presentation</td>
<td>Transparencies and slides</td>
<td>3 min.</td>
</tr>
</tbody>
</table>
NOTES FOR TRAINERS

1. Session design

Background As in the case of the machine safety session, it should be kept in mind that the time available for this session does not permit systematic coverage of the control of chemical risks. It is no intended to cover all problems where protection is required by laws and regulations. The session is restricted to suggesting available simple solutions and emphasizes points closely related to productivity. It should not be treated as a standard lecture on chemical risks. As in other sessions, lecturing from professional points of view must be avoided.

The session tends to work well if you follow the suggested training plan, but it may need to be modified to take into account the characteristics of the participating enterprises. If a significant number of the participants’ enterprises have a particular hazard, it is worth assigning a large amount of session time for discussion of this problem and practical solutions to it. Do not hesitate to cut short the time spent on the less relevant rules. It is important to have prepared in advance some specific examples, relevant locally, of substitution possibilities.

Try to get in advance samples of organic solvent-based paints and water-based paints. They give an outstanding example of how dangerous chemicals can be substituted by less dangerous ones. It may be difficult to get slides showing this substitution rule and the samples are therefore important. Likewise, it may be difficult to get slides showing good local exhausts. In that case, try to use slides from workplaces other than those of participants. This means that you should start preparation for technical sessions like this session quite in advance, so that you have time to contact labor inspectorate or occupational safety and health centers in time.

Also, in the case of chemical risks, the best idea of all is to remove the hazard entirely. This idea is helped by the substitution rule or complete enclosure of the chemical process. The difficulty associated with the use of personal protective equipment is also true with chemical risks. You cannot be absolutely certain that it will be used properly at all times. You therefore strongly recommend that personal protective equipment is used as a last resort. Thus, also in this session, try to convey the message that action should always be in the following order: First: Remove or substitute the hazard. Second: Use effective local ventilation. Third, as a last resort: Provide personal protective equipment until the hazard can be eliminated or reduced to a safe level. It must be stressed that it is necessary to contact specialized professionals if technical help is needed.
Sub-units The session is divided into four sub-units:

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Purpose</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>To arouse interest</td>
<td>5-7 min.</td>
</tr>
<tr>
<td>Presentation of rules and examples</td>
<td>To communicate ideas and motivate implementation</td>
<td>25-30 min.</td>
</tr>
<tr>
<td>Push and pull exercise</td>
<td>To reinforce awareness of proper local ventilation</td>
<td>10-15 min.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>To provide a summary and overview</td>
<td>3 min.</td>
</tr>
</tbody>
</table>

Time limit Respect the time limit of 45 minutes. It is essential to have a rehearsal of your session.

2. Exercise

Key activity 8 Push and pull exercise

This exercise is conducted after the presentation of the rules on the control of hazardous substances. The purpose is to understand the characteristics of local ventilation and the need to carefully deal with local exhaust systems. This is important as the capability of exhaust devices, fans or ventilators to remove polluted air is very limited. Remember, exhaust systems used in operations such as spray painting, grinding, degreasing and welding are often inadequate. This limitation and the need of a good system are best understood by knowing the difference between pushing and pulling air.

Place an electric fan on a small table and turn it on. Prepare a bunch of thin paper strips and hold it for a while just in front of the fan where wind is blowing (pushing). Then place the bunch of strips behind the fan where air is sucked in (pulling). Demonstrate pulling by finding the closest distance with no exhaust effect. Pushing is then again demonstrated at the same distance and then double and triples this distance to show the much stronger effect. Ask why there is a difference in the strength of airflow.

In the second part of this exercise, provide a thick paper (carton) duct covering the backside of the fan and show the difference in the air pulling strength with and without the duct. Also, place the bunch of thin paper strips at different positions in relation to the entrance of the duct and compare the pulling strength. Invite comments from participants. Summarize that while pushing makes a stronger airflow, pulling with ducts and hoods is adapted to collecting hazardous substances. Explain that pushing air is not adequate as it will often create turbulence and scatter polluted air. Dust that has been deposited on machines and equipment may also be scattered.
by pushed airflow. Mention may be done about a “push-pull” system by which pushing air can be used in combination with effective “pulling” ventilators to avoid working in winds coming from the dust source. In the case of solvents and other chemicals that evaporate into air, it is advisable to use effective local exhaust systems that have enough pulling power. This need for effective exhaust systems should be emphasized.

3. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session and sample answers by the trainers. There may be other questions, and it is advisable to feedback correct answers if necessary by contacting specialized professionals.

Question 11 In using organic solvents, it is troublesome to put on a lid to the container each time. Why is it necessary to use a lid or cover to control hazards?

Answer 11 Most kinds of organic solvents evaporate very easily so the concentrations of hazardous vapors are high around the workers using the solvents. Putting on the lid is very important to prevent this and to avoid the loss of expensive raw material. In case the container of solvents falls down, the lid or cover can keep them inside.

Question 12 Why is the airflow stronger in ventilation using a pushing method than using a pulling method?

Answer 12 The speed of ventilating airflow is decided by the power of the fan and the size of the area for which the airflow is being produced. That means given the power of the fan, the air velocity depends on the airflow size. In the case of a pushing method, the airflow size being produced is small and the resultant air speed is high. In the case of a pulling method, on the other hand, the airflow size being produced is obviously large so that the air speed is usually quite low.

The pushing method, however, scatters the air and may not be appropriate for getting rid of contaminated air from the workplace. Therefore a pulling method can be favorable if it is combined with a duct and hoods (as typically seen in a local exhaust system). In that case, you can get a strong airflow being pulled through a duct because the airflow size is limited by the duct and hoods used.

Question 13 How often should we change the filter of a gas mask?

Answer 13 Filters attached to gas masks need to be changed with new filters after having been used for some time as the capacity to catch hazardous gases saturates with time. This saturating time depends on both the gas-catching capacity of the filters and the gas density
in the workplace air. It is advisable to decide on the interval of changing filters at each workplace by knowing the filter capacity and the estimated concentrations of the gases for which the filters are used and to change the filters periodically each time this interval is surpassed. Usually, such an interval is easily decided by looking at the instructions obtained from the dealer of the gas masks and knowing the approximate gas concentrations. It is often difficult to decide on this interval of changing filters if the gas concentrations at a workplace change frequently or the operating time of dealing with the gas sources is irregular. In such a case, it is advisable to change filters at least before the workers using the mask feel the smell of organic solvents when wearing the mask in the morning (or at the beginning of a work shift). Precautions are necessary if the smell of the concerned hazardous gases is weak or nonexistent. If there is doubt about the appropriateness of changing intervals of filters, expert advice (through the dealer) should be sought. And do not forget to provide a clean box or container with a lid to keep the masks.

UNIT 5. LIGHTING

| Objectives                                      | - Identify key ideas for improving lighting taking into account many aspects of good lighting. |
|                                                | - Understand better how productivity and work quality are raised and workers’ eyestrain reduced by good lighting conditions. |
|                                                | - Point out low-cost measures to improve lighting in the many aspects of good lighting (intensity, direction, balance between local and general lighting, glare and task background). |
|                                                | - Describe some useful examples of improved lighting in the Philippine context. |
| Duration | 35 - 45 minutes |
| Outputs | Participants trained in basic principles of control of hazardous substances |
| Methods | Presentation |
| Training Tools | Slides and transparencies showing good local examples |
## Suggested Training Plan

### Introduction

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give the title of the unit session. Emphasize that there are a variety of simple and expensive ways to improve lighting at the workplace. State that lighting is very important in trying to improve productivity and working conditions together especially in small and medium-sized enterprises. Stress that many lighting improvements can be made at little or no cost, and that they can even save money. If possible, describe a striking example of benefits of good lighting in one of the participants’ enterprises. Indicate the exact time when the session will end.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td>Transparencies</td>
<td>2-3 min.</td>
<td></td>
</tr>
<tr>
<td>2. Present a list of ideas to be discussed in the session using a transparency or posters, such as: - how to reduce your electricity bill by using natural light; - how to get better lighting out of existing fixtures; - how to increase productivity and quality by using local lighting and avoiding glare; - how lighting maintenance can save your money.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presentation or posters</td>
<td>Transparencies</td>
<td>3-4 min.</td>
<td></td>
</tr>
</tbody>
</table>
Exercise on adequate light

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Distribute copies of the form annexed to this module. Explain how it is used. For each of the two trials, participants will be given one minute to draw lines connecting every second corner of each figure. Demonstrate on a board or flipchart. In the first trial, darken the room so that the task is difficult. Give them one minute to complete trial 1 and be sure they stop promptly at the end. At this point in time, ask participants to approximately measure the distance between the eyes and the form. In the second trial, raise the lights to a good level and give the participants one minute to complete trial 2. Also, at the end of the trial, the distance between the eyes and the form is measured. Ask each participant to indicate how many drawings were made in each trial and calculate the increase in productivity. Then ask them how many drawings were unclear or in error. This is an indication of poor quality. Also ask how the eye-form distance differed between the two trials. Participants would confirm that the distance increased in trial 2. Emphasize that poor lighting causes visual fatigue and reduces productivity and quality.</td>
<td>Exercise</td>
<td>Form for exercise on adequate light</td>
<td>10-12 min.</td>
</tr>
</tbody>
</table>
### Rules on use of daylight

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Present slides showing good sources of daylight such as: skylights, use of translucent plastic roof panels and windows placed high up. Also, show workstations with high lighting requirements placed close to windows. Ask participants what are the merits of using natural light.</td>
<td>Presentation and discussion</td>
<td>Slide</td>
<td>7-10 min. (for 4 and 5)</td>
</tr>
<tr>
<td>5. Present the rule: - Make full use of daylight. Ask participants to mention various ways of making use of daylight. Write them on a board or flipchart. Examples will include skylight, windows at high places, walls and ceiling painted in light color, clearing of windows and precision work placed near windows. Then show a transparency listing all these measures and commend the good insight of the participants. Stress that these various ways of using daylight can reduce electricity bills</td>
<td>Presentation and discussion</td>
<td>Transparencies</td>
<td></td>
</tr>
</tbody>
</table>

### Rules on avoiding glare

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>6. Show slides of workstations with natural light coming from the side, lamps with deep shades, mat work surfaces without reflected glare. Then present slides showing a machine operator facing a window or an open lamp in front of a worker. Invite comments about the influence on productivity and quality of work.</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”)</td>
<td>7-10 min. (for 6 and 7)</td>
</tr>
<tr>
<td>Key activities</td>
<td>Method</td>
<td>Media</td>
<td>Time</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>7. Present the rule:</td>
<td>Presentation and</td>
<td>Transparencies</td>
<td></td>
</tr>
<tr>
<td>- Avoid glare</td>
<td>discussion</td>
<td></td>
<td></td>
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<tr>
<td>Ask participants what measures are useful for avoiding glare. List the</td>
<td></td>
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<tr>
<td>measures mentioned on a board or flipchart. Invite comments on the</td>
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<td></td>
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<tr>
<td>applicability of these measures in participants’ own enterprises. Summarize</td>
<td></td>
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<tr>
<td>the discussion by showing transparencies giving tips on how to avoid glare,</td>
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<tr>
<td>including:</td>
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<tr>
<td>- using blinds, curtains, louvers shades and trees;</td>
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<td></td>
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<tr>
<td>- changing windows to translucent ones;</td>
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<tr>
<td>- changing the position of light sources or work-stations;</td>
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<tr>
<td>- deep shades or shades low enough or high enough to ensure that light</td>
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<tr>
<td>bulbs or bright surfaces are outside the normal field of view;</td>
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<td></td>
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<tr>
<td>- mat surfaces without reflected glare.</td>
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</tbody>
</table>

Rules on reposition of light and local lights

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Present slides of lowered position of light sources, groups of lights for</td>
<td>Presentation and</td>
<td>Slides and</td>
<td>7-10 min.</td>
</tr>
<tr>
<td>groups of machines, local lights over or attached to machine and work</td>
<td>discussion</td>
<td>transparencies</td>
<td></td>
</tr>
<tr>
<td>tables. Ask participants to mention types of work for which local lights are</td>
<td></td>
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<tr>
<td>useful. Stress the importance of local lighting for precision work and for</td>
<td></td>
<td></td>
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<tr>
<td>aged workers. Summarize discussion by presenting the rule:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Find the right place for light sources.</td>
<td></td>
<td></td>
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<tr>
<td>Mention various ways of ensuring sufficient local lighting levels sing</td>
<td></td>
<td></td>
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<tr>
<td>transparencies of illustrations in the “Action Manual”.</td>
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</tbody>
</table>
Conclusion

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Summarize using a transparency of all the lighting rules. Point out that all are covered in the “Action Manual” and that some other useful hints are found there. Where appropriate, illustrate these rules with slides. Invite questions and comments (comments about the relation to productivity are most relevant).</td>
<td>Presentation and discussion</td>
<td>Transparencies and slides</td>
<td>3-5 min.</td>
</tr>
</tbody>
</table>
NOTES FOR TRAINERS

1. Session design

Background Lighting is a very appropriate subject to be taken up in a WISE course. The benefits of good lighting are clearly visible in terms of productivity and quality of work and in terms of workers' comfort and safety.

But lighting is a very complex subject to be discussed in a single session. It is therefore helpful to tell the participants that the "Action Manual" contains much more information than can be presented briefly. It should be kept in mind that lighting problems are difficult to illustrate by slides. This is simply because flash shots tend to hide the problems due to poor lighting. Therefore, try to use as many slides from participating enterprises as possible showing good lighting situations that are very visible from the slides. There are many aspects of good lighting. They include light intensity, direction of light reaching the work item, balance between general and local lighting, glare, task background and maintenance problems. These will vary considerably according to the task carried out and the eyesight of the workers. Take these points into account and try to stress those aspects which are particularly relevant to many participants.

As all these aspects relate to productivity, mention repeatedly the importance of lighting in increasing productivity. A special exercise has been designed in order to demonstrate that lighting affects productivity.

Many of the ideas for better lighting help save the money spent for electricity bills. The use of natural light and repositioning of lights are particularly good examples. This cost saving aspect should be emphasized in the presentation of rules and in concluding remarks.

Sub-units The session is divided into four sub-units:

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Purpose</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>To arouse interest</td>
<td>5-7 min.</td>
</tr>
<tr>
<td>Exercise on adequate light</td>
<td>To understand the relation between good lighting and productivity</td>
<td>10-12 min.</td>
</tr>
<tr>
<td>Presentation of rules and examples</td>
<td>To communicate ideas and motivate implementation</td>
<td>25-30 min.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>To provide a summary and overview</td>
<td>3-5 min.</td>
</tr>
</tbody>
</table>
Time limit  Respect the time limit of 45 minutes. It is essential to have a rehearsal of your session.

2. Exercise

Key activity 3 Exercise on adequate light

This exercise is conducted before the presentation of the rules on good lighting. The purpose is to understand the relationship between good lighting and productivity. The exercise also allows participants to learn a useful way of knowing if the existing lighting level is adequate or not without measuring the illumination level.

Distribute copies of the form annexed to this module (Figure 3; see p.61 of the "Trainers' Manual"). Explain how it is used. For each of the two trials, participants will be given one minute to draw lines connecting every second corner of each figure. Thus, a six-sided figure would have a triangle drawn inside it. Circles are to be ignored. Participants should follow the numbers. They are to be careful about quality. Demonstrate on a board or flipchart.

In the first trial, darken the room so that the task is difficult. Give them one minute to complete trial 1 and be sure they stop promptly at the end. At this point in time, ask participants to approximately measure the distance between the eyes and the form.

In the second trial, raise the lights to a good level and give the participants one minute to complete trial 2. Also, at the end of the trial, the distance between the eyes and the form is measured.

Ask each participant to indicate how many drawings were made in each trial and calculate the increase in productivity. Then ask them how many drawings were unclear or in error. This is an indication of poor quality. Also, ask how the eye-form distance differed between the two trials. Participants would confirm the distance increased in trial 2.

Emphasize that poor lighting can be identified by knowing if the eye-work item distance increases under an increased lighting level. End the exercise by pointing out that poor lighting causes visual fatigue and reduces productivity.
Figure 3: Form for exercise on adequate light.

Exercise 1

Exercise 2
3. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session and sample answers by the trainers. There may be other questions, and it is advisable to feedback correct answers if necessary by contacting specialized professionals.

Question 14 Skylights can increase brightness, but at the same time they may bring heat into a workplace. How can we prevent the heat from skylights?

Answer 14 Increase of inside temperature by the heat coming through skylights is usually not very significant, because the area of skylights is much smaller compared with the total area of the roof. Normally, one or a few skylights of a size of 0.5-1 m. X 1-2 m. can greatly improve the workplace brightness without causing heat radiation problems. If the heat radiation through skylights is really a problem because the sun beam through the skylights is hitting the workplaces directly or for other reasons, consider the use of semi-transparent materials or the provision of canopies or external shades over the skylights.

Question 15 Sufficient lighting of the place where work is being done is certainly necessary. Why is it necessary to light up other parts of the workplace by adding general lighting?

Answer 15 If the place where work is being done is bright and the neighboring parts are dark, this disturbs the work itself. In a bright place, the pupils of the eyes become small to limit the light coming into the eyes (adaptation to brightness). As a result, things in very dark neighboring places cannot be seen easily and work safety is disturbed. Large differences in brightness in a workplace must be avoided. A good combination of general lighting and local lights is needed. This also explains the reason why we must avoid sharp shadows within a workplace.

Question 16 Why is it important to have a simple visual task background?

Answer 16 If the background behind the work item you are looking at is simple, you can identify the work item without any extra effort. If the background is complicated with many things and colors, your eyes are disturbed by these distracting details. Simple backgrounds reduce mistakes in operation as well as the workers’ eyestrain. Simple backgrounds thus increase productivity.
UNIT 6 WORK-RELATED WELFARE FACILITIES

Objectives
- Identify key ideas for improving welfare facilities taking into account the most basic and essential work-related welfare facilities;
- Understand the benefits of well-organized welfare facilities in terms of motivation, good industrial relations and productivity;
- Point out low-cost measures to improve welfare facilities that are available for small and medium-sized enterprises;
- Describe some useful examples of good welfare facilities in the Philippine context.

Duration
35 - 45 minutes

Outputs
Participants trained in basic principles of work-related welfare facilities

Methods
Presentation / Group discussion

Training Tools
Checklist, slides and transparencies showing good local

Suggested Training Plan

Introduction

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give the title of the unit session. Emphasize that there are many low-cost measures to provide good welfare facilities for workers in small and medium-sized enterprises. Ask participants to mention types of welfare facilities which are basic and essential. List them on a board or flipchart. Make sure that all the basic types of work-related welfare facilities are listed. Stress that as the participants agree, good welfare facilities contribute not only to the welfare of workers but also to production and better relations within the company.</td>
<td>Presentation and mini-exercise</td>
<td>Board or flipchart</td>
<td>5 min.</td>
</tr>
<tr>
<td>Key activities</td>
<td>Method</td>
<td>Media</td>
<td>Time</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>2. Present a list of ideas to be discussed in the session using a transparency or posters, such as: - how to reduce fatigue and maintain health of your workers by providing facilities meeting their needs; - how to be ready for emergencies; - how to make sure that rest means recovery; - how to attract and retain the best workers. Indicate exact time when the session will end.</td>
<td>Presentation and mini-exercise</td>
<td>Transparency or posters</td>
<td>2-3 min.</td>
</tr>
</tbody>
</table>

**Rules on upgrading the most basic facilities**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Present slides showing drinking water arrangements, washstands and toilet facilities. Ask participants if any of them has recently improved these facilities and if so, why. Remind participants that if workers are denied of the facilities to meet their basic needs, problems eventually result. Stress that these facilities are really essential and that their provision represents the “image” of the enterprise and is appreciated by the workers to a great extent. Present the rule: - Make sure essential facilities serve their purpose. Use transparencies if necessary to show appropriate ideas which are not yet in use at the participating enterprises (based on illustrations in the “Action Manual”). Invite comments and questions from participants.</td>
<td>Presentation</td>
<td>Slide and transparencies</td>
<td>7-10 min.</td>
</tr>
</tbody>
</table>
### Rules on first aid

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Show slides on first-aid boxes, portable first-aid kits, stretchers and vehicles ready for transporting victims in the case of an accident. Invite comments on similar facilities in the participants’ enterprises. Present the rule: - Be ready for emergencies.</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies sowing good arrangements in the “Action Manual”)</td>
<td>5 min.</td>
</tr>
</tbody>
</table>

### Rules on attractive low-cost facilities

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Present slides of facilities for rest, such as rest corners within or near workplaces and rest rooms with facilities for relaxing. Also, show slides of change rooms, lockers, showers, eating areas and canteens, storage for bicycles and motorcycles, recreational facilities and factory childcare rooms. If necessary, use illustrations in the “Action Manual”. Ask participants what kinds of rest areas and furniture they provide for their workers. Ask also if they recently improved any of these facilities and if so, what were the reasons why. Summarize discussion by presenting the rules: - Make sure that the rest means recovery. - Use low-cost facilities to attract and retain the best workers.</td>
<td>Presentation and discussion</td>
<td>Slides and transparencies</td>
<td>7-10 min.</td>
</tr>
</tbody>
</table>
**Costs and benefits exercise**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Ask the participants to estimate the weekly wage bills for a local enterprise with 25 workers (the number should be decreased or increased if the participating enterprises on the average have fewer or more workers). Write the consensus on a board or flipchart. Next, show a transparency of some welfare facilities which have been found in some of the better enterprises, such as a drinking fountain, lockers, eating areas, canteens, shelters for bicycles, etc. Show slides of each of the facilities. Get the participants’ consensus estimate of annual costs for each of these facilities. List the cost next to the items on the facilities list. Add them up. The total costs can be compared with the annual wages calculated from the above estimated wages. Then ask the participants to list the possible benefits of good welfare facilities. Write them down. Ask the participants to compare benefits and costs. Encourage a short discussion. Finally, ask for comments on the feasibility of introducing improvements in the participants’ own enterprises.</td>
<td>Exercise</td>
<td>Slides and a board or flipcharts</td>
<td>15-20 min.</td>
</tr>
</tbody>
</table>

**Conclusion**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Make a final summary of discussed. Show a transparency of all the welfare facilities rules. Slides can be used to give additional visual support for each rule. Invite questions and comments (comments about the relation to productivity are most relevant.</td>
<td>Presentation</td>
<td>Transparency and slide</td>
<td>3-5 min.</td>
</tr>
</tbody>
</table>
NOTES FOR TRAINERS

1. Session design

Background Work-related welfare facilities are quite often ignored. But remember, workers do need care during each working day. Workers need to drink water (essential especially in a tropical climate), eat meals and snacks, wash their hands, visit a lavatory and rest and recover from fatigue. If these essential needs are met comfortably, this is beneficial not only to workers but also to the enterprise. If not, workers’ dissatisfaction can be costly as their work is affected and the relations within the enterprise are somehow hampered. Essential facilities are more than just a legal requirement. Therefore, this session is aimed at facilitating a good understanding of these needs and the benefits of providing the necessary facilities. A special “costs and benefits” exercise has been designed also for this purpose.

Several types of welfare facilities are basic and common for all small enterprises. They include provision of water or other beverages, sanitary facilities, first-aid equipment, and rest and eating areas. A particular emphasis is placed on these basic and essential facilities. Depending on local conditions, the other types of facilities can be considered in more or less depth. Feeding facilities, if not a well-equipped canteen, are often very important.

Lockers, transport facilities or services, storage for bicycles or motorcycles, recreational facilities and factory childcare rooms can be important additional facilities appreciated by workers. These are also dealt with. Organizing the session according to the rules helps to make the connection between welfare facilities and the goals of the participating employers.

The costs and benefits exercise usually results in a lively discussion which helps to emphasize its points. The idea that the benefits of welfare facilities outweigh the costs is essential. It is hoped that this idea is confirmed by this exercise.

Sub-units The session is divided into four sub-units:

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Purpose</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>To arouse interest</td>
<td>7-8 min.</td>
</tr>
<tr>
<td>Presentation of rules and examples implementation</td>
<td>To communicate ideas and motivate</td>
<td>15-20 min.</td>
</tr>
<tr>
<td>Costs and benefits exercise</td>
<td>To show that benefits exceed costs</td>
<td>15-20 min.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>To provide a summary and overview</td>
<td>3-5 min.</td>
</tr>
</tbody>
</table>
Time limit  Respect the time limit of 45 minutes. It is essential to have a rehearsal of your session.

2. Exercise

Key activity 6 Costs and benefits exercise

This exercise is conducted after presenting the rules on welfare facilities. The purpose is to understand the relationship between costs and benefits of essential work-related welfare facilities. The exercise thus allows participants to understand that the benefits exceed the required costs.

Ask the participants to estimate the weekly wage bills for a local enterprise with 25 workers (the number should be decreased or increased if the participating enterprises on the average have fewer or more workers). Write the consensus on a board or flipchart. This amount equals to about two percent of average annual wages. Next, show a transparency listing some welfare facilities which have been found in some of the better enterprises, such as a drinking fountain, lockers, eating areas, canteens, shelters for bicycles, etc. Show slides of each of the facilities. Get the participants’ consensus estimate of annual costs (if some facilities can be used for longer than a year, divide the total costs by the number of years of availability) for each of these facilities. List the costs next to the items on the facilities list. Add them up. The total costs can be compared with the annual wages calculated from the above estimated weekly wages. Usually, the costs of welfare facilities are relatively small compared with the annual wages. Then ask the participants to list the possible benefits of good welfare facilities. Write them down. Ask the participants to compare benefits and costs. Encourage a short discussion. Finally, ask for comments on the feasibility of introducing improvements in the participants’ own enterprises.

3. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session and sample answers by the trainers. There may be other questions, but most of them are relatively easy to answer by studying carefully the “Action Manual”.

Question 17 Why is it necessary to provide drinking water, toilets and resting places near the workplace instead of a centralized location?
Answer 17  The frequency of going to drinking water, toilets and places for resting is quite high during working hours. If they are located near the workplace, workers can save much time. If they are located far from the workplace, workers do not only spend longer time to go there but also feel uneasy about using them and may not actually use them so frequently as needs arise. They get irritated or get more tired. Inconvenient locations of such facilities thus can mean lower productivity. It is worth investing a small amount of money for more convenient locations.

Question 18  Providing welfare facilities is often difficult in small enterprises because of the lack of budget and space for them. Are these facilities necessary in small enterprises as they are so in large enterprises?

Answer 18  It is true that welfare facilities are often seen as luxuries especially in small enterprises. But consider these facilities respond to the workers’ basic needs. They are prerequisites for higher productivity. If you compare the cost for providing welfare facilities with the total production expenditures, the cost is usually not very large and quite cost-effective in view of the significant effects on workers’ refreshment and satisfaction. Consider the extent to which worker are discouraged by not having good welfare facilities and the increased morale with such facilities. It is certainly worthwhile to provide good welfare facilities.

Question 19  What should be prepared for first aid?

Answer 19  An adequate first-aid kit with instructions on how to use it, is necessary at each workplace. In the case of small injuries such a kit is of great help. You may save time this way. In the case of severe injuries, such a kit can often help prevent the injured worker's condition taking a turn for the worse. It is necessary to check the contents of each first-aid kit periodically and to train workers in what occasions and how they can use the materials for first aid. It is also absolutely necessary to make arrangements in advance on where and how to carry severely injured persons to a nearby clinic or hospital.
UNIT 7. PREMISES

| Objectives                                                                 | - Identify basic ideas for improving premises by applying simple and inexpensive measures relevant to small and medium-sized enterprises.  
- Understand the link between improved premises and productivity through exchange of positive local experiences and better product quality.  
- Describe some useful examples of low-cost improvements in premises in the Philippine context. |
| Duration                                                                 | 35 - 45 minutes                     |
| Output                                                                   | Participants trained in basic principles of premises |
| Methods                                                                  | Presentation / Group discussion     |
| Training Tools                                                           | Checklist, slides and transparencies showing good local examples |

**Suggested Training Plan**

**Introduction**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give the title of the unit session. Emphasize that there are many low-cost measures to improve premises which are available to small and medium-sized enterprises. Stress that almost all improvements discussed in this course are more or less connected with work premises. And that in this session, some positive solutions related to factory buildings will be discussed by showing a few slides, giving outstanding examples of improvements at participating enterprises. Invite a few comments. Indicate the exact time when the session will end. State that active participation is important as in previous sessions</td>
<td>Presentation</td>
<td>Transparency and slide</td>
<td>2-3 min.</td>
</tr>
</tbody>
</table>
### Rules on protection from heat

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Present slides of trees around the factory building, screens attached to the outside of walls, walls with thermal insulation and ceilings under metal roof. Ask participants what the benefits are. Confirm that all these help reduce solar radiation and heat penetration. Present the rule: - Protect your factory from outside heat. Show transparencies of illustrations showing effective shades and insulated wall based on the “Action Manual”.</td>
<td>Presentation and discussion</td>
<td>Slides and transparencies</td>
<td>5-7 min.</td>
</tr>
</tbody>
</table>

### Rules on natural ventilation

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Present slides showing opening in the roof and high portions of wall for escape of hot air, high placement of exhaust fans and louver-type windows for horizontal airflow. Ask participants what advantages can be derived from these arrangements. Present the rule: - Let natural air flow improve ventilation. - Use transparencies if necessary, to show appropriate ideas which are not yet in use at the participating enterprises (based on illustrations in the “Action Manual”). Invite comments and questions from participants.</td>
<td>Presentation and discussion</td>
<td>Slides and transparencies</td>
<td>7-10 min.</td>
</tr>
</tbody>
</table>
### Rules on pollution sources

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Show slides of polluting machines Presentation isolated outside the building or in and screened corner. Ask participants discussion what kinds of benefits are gained by isolation of polluting machines or workstations. Present the following rule: - Eliminate or isolate sources of pollution. Show transparencies of illustrations showing effective isolation and exhaust systems based on the “Action Manual”.</td>
<td>Presentation and discussion</td>
<td>Slides (you may add transparencies showing good arrangements in the “Action Manual”)</td>
<td>5-7 min.</td>
</tr>
</tbody>
</table>

### Rules on plant layout

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Present slides showing passageways kept clear with marked boundaries, use of protective barriers, use of modular equipment and furniture which is easy to move, well-arranged floors without obstacles, and overhead and uniform distribution of general lighting and supply lines. If necessary, use illustrations in the “Action Manual”. Also, show slides of unobstructed escape routes and clearly marked exits, appropriately placed fire extinguishers and main power switches in easy reach and clearly marked.</td>
<td>Presentation and discussion</td>
<td>Slides and transparencies</td>
<td>7-10 min.</td>
</tr>
</tbody>
</table>
### Metal-roof exercise

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Show slides of a workplace covered with metal roofs which are exposed to solar radiation and have no underneath protective insulation nor ceiling. Ask the participants to propose improvements to provide protection against heat. Write them down. Encourage discussion about the proposed measures. Finally, ask for comments on the feasibility of introducing improvements in the participants’ own enterprises.</td>
<td>Exercise</td>
<td>Slides and a board or flipcharts</td>
<td>10-15 min.</td>
</tr>
</tbody>
</table>

### Conclusion

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Make a final summary of issues discussed. Show a transparency of all the work premises rules. Slides can be used to give additional visual support for each rule. Invite questions and comments (comments about the relation to productivity are most relevant).</td>
<td>Presentation</td>
<td>Transparency and slides</td>
<td>3-5 min.</td>
</tr>
</tbody>
</table>
# NOTES FOR TRAINERS

## 1. Session design

**Background** Few small enterprises have premises which were especially designed to meet their various production requirements. Usually, production processes have been changed or expanded without really solving problems of space, ventilation and transport as well as fire and electrical hazards. Improvements in this area are sometimes expensive and often interfere with production flow. Changes tend to be held back until the situation becomes absolutely intolerable. What the owners need is not so much additional knowledge, but the motivation to start improvements. Motivation can best be developed through observation of positive local examples and exchange of ideas.

The advantage of well-designed buildings and their effects on productivity is rather obvious when we consider the protection of workrooms from outside climate, good airflow and ventilation, smooth floors and good plant layout. The benefit of fire prevention is also easy to understand. Therefore, the topics of this technical area are important to help participants understand the link between working conditions and productivity.

Keeping this in mind, this session should be built around a few impressive local positive examples, grouped by rules. The trainer should be especially careful in trying to emphasize positive solutions rather than problems and limitations.

It is important to know that almost all improvements are connected with work premises. Therefore, in this session, a particular focus should be placed on how to incorporate improvements into factory buildings so that the improvements will last long or can be flexibly adapted to future changes. Examples in the “Action Manual” are helpful to identify such improvements.

### Sub-units

The session is divided into four sub-units:

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Purpose</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>To arouse interest</td>
<td>2-3 min.</td>
</tr>
<tr>
<td>Presentation of rules and examples</td>
<td>To communicate ideas and motivate implementation</td>
<td>25-30 min.</td>
</tr>
<tr>
<td>Metal-roof exercise</td>
<td>To improve diagnostic and application skills</td>
<td>10-15 min.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>To provide a summary and overview</td>
<td>3-5 min.</td>
</tr>
</tbody>
</table>
Time limit

Respect the time limit of 45 minutes. It is essential to have a rehearsal of your session.

2. Exercise

Key activity 6 Metal-roof exercise

This exercise is conducted after presenting the rules on premises. The purpose is to sharpen application skills for finding feasible low-cost solutions. Metal roofs are quite often found without adequate protection from solar heat, and this exercise allows the participants to take into account the many problems of small enterprises in a tropical country such as the Philippines. Show slides of a workplace covered with metal roofs which are exposed to solar radiation and have no underneath protective insulation nor ceilings. Ask the participants to propose improvements to provide protection against heat. Write them down. Encourage discussion about the proposed measures.

Finally, ask for comments on the feasibility of introducing improvements in the participants’ own enterprises.

3. Potential questions and answers

The following are potential questions that may arise during the session and sample answers by the trainers. There may be other questions, but most of them are relatively easy to answer by studying carefully the “Action Manual”.

Question 20 How much heat coming from outside can a ceiling underneath the roof prevent?

Answer 20 In a tropical climate, the heat radiation coming from heated roof materials is enormous. We should know that not only the hot air inside a workplace but also heat radiation from the roof are giving heat to the workers. If this heat coming from the hot roof is prevented, the workers feel much more comfortable and their heat stress is greatly reduced. If you install a ceiling underneath such a hot roof, it prevents heat radiation from the roof. This is because the temperature of the ceiling is much lower than that of the roof. Outlets of the air heated between the roof and the ceiling can help further reduce the temperature of the ceiling. A good ceiling is an effective means to keep the workplace cool.
Question 21 What are the requirements for passageways within a workplace?

Answer 21 Passageways must be wide enough and free from obstacles to allow smooth flow of work and efficient transport. Two-way transport is a minimum requirement for any passageways connecting different workplaces. The width depends on the usual means of transport for that particular workplace. If pushcarts of a width of 50 cm. are used, then a passageway width of about 125-140 cm. (50x2 plus 25-40 cm.) is needed. Minor passageways where transport is infrequent can be at least 75 cm., but keep such exceptions to a minimum. Passageways should be clearly marked or fenced. They should be without stumbling obstacles and free from piled materials and wastes.

UNIT 8. WORK ORGANIZATION

| Objectives                  | Identify key ideas applicable to small enterprises for improving work organization in production; |
|                            | Understand the positive impacts of better work organization on productivity and working conditions. |
|                            | Describe some useful low-cost measures of improving work organization in the Philippine context. |
| Duration                   | 35 - 45 minutes |
| Output                     | Participants trained in basic principles of work organization |
| Methods                    | Presentation / Group discussion |
| Training Tools             | Checklist, slides and transparencies showing good local examples |

Suggested Training Plan

Introduction

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give the title of the unit session. Explain that prior to this last technical session, the most essential elements of working conditions and the working environment that provide a basis for productive work have been covered. But to be productive, work should be properly organized. State that this session therefore deals with</td>
<td>Presentation</td>
<td>Transparency</td>
<td>2-3 min.</td>
</tr>
</tbody>
</table>
ways work is performed, and that this subject is somewhat different from previous subjects and the most difficult, but at the same time where the most potentially beneficial types of improvements can be obtained. Explain that this session basically consists of two exercises. Stress that participation is important. Indicate the exact time when the session will end.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Transparencies or posters and slide</th>
<th>10-15 min.</th>
</tr>
</thead>
</table>

2. Explain that the purpose of this first exercise is to demonstrate how large the productivity benefits can be when tasks are analyzed and re-allocated. Start by showing a transparency or a poster of the part to be drilled (illustrated in (a) of Figure 138 in the “Action Manual” reproduced here as Figure 4). Ask the participants to suggest ways of doing the drilling work to get four holes for the part in a more efficient manner. Write down the suggestions on a board or flipchart. They should come up with the following ideas:
- Get a multi-drill head to drill all the holes in one operation - (b) in Figure 4;
- Make a jig to enable drilling a pile of plates in one operation - (c) in Figure 4;
- Combine the above two ideas – (d) in Figure 4;
- Redesign the product in such a way that some or all of the holes are no longer necessary.

Use transparencies or poster for illustrating the first three possibilities. Show slides of examples of tools and machines which combine operations. Recommend that participants carefully examine operations in their factories and try to eliminate or combine some of them. Stress the importance of making such critical examinations before assigning the job to a worker or automating the operation.
<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
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<tbody>
<tr>
<td>3. Explain that this exercise is designed to allow the participants to discover</td>
<td>Exercise</td>
<td>Transparencies, rectangular sheets of paper</td>
<td>20-25 min.</td>
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<tr>
<td>the advantages of task combination, job enrichment and group work. Form groups</td>
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<td>and slides</td>
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<tr>
<td>of five participants each. Each group will produce about twenty paper</td>
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<tr>
<td>helicopters, each doing a different operation. The fifth member of the group</td>
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<tr>
<td>will test the products by dropping them to the floor. There will be one or two</td>
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<tr>
<td>bottlenecks, and the members doing subsequent operations will have to wait. Ask</td>
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<tr>
<td>the participants to suggest how this group work can be improved. Their ideas</td>
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<tr>
<td>can include:</td>
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<tr>
<td>- Combine some of the operations;</td>
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<tr>
<td>- Create buffer stocks so that work is not paced;</td>
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<tr>
<td>- Assign the whole work to each individual;</td>
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<tr>
<td>- Organize round-table work so the work is done jointly and flexibly.</td>
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<tr>
<td>Try one or two of the suggestions for a short while. Ask the participants to</td>
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<tr>
<td>list potential benefits of group work done in a flexible manner. These should</td>
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<td></td>
</tr>
<tr>
<td>include:</td>
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<tr>
<td>- less need of space;</td>
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<td></td>
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<tr>
<td>- easier supervision;</td>
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<td></td>
<td></td>
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<tr>
<td>- savings in time;</td>
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<td></td>
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<tr>
<td>- better feedback between the operators;</td>
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<tr>
<td>- improved communication;</td>
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<tr>
<td>- better use of skills.</td>
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<tr>
<td>Summarize by indicating the benefits of having more responsibility and different</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>skills as well as flexible group work.</td>
<td></td>
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</tr>
<tr>
<td>Key activities</td>
<td>Method</td>
<td>Media</td>
<td>Time</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>- Get rid of extra tasks and operations;</td>
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<tr>
<td>- Defeat monotony to keep workers alert and productive;</td>
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<tr>
<td>- Install buffer stocks to make the work flow smooth;</td>
<td></td>
<td></td>
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<tr>
<td>- Design responsible, flexible jobs;</td>
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<tr>
<td>- Set up autonomous groups to improve efficiency and to cut supervisory costs.</td>
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</tr>
<tr>
<td>Each rule should be reviewed for one or two minutes. One or two slides or transparencies (based on the “Action Manual”) can be used to give additional visual support. Point out that more information on this subject is available in the “Action Manual”. Invite questions and comments (comments in relation to productivity are most relevant).</td>
<td></td>
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</tr>
</tbody>
</table>
1. Session design

Background The subject is particularly difficult to handle and particularly important. The ideas will be new to many of the participants. Some of them may even be puzzled by these new ideas which run counter to their old view. At the same time, most participants will consider that they know a great deal about work organization, as they are able to organize work on a day-to-day basis. They understand well that poor organization is usually the greatest limit on their productivity. We can certainly expect that although the ideas put forward are new, most participants will get interested in the subject.

The session design of this subject is different from the previous sessions. There are at least three reasons why the training technique used in the other technical sessions is not appropriate in this case:
- new forms of work organization are still relatively rare in small enterprises, and there is little chance of finding a sufficient number of examples during the limited time of factory visits;
- it is difficult to show work organization ideas using slides (video works much better);
- since new approaches contradict the traditional belief of small enterprises, it is unlikely that the presentation of examples can get them to take action.

Instead of trying to convince by examples, this session is built around two exercises which give the participants a chance to figure out for themselves what economic benefits can be obtained by changing the organization of work.

Sub-units The session is divided into four sub-units:

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Purpose</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>To arouse interest</td>
<td>2-3 min.</td>
</tr>
<tr>
<td>Exercise on task elimination</td>
<td>To demonstrate productivity effects</td>
<td>10-15 min.</td>
</tr>
<tr>
<td>Exercise on group work</td>
<td>To overcome traditional attitudes about task division and simplification</td>
<td>20-25 min.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>To provide a summary and overview</td>
<td>8-10 min</td>
</tr>
</tbody>
</table>
Time limit  Respect the time limit of 45 minutes. It is essential to have a rehearsal of your session.

2. Exercise

Key activity 2  Exercise on task elimination

Explain that the purpose of this first exercise is to demonstrate how large the productivity benefits can be when tasks are analyzed and re-allocated. The illustrations in Figure 138 in the “Action Manual” are used in this exercise (reproduced in Figure 4). Start by showing in a transparency or a poster the part to be drilled (illustrated in (a) of Figure 4). Ask the participants to suggest ways of doing the drilling work to get four holes for the part in a more efficient manner. Write down the suggestions on a board or flipchart. They should come up with the following ideas:

- Get a multi-drill head to drill all the holes in one operation - (b) in Figure 4;
- Make a jig to enable drilling a pile of plates in one operation - (c) in Figure 4;
- Combine the above two ideas - (d) in Figure 4;
- Redesign the product in such a way that some or all of the holes are no longer necessary.

Use transparencies (or posters) for illustrating the first three possibilities. Show slides of examples of tools and machines which combine operations. Recommend that participants carefully examine operations in their factories and try to eliminate or combine some of them. Stress the importance of making such critical examinations before assigning the job to a worker or automating the operation.

Key activity 3  Exercise on group work

Explain that this exercise is designed to allow the participants to discover for themselves the advantages of task combination, job enrichment and group work based on simple ideas. Mention that the traditional beliefs about the merits of the division of tasks and job simplification are today challenged by these new ideas, and that the participants may benefit from comparing these beliefs with the new ideas. Form groups of five participants each. Each group will produce about 20 paper helicopters while sitting in a row, each doing a different operation. Thirty rectangular sheets of paper of about 15 cm. x 2 cm. will be provided to each group. The participants in each group will do their tasks repetitively and as fast as possible. It is important that a group member places the “semi-product” resulting from his or her operation on the table so that the next member can easily take it for the subsequent operation. The fifth (last) member of the group will complete the production of a paper helicopter and test one by one by dropping the helicopter to the floor.
It is better to draw by a pencil two lines on each rectangular sheet of paper in advance, as shown in illustration 1 of Figure 5; a line (A) across the 2 cm. width at about 9 cm. from the bottom end, and another line (B) dividing the 2 cm. width from the middle of the top end up to about 5 mm. above the first line. These two lines will greatly help the folding operations.

The tasks assigned to each member of the group and instructions how to make a helicopter are explained in Figure 5.

**Member 1**  (Illustrations 1 and 2 of Figure 5)
1) Take one sheet of the paper.
2) Fold the bottom part of the sheet so that the bottom end will meet line A.
3) Send the sheet to member 2.

**Member 2**  (Illustration 3)
1) Split the width of the sheet into equal parts along line B up to about one-third of the sheet length.
2) Make sure that the two split parts are seemingly equal and that the split line does not reach line A and stops at about 5 mm. above line A.
3) Send the sheet to member 3.

**Member 3**  (Illustration 4)
1) Tear the sheet from the left-side line up to the one-third width point along line A.
2) Then tear the sheet similarly from the right-side line up to another one-third width point along line A.
3) Send the sheet to member 4.

**Member 4**  (Illustrations 5 and 6)
1) Fold the left one-third width below line A to meet the middle one-third portion.
2) Fold the right one-third width below line A to meet the left one-third width portion already folded in 1.
3) Send the sheet to member 5.
Figure 4
(a) Drilling with a single-head drill.
(b) Use of a multi-head drill.
(c) Drilling a stack of parts with a single-head drill.
(d) Drilling a stack of parts with a multi-head drill.
Member 5 (Illustration 7)

1) Fold the two split portions away from each other. This is done easily by holding the bottom half in illustration 6 by one hand and trying to give folding at the beginning part of each split portion by holding it between the thumb and the index finger.

2) Adjust the angle between the two split portions to become approximately 120 degrees.

3) Confirm by holding the bottom part using the thumb and the index finger of one hand, the total shape of the folded sheet looks like a “Y” shape if seen from the side.

4) Drop the paper helicopter to the ground to see that it rotates quickly by aerodynamic movement until it reaches the ground.

In making helicopters by serial group work, there will be one or two bottlenecks, and the members doing subsequent operations will have to wait.

Ask the participants to suggest how this group work can be improved. These can include:
- Combine some of the operations to reduce the number of operators;
- Create buffer stocks so that work is not paced;
- Assign the whole work to each individual;
- Organize round table work so the work is done jointly and flexibly.

Try one or two of the suggestions for a short while. Ask the participants to list the potential benefits of group work done in a flexible manner. These should include:
- less need of space;
- easier supervision;
- savings in time;
- better feedback between the operators;
- improved communication;
- better use of skills.

Summarize by pointing out the benefits of having more responsibility and different skills as well.
Figure 5: Different arrangements for performing the task

Adjust to about 120 degrees
3. Potential questions and answers

The following are potential questions that may arise during the session and sample answers by the trainers. There may be other questions, but most of them are relatively easy to answer by studying carefully the "Action Manual".

Question 22 Why is working in a group, for example, around a round table, favorable? Workers may chat with each other much.

Answer 22 The feeling of working together is usually conducive to productive work. In a round table setting, workers can communicate with each other without interrupting work. This stimulates the workers and keeps them alert. Workers do know when to concentrate fully on their work and such chances of communication do not disturb work quality. Besides, a round table setting help workers learn from the others and detect faults in the products.

Question 23 I heard "buffer stocks" are a useful method of avoiding the negative effects of machine-paced assembly-line work. Is the method really useful in small enterprises?

Answer 23 In machine-paced assembly-line work, each worker has to complete the assigned tasks in time for the scheduled short period, so that the work item can be handed over to the next worker in time. This has been considered to be productive and applied as one of traditional production methods. But in modern thinking, this type of machine-paced work is considered to be counter productive. It is because the machine-paced work cannot consider differences in work skills and can cause fatigue easily to the workers. Thus, "buffer stocks" are used to eliminate such machine-paced work. Buffer stocks are small piles of goods before and after each machine or workstation. The idea is that each worker does not have to wait for the next work piece and can work at his or her own pace. This production method is particularly suited to small enterprises where the skill differences are large and where production changes can take place often. Besides, we should consider that in small enterprises, work is often interrupted because of machine problems or shortage of workers. Continuous supply of raw materials and parts is also difficult for small enterprises. So, keeping adequate amount of buffer stocks in the work process is in fact a good idea in small-sized production and is usually more productive than processes without buffers.
STEP 4: Group Work for Preparation of Action Plans

Development of action plans in each participating enterprise is one of the most exciting activities. For the participants, the creation of practical action plans is challenging and rewarding. The WISE technical principles which the participants have just learned will provide them with practical guides for their concrete actions. The participants should visit as many of the participants’ enterprises as possible. This sharing process will strengthen the participants’ problem analysis and diagnostic techniques. It also reinforces mutual support among group members which will last long even after the comprehensive training course is completed.

Activity 1 - Completing the checklist exercise by each participant in his/her own enterprise

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Identifying potential improvement areas in the participants’ own enterprises.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>About 1 day</td>
</tr>
<tr>
<td>Output</td>
<td>A list of potential improvement areas using technical principles</td>
</tr>
<tr>
<td>Methods</td>
<td>Filling out the action-checklist by applying the WISE into the existing conditions of their own workplaces.</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Action-checklist</td>
</tr>
</tbody>
</table>

This is the beginning of the real participative parts of WISE. Entrepreneurs may face some difficulty in filling out the checklist since this is the first challenge to them. It is important to advise them to fill out the checklist in a relaxed mood. This advice will be useful because the relaxation will help participants keep broader views and reach flexible and innovative ideas for the improvement. They should be informed that their initial ideas will be later intermingled with other participants’ ideas. This sharing process will enrich the improvement ideas and help them reach the realistic action points. It is highly recommendable to encourage the participants to ask for the opinions of their workers or fellow managers in filling out the action-checklist. The participants (entrepreneurs) will know what practical ideas their workers and colleagues have. The interactive discussions between workers and entrepreneurs in filling out the action-checklist will surely help in establishing the firm basis for implementing the improvements in the latter stage of the course.
Activity 2 - Visit by participant groups to as many enterprises as possible

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Identifying opportunities for improvement in all participating enterprises by exchanging participants’ different views.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 - 3 days</td>
</tr>
<tr>
<td>Output</td>
<td>The participants will strengthen their skills in identifying the feasible improvement areas.</td>
</tr>
<tr>
<td>Methods</td>
<td>Workplace visits</td>
</tr>
<tr>
<td>Training</td>
<td>Filled out action checklists Interactive discussion</td>
</tr>
<tr>
<td>Tools</td>
<td></td>
</tr>
</tbody>
</table>

It is important to visit the workplaces of group members in a friendly and pleasant manner. The participants must ensure that the group should not criticize negative points of their group member workplaces. Instead, they should be assured that the positive attitudes of learning good aspects from their fellow enterprises would increase the opportunities for identifying practical improvement points. It is also advisable that the host entrepreneurs should keep open and positive attitudes to the visiting group members. It is not a shame at all to show some points to be improved and to ask for advice from the group members. The host entrepreneurs should be proud of explaining their previous efforts in improving productivity and working conditions. This frank exchange of views will create a valuable opportunity for doubling their previous improvement experiences in a very realistic manner.

It is possible to organize group factory visits by several sub-groups. Each sub-group can visit all the sub-group member factories. Experiences of all the sub-groups should be later reported in the mid-course workshop. Some participants may say that they are too busy to join all the workplace visits. It is an important role of facilitators to remind the participants of the value of these technical visits. How can the participants develop such a rare opportunity of visiting many local workplaces with the view of productivity and work improvements? Convince them that this is a rewarding investment. Sincere discussions in the real workplaces will surely help the participants come up with wonderful ideas for the improvements.

Activity 3 - Completing a form (Action Plan) in identifying potential improvements in each enterprise

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Establishing a concrete action plan in each enterprise.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>About 1 day</td>
</tr>
<tr>
<td>Output</td>
<td>Firmly established improvement plans</td>
</tr>
<tr>
<td>Methods</td>
<td>Filling out the action plan form while exchanging views among different participants.</td>
</tr>
<tr>
<td>Training</td>
<td>The Action Plan form A sample completed Action Plan to be used as a handout.</td>
</tr>
<tr>
<td>Tools</td>
<td></td>
</tr>
</tbody>
</table>
The week allotted for the group company visits and the preparation of action plans is approaching the highlight. The step of completing the Action Plan form will be the most challenging to the participating entrepreneurs. Here, they are requested to use up all their technical know-how obtained from both their own experiences and WISE technical sessions. Probably, they may select some simple and easy-to-implement actions first. At the same time, they may also develop some innovative ideas for improving their work environment. Very often, a fresh, innovative idea is born from the lively discussions between entrepreneurs and workers in their own workplaces. It is effective to advise the participants not to stick to one or two technical improvement areas. Often, they may pay most attention to one or two distinct technical areas in their workplaces. It is true that looking at multiple aspects will give them more opportunities to discover a number of possible improvement points.

It is useful to advise the participants to develop workable improvement ideas. They should consider the necessary inputs for the improvement such as materials, skills, budget and time. Previous experiences of WISE demonstrated that using materials and skills existing in their own local workplaces is the key for the success of action plans. Workplaces have some workers who are strong in particular types of skills such as carpentry, welding or designer jobs. Mobilizing these skills will create several advantages for making productive workplaces. First, local resources and skills are inexpensive. Second, the workers implementing the improvement process for their workplaces will be very proud of their assignments and increase their motivation to their work. Third, since the improvement processes are open to all workers in their workplaces, this will easily create more involvement of other workers. These self-motivation processes will further enhance the sense of belonging of the workers to their workplaces.

**Activity 4 - Developing entry for the “simple, inexpensive and clever” (SIC) contest**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Motivating the participants to develop innovative and inexpensive improvement ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>About 1 day</td>
</tr>
<tr>
<td>Output</td>
<td>Improvement ideas entered into the SIC contest</td>
</tr>
<tr>
<td>Methods</td>
<td>Filling out the entry form for the “small, inexpensive and clever” contest.</td>
</tr>
<tr>
<td>Training Tools</td>
<td>The Action Plan form, A sample completed Action Plan to be used as a handout.</td>
</tr>
</tbody>
</table>

SIC (simple, inexpensive and clever) contest is an invention of the Philippines. This contest meets the intention of WISE that small workplace changes have a practical value. They are sustainable since they are rooted in local practice and resources. Attitude of receiving small changes as a firm step to the further growth of their enterprises should be encouraging to many local entrepreneurs. They will realize that they can do something or better things for their workplace improvements.

The inexpensive awards have the same context with the small awards. Inexpensive improvements have profound meanings for the wider changes of many local
workplaces. It is likely that expensive improvements can be done by anybody if they have money. Inexpensive improvements need more experiences and skills relying on local resources, and they are widely applicable in the local context. The clever awards are aimed at the improvement examples which are creative. Many clever improvement examples have been formulated based on the basic principles of WISE. The experiences on how awardees used up the local resources in an innovative way or how they can avoid their safety and health risks by changing their conventional attitudes will be highly appreciated.

**STEP 5: Mid-course Visits/Workshop**

This step is important for facilitating the participants’ actions. Trainers should visit the participants’ factories or organize a mid-course workshop. The mid-course visits or workshop should be organized in a relaxed mood, where the participants can speak out their points to overcome constraints (technical or managerial). It would be encouraging if some participants have already completed some improvements. These participants can assist other entrepreneurs in implementing their action plans. It is also advisable to organize a mid-course workshop at a time when most of the entrepreneurs can easily attend. Evenings may be the best time for them to attend. It is the facilitators’ role to make the mid-course visits/workshop most productive.

**Activity 1 - Visits to enterprises or group meetings**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning the processes of the improvements by groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>2 - 3 days</td>
</tr>
<tr>
<td><strong>Output</strong></td>
<td>Facilitated improvement actions</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>Walk-through investigation / Interactive discussion.</td>
</tr>
<tr>
<td><strong>Training Tools</strong></td>
<td>Action-checklist / Action plans / Previous improvement examples</td>
</tr>
</tbody>
</table>

Experiences of WISE have demonstrated that simple, frequent visits to workplaces often motivate the people to take actions than expected. The workplace people will accept the visits as a kind attention of many other colleagues and trainers. When they face technical difficulties, interactive conversation with friends will often lead them to the right directions. Ideas and knowledge from many other people are more powerful than those from one person. It is highly possible that people know the right places for obtaining necessary materials and skills to overcome the technical constraints of their group members.

Mid-course visits to group member factories will also stimulate the participants to accelerate their positive actions. The progress of their group members will provide lots of hints for solving the technical difficulties they are facing. Seeing workers’ involvement in implementing the improvements will provide the participants with another positive impact. Management alone can have limited ideas, time and power. The participants will realize that mobilizing workers’ support for implementing the improvement is critical for the survival of their enterprises. It is the facilitators’
technique to increase these inter-visiting effects for discovering the participant’s unexploited potential for positive change.

**Activity 2 - Mid-course workshop (optional)**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Sharing the process of changes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>3 - 4 hours (probably in the evening)</td>
</tr>
<tr>
<td>Output</td>
<td>Firmly established improvement ideas and designs</td>
</tr>
<tr>
<td>Methods</td>
<td>Presentation / Group discussion</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Flip-chart / Slides / Transparencies</td>
</tr>
</tbody>
</table>

Organizing the mid-course workshop has practical value for accelerating the participants’ improvement actions. Careful preparation is necessary for making the mid-course workshop a success. The key issues for implementing a successful mid-course workshop are:

- to select most useful periods when many participants are half finished with their improvements;
- to set aside the appropriate time so most of the participants can attend (probably in the evening);
- to develop photos or slides of the finished or half-finished improvements;
- to know the conditions of the implementation of each participant so that trainers can facilitate the discussion most effectively for supporting their improvements;
- to prepare the options for overcoming technical difficulties which the participants are facing by learning local available solutions;
- to facilitate the discussion about organizational aspects (in addition to technical aspects) of the improvements such as workers’ involvement, mobilization of local resources and managing the progress of the improvements.

In the workshop, participants will present their action progress. It is highly recommendable to provide sufficient time (usually about 30 to 40 minutes) for them to prepare their presentations. It will be very helpful to use an overhead projector so that the participants can clearly show the progress of their actions on transparencies. It is also a good idea to utilize flip charts for showing their improvement processes.

It is highly likely that most of the participants will talk about the technical aspects of their improvements. However, when considering the future sustainability of actions, it is crucially important to share ideas on how to organize the action. The essential issues are the steps of the improvement planning, mobilization of workers’ support, obtaining information for necessary materials and skills for continuing actions. It is worth remembering that this mid-course workshop is actually the seeds for developing a local network for sustainable actions in the future. It is true that many regions could succeed in the development of such networks after joining the WISE courses. WISE trainers are responsible for facilitating the development of self-sustaining improvement systems in the local conditions.
Activity 3 - Advice regarding relatively difficult improvements

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assisting participants in solving technical or managerial difficulties for implementing plan of actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>About 2 to 3 days depending on the conditions</td>
</tr>
<tr>
<td>Output</td>
<td>Technical solutions regarding relatively difficult improvements</td>
</tr>
<tr>
<td>Methods</td>
<td>Group discussion</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Action-checklist / Action plans / Previous improvement examples</td>
</tr>
</tbody>
</table>

This activity may be integrated into the mid-course visits or mid-course workshop. In any case, it is important to provide the participants with useful advice regarding relatively difficult improvements. WISE trainers may sometimes be challenged by relatively difficult technical questions to answer. How to respond to these technical questions is one of the most important roles of WISE trainers. It is highly recommendable to invite the answer from other participants before WISE trainers provide the solution. Experienced WISE trainers know the importance of local solutions. The WISE trainers come to the workplaces only on several occasions while the local people stay there. It would be much more appreciated if the local people could solve their technical problems by using their own supporting network.

However, in due course, WISE trainers should be ready to respond to any aspect of technical and managerial questions which may arise from the participants. For meeting this purpose, it is imperative to learn as many local examples and their implementing processes as possible. These lively materials are so impressive that the trainers will remember them more easily than the textbook style information. Further, the WISE project team has been developing several supporting tools for assisting the trainers’ efforts.

- a set of good example slides attached in this training package;
- the Database management system;
- the Booklet of Philippine improvement examples;
- WISE topic flyers;
- Industry-specific Action Manuals for garments manufacturing, food processing, woodworking and metalworking industries.

Showing the WISE promotional videos in which many practical achievements are explained will assist your training purpose.

_Ergonomic Checkpoints_, newly published by the ILO will also serve as a valuable information source for strengthening your technical background.

*Productivity Performance Assessment System (PPAS)* will be helpful for answering the questions about evaluating the productivity gains by the improvement.

All these supporting tools and information are obtained through the regional labor offices or the Bureau of Working Conditions of DOLE.
### Activity 4 - Motivate groups to implement as many improvements as possible

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Maximizing the participants’ improved potentials in the local conditions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>About 2 to 3 days depending on the conditions</td>
</tr>
<tr>
<td>Output</td>
<td>Participants’ commitment to carry out more number of improvements</td>
</tr>
<tr>
<td>Methods</td>
<td>Walk-through in their workplaces / Group discussion</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Action-checklist / Action plans / Previous improvement examples</td>
</tr>
</tbody>
</table>

This activity may also be a part of the mid-course visits or the mid-course workshop. The purpose of this activity is to encourage the participants to carry out as many improvements as possible, whether simple or difficult, prior to the final workshop. The participants would obtain more experiences for the future survival and growth of their enterprises if they could implement a larger number of improvements. It is WISE trainers’ role to remind them of the value of this opportunity.

Probably, WISE trainers can assist them in taking a fresh look again at their workplaces for finding new improvement points. Every workplace must have several outstanding problems to which people tend to stick. It is often true that they may overlook many feasible action points after implementing relatively difficult or outstanding improvements. Simply remind them that they can double the fruits of their efforts by looking at multiple aspects of their working conditions.

Some entrepreneurs may develop many small improvements. WISE trainers should pay equal attention to both outstanding and small improvements by mentioning that they are all firm steps for their further improvements. It is also necessary to challenge the entrepreneurs to implement rather complex improvements. The WISE trainers can assist them in making a long-term plan for the complex improvements. The entrepreneurs will learn much from developing long-term improvement schemes since they have to carefully consider the budget, manpower, implementing periods and necessary technical skills. These long-term improvement plans may not be accomplished before the final workshop. However, the entrepreneurs should be encouraged to present their long-term plans in the final workshop.

### STEP 6: Improvements in Enterprises and Preparation of Group Presentations

### Activity 1 - Completing possible improvement activities

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Advancing the work improvement within the assigned periods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>About 1 to 2 weeks</td>
</tr>
<tr>
<td>Output</td>
<td>The improvements the participants carried out</td>
</tr>
</tbody>
</table>
### Methods
Implementing planned actions using local resources.

<table>
<thead>
<tr>
<th>Training Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good example booklet / Industry-specific Action Manuals</td>
</tr>
</tbody>
</table>

After the mid-course visits/workshop, all the participants will continue the implementation of the improvements with increased confidence. The time allotted to this step should be at least one week but not more than two weeks. It is important to set the time limit so that the participants will try to complete their actions in time. The participants should be informed that WISE trainers are anytime ready to accept their questions and provide technical advice during the implementing periods.

#### Activity 2 - Compiling necessary materials and information for the final workshop

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing all experiences obtained from the improvement practices for the final presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>About half a day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compiled improvement experiences for the final presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documenting the progress of the improvements / Illustrating some improvement examples.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flip-charts / Transparencies</td>
</tr>
</tbody>
</table>

After the completion of their improvements, the group members should sit together for reviewing all the improvement experiences. Trainers should provide an appropriate time and place for this activity. The purpose of this process is for finalizing the preparation for the final presentation. This process has a practical meaning for future steps. The joint review of the concrete steps carried out by the group members will increase the understanding of the participants about WISE improvements. Sharing the real experiences of small, innovative steps for the improvements will make the fundamental technical base for continuing improvements. The group members will also be able to share their concrete experiences of “managing changes”. The experiences of how they could mobilize their workers’ support or how they could obtain necessary resources for the improvements in the local conditions will be of practical value.

Trainers should advise the participants to prepare clear presentations. Practical information in implementing the improvements such as the costs, materials and manpower used for practicing or installing the improvements should be included in their final presentations. It is advisable to encourage them to develop a flowchart or diagram for exhibiting the improvement processes and clear illustrations showing the improvement examples. They should be shown either on flip-charts or transparencies. It is imperative to ask them for their long-term plans which are to be continued. It would be of practical value if they could include possible plans for developing a local network in which the local entrepreneurs will continuously share the improvement experiences within their own initiatives.

The groups must also complete their entry to the “simple, inexpensive and clever” (SIC) contest.
Activity 3 - Rehearsing the final presentation

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Preparing clear and positive presentations for the final workshop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>About half a day</td>
</tr>
<tr>
<td>Output</td>
<td>Well-prepared presentation package for the final workshop</td>
</tr>
<tr>
<td>Methods</td>
<td>Setting necessary presentation materials.</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Transparencies Illustrations</td>
</tr>
</tbody>
</table>

The groups must have prepared slides, drawings and other visual aids with clear presentation texts and possible long-term plans. It is recommended that the group representatives take opportunities to rehearse the presentations in front of other group members to make the presentations more clear-cut. Active participants often try to talk much and put too detailed information in their presentation materials. This practice would reduce the rewards of their efforts since the audiences would not understand too detailed information at once. It is the responsibility of WISE trainers to assist them in making clear presentations. The previous experiences of practicing clear and crisp presentations as WISE trainers should be transferred to the participants.

STEP 7: Final Workshop: Group Presentations

Activity 1 - Opening

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Providing public acknowledgment of the program as a whole.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>15 - 20 minutes.</td>
</tr>
<tr>
<td>Output</td>
<td>Encouragement to the participants</td>
</tr>
<tr>
<td>Methods</td>
<td>Congratulatory greetings from guest speakers and organizers</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Program of the Final Workshop</td>
</tr>
</tbody>
</table>

A short but crisp opening ceremony will increase the motivation of the participants to present their achievements effectively. Invite leaders in the local community such as the mayor of the city, leaders of management associations or labor unions. The speech from the head of the regional labor office would also be helpful in order to increase the sense of achievements of the participants. All the speakers may congratulate the WISE team for their achievements and mention that WISE approaches are very important for the social and economic development of the local society. Printed programs showing the names of guest speakers and group participants should be prepared. Participation of the local press will be very important. It is also advisable to invite as many local entrepreneurs and union members as possible who will be future participants of WISE training courses.
Activity 2 - Group presentations

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Preparing clear and positive presentations for the final workshop.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>2 to 3 hours depending on the number of groups</td>
</tr>
<tr>
<td>Output</td>
<td>Well-prepared presentation</td>
</tr>
<tr>
<td>Methods</td>
<td>Presentation, Interactive discussion</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Slides, Transparencies, Flip-charts</td>
</tr>
</tbody>
</table>

This is the highlight of the training course. The presenters should be very proud of their achievements. Advise them to present their achievements with confidence. Conditions of slide and overhead projectors and other audio-visual aids should be carefully checked before starting their presentations.

Invite questions and comments from the audiences. The trainers themselves can give their comments for each presentation. The trainers’ comments should be brief and positive, rather than critical or analytical so that the subsequent questions from the audiences will follow the same line.

Discussions on organizational aspects as well as on technical aspects should be promoted. It is the intention of WISE that growing improvements on productivity and working conditions will be done by using local resources and skills with the active involvement of workers and managers. The presenters will emphasize the importance of mobilizing workers’ support and finding available local resources. The trainers are responsible for facilitating the positive discussions among the participants to convince them to sustain their improvements. Slides, transparencies and other presentation materials used in the final workshop should collect and duplicated. These presentation materials will be useful training instruments for the next training course.

Activity 3 - SIC awards

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Giving the participants a sense of achievements and motivating them for further efforts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>15 - 20 minutes</td>
</tr>
<tr>
<td>Output</td>
<td>Shared sense of achievements among the participants</td>
</tr>
<tr>
<td>Methods</td>
<td>Selecting and providing each award</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Certificate of the awards and small presents</td>
</tr>
</tbody>
</table>

There are two important purposes in the SIC awarding: encouraging the participants on continuing efforts; and convincing them on the importance of local solutions at low cost. The participants will understand better the concept of WISE improvements when they see what improvement examples get the awards.
The trainers should carefully observe all the group presentations and select SIC awards in a fair and balanced manner. It is a good idea to ask for some advice from the guest speakers to select the appropriate SIC awardees. However, the final decisions should always be made by the trainers themselves based on the previous WISE technical experiences. It is highly recommended that all the groups will be able to have some awards. Invited guests will be appropriate persons for giving the awards to the selected participants.

**Activity 4 - Evaluation**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Finding the points for better organization of WISE training courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>20 - 30 minutes</td>
</tr>
<tr>
<td>Output</td>
<td>Suggested plans for organizing the next WISE training courses</td>
</tr>
<tr>
<td>Methods</td>
<td>Filling out the evaluation sheet, Interactive discussion</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Evaluation sheet</td>
</tr>
</tbody>
</table>

Direct and immediate feedback from the participants is an important source for organizing better WISE training courses. Frank and positive ideas for the improvement of the courses should be collected from the participants. It is wise to prepare an evaluation questionnaire sheet. The question items should cover the broad aspects of WISE organizing elements. They should include: participants recruitment, marketing programs, brochures, programs of the training, information covered in the technical sessions, the place of the training; training materials such as action-checklist, audio-visual aids used in the training; factory visits, mid-course visits/workshop and the organization of the final workshop.

Efforts should be made for assessing the WISE courses at various stages of the implementation. Such assessments will generally be designed to test:
- the participants’ general approval of the course (or otherwise);
- the strong points and improvement points;
- the appropriateness of the timing of the course;
- the utility of particular sessions;
- the relevance of the course to the company’s own needs;
- whether the participant feels he/she has learned something;
- what changes might be made in overall design, content, time or staffing.

Time should be allotted for the participants to directly speak out their suggestions for upgraded WISE training courses. Ideas and suggestions for continuing future actions or developing the local collaboration network should be most important. Efforts should be made among the local entrepreneurs for setting up a kind of sustaining follow-up mechanisms.
Activity 5 - Closing

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Congratulating the achievements of participants and confirming their continuing efforts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>15 - 20 minutes</td>
</tr>
<tr>
<td>Output</td>
<td>Sense of fulfillment and the motivation for further action</td>
</tr>
<tr>
<td>Methods</td>
<td>Providing certificates for all the participants, Closing remarks from guest speakers and a representative of the participants.</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Certificate and small presents (probably a copy of the Action Manual)</td>
</tr>
</tbody>
</table>

The certificate will be distributed to each participant. Some guest speakers may play this important role. After distributing the certificates, some congratulatory speeches from the guests will be provided. Speeches and remarks from the representatives of the participants should also be requested. They will appreciate the efforts of the organizers and confirm their continuing efforts for implementing actions.

A WISE trainer will close the training course by mentioning that all WISE trainers are happy to see the great accomplishments of the participants and their decision of continuing improvement efforts.

STEP 8: Follow up

Follow up should be integrated into the original plan of the WISE courses. The follow-up visits to the enterprises will be useful for assisting the people in implementing action and knowing their future potential. Improved examples collected through the follow-up visits will be used as lively training materials in the next WISE training course.

Activity 1 - Preparation of the follow-up visits

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Contacting the previous participants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>1 - 2 days</td>
</tr>
<tr>
<td>Output</td>
<td>Concrete plans of follow-up visits or meetings</td>
</tr>
<tr>
<td>Methods</td>
<td>Telephones / Letters</td>
</tr>
<tr>
<td>Training Tools</td>
<td></td>
</tr>
</tbody>
</table>

Over the following three to six months, the previous course participants must have completed several actions. During this period of implementation in the enterprises, the difficulty may also arise in terms of workers involvement and motivation to implement changes. They should be encouraged to implement more planned actions.
Follow-up support may be necessary to help them overcome technical or managerial problems they may be facing. The previous participants will also be motivated to implement more actions by keeping in touch with each other throughout this process. Thus, follow-up visits have practical values for implementing improvements systematically.

The first step for the follow up is contacting the previous participants by phone or by letters. Probably, after the short greetings, trainers can make appointments to visit their workplaces. If their workplaces are distant, several trainers should share the visit plans.

Organizing a follow-up meeting will be necessary if the participating enterprises are located in a distant area from the trainers’ offices. For this, communication to the group leaders or coordinators will be necessary for asking their help in contacting other participants and deciding on the venue and date for the meeting.

**Activity 2 - Follow-up visits**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Direct visits to the previous participants’ workplaces and assisting them in implementing further improvements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>1 - 2 weeks</td>
</tr>
<tr>
<td>Output</td>
<td>List of the achieved improvements and overcoming the technical and managerial difficulties of the improvement</td>
</tr>
<tr>
<td>Methods</td>
<td>Direct visits / Workplace walk-through / Interactive discussion</td>
</tr>
<tr>
<td>Training</td>
<td>Good example booklet / Action Manuals / Follow-up sheets Low-cost improvement sheet</td>
</tr>
</tbody>
</table>

During the follow-up period, the companies should be visited by resource persons who may be trainers or group coordinators. Ideally, there should be involvement of participant group members in these visits. The resource persons should be prepared to learn from the accomplished achievements and record them into the low-cost improvement sheet. Besides the technical aspect of the improvement, the strong points of the managerial aspect of the company such as workers involvement or resources mobilization should be properly described in the follow-up sheet.

The visiting resource persons should be ready to give advice or to provide information on specific sources of assistance. Newly developed WISE Database Management System (DBMS) will also provide practical information for overcoming technical constraints. Entrepreneurs can access to the WISE DBMS through the computers equipped in the regional labor offices. Participants may also be encouraged to meet on an informal basis (independent of the resource persons) to discuss common problems.

All the strong points and the aspects to be strengthened found in the particular enterprises should be documented in the follow-up sheet. This information will have practical value for the next occasion of follow-up visits. It will also help trainers know the common features of the solutions and problems in the implementing region.
Activity 3 - Follow-up meetings (optional)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Providing the place for discussion of the achievements and ways of implementing relatively difficult improvements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>3 - 4 hours depending on the number of presenters</td>
</tr>
<tr>
<td>Output</td>
<td>Presentation / Interactive discussion</td>
</tr>
<tr>
<td>Methods</td>
<td>Direct visits / Workplace walk-through / Interactive discussion</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Good example booklet / Action Manuals / Follow-up sheets Low-cost improvement sheets</td>
</tr>
</tbody>
</table>

It is also useful to arrange a follow-up workshop after a few months. The content of this workshop will be determined by the quantity and quality of the progress made in the preceding period. The workshop will therefore be structured using materials drawn from the individual companies. The workshop will play two practical roles: (1) the exchange of achievements; (2) technical assistance for furthering actions.

It would be a great success of WISE trainers if the local people could make all the necessary arrangements for the follow-up workshop within their own initiatives. This is a strong signal that the regional entrepreneurs already have a firm network for continuing their exchanges. In the follow-up meeting, areas where there is potential for future cooperation or sharing of external costs should also be highlighted, for example, in establishing common canteen, recreation, medical or transport facilities.

It is highly likely at all that workers’ involvement will be a crucial agenda among the participants of the follow-up meeting. The entrepreneurs who could mobilize the workers’ support would be able to develop more improvements easily. This means higher productivity. It is of particular interest to plan some special arrangements for involving their workers’ which would be of great help for the companies. The possible ideas may include:

- educational seminars to explain what is being done in the WISE course;
- presentation of the WISE promotional video for workers;
- slide presentations to give examples of good practices;
- task group work for development and implementation of improvements.

The sessions with workers can be organized on company premises and incentives given to those who will attend, by allowing part of the session to take place during working time. Snacks or drinks may also be provided.
Activity 4 - Compilation of improvements undertaken

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Inputting the improvement data into the WISE Database Management System.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>3 - 4 hours depending on the number of improvements</td>
</tr>
<tr>
<td>Output</td>
<td>Increased database about the WISE improvement examples</td>
</tr>
<tr>
<td>Methods</td>
<td>Inputting the necessary information items</td>
</tr>
<tr>
<td>Training Tools</td>
<td>Computers / WISE Database Management System</td>
</tr>
</tbody>
</table>

The WISE Database Management System has opened up a new paradigm in the work of WISE trainers. Now, the trainers can easily access to the abundant information of the improvements in the Philippines and easily obtain the necessary technical assistance. All WISE trainers should train themselves well on the Database Management System. Accessing the System can be done in any regional labor office.

It is the WISE trainers’ new important duty to input valuable information on the local improvement examples into the Database Management System. By these efforts, other trainer, entrepreneur or worker can use the same information for progressing his/her actions. Imagine that the information input by a trainer in Davao might assist an entrepreneur in Cebu in implementing his/her action plans. The WISE trainers can also make practical and analytical researches about the types, technical areas, costs and any other aspects of the WISE improvements done in the whole Philippines easily in one sitting.

It would be highly possible that the System will be connected to the international information network in the very near future and will provide tremendously wider information about the low-cost improvement examples not only in the Philippines but also in other countries. It will be assured that the Philippines will be one of the most powerful information sources of WISE improvements. Thanks to the active contribution of WISE trainers.
MODULE 4: OUTLINE OF TRAINING MATERIALS AND THEIR POTENTIAL ROLES

As the WISE project progresses, various types of related training materials and products have been developed. They are:

- WISE awareness presentation package;
- WISE promotional videos for entrepreneurs and workers;
- The Productivity Performance Assessment System (PPAS) on garments manufacturing, food processing, wood processing and metalworking industries;
- Industry-specific Action Manuals on the garments manufacturing, food processing, wood processing and metalworking industries;
- The WISE Database Management System;
- Action Manual for Workers;
- Environmental protection module;
- Advisory inspection methods.

They are all the fruits of the WISE activities in the Philippines. Application of these WISE products has a large potential for developing unique WISE training courses, responding to the particular needs of the local people in the regions. It is highly recommended that the WISE trainers should utilize these WISE materials for making their training courses more effective and attractive.

<table>
<thead>
<tr>
<th>WISE materials</th>
<th>Outline of the contents</th>
<th>Potential roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>WISE Awareness Presentation Package</td>
<td>- Promotional and information brochure and leaflets;</td>
<td>- For distribution when visiting potential participants during recruitment;</td>
</tr>
<tr>
<td></td>
<td>- Locally done low-cost workplace improvement examples booklet;</td>
<td>- In providing participants of awareness courses further information.</td>
</tr>
<tr>
<td></td>
<td>- Flyers for showing technical know-how on the improvements;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Success stories;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sample programs of comprehensive workshops and awareness courses;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Annual schedule of the WISE training courses in the region.</td>
<td></td>
</tr>
<tr>
<td>WISE materials</td>
<td>Outline of the contents</td>
<td>Potential roles</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| WISE promotional videos for entrepreneurs                                     | - The six principles of WISE;  
- The eight technical areas of WISE;  
- Potential benefits of WISE courses for local entrepreneurs;  
- Introduction of success stories about the workplace improvements done by some entrepreneurs who attended WISE courses | - For showing when visiting potential participants for recruitment.  
- For showing to the participants of the comprehensive workshops or the awareness courses as a part of the training program. |
| WISE promotional videos for workers                                           | - The six principles of WISE;  
- The eight technical areas of WISE;  
- Potential benefits of WISE courses for workers and local trade unions;  
- Success stories about improving working conditions in local enterprises in collaboration with the workers and the owners. | - For showing when visiting potential participants for recruitment in local factories;  
- In introducing WISE activities to the local trade unions;  
- For showing to participants of workers awareness courses as a part of the training program. |
| The Productivity Performance Assessment System (PPAS) on the garments manufacturing, food processing, wood processing and metalworking industries. | - Practical assessment methods of productivity which can be widely applicable in local small enterprises;  
- Case studies of productivity enhancement and their evaluation by using the PPAS. | - In assisting the local entrepreneurs in identifying potential areas for enhancing their productivity;  
- In integrating the PPAS application as a part of the comprehensive workshop program.  
- In evaluating improvement examples done by WISE participants. |
<table>
<thead>
<tr>
<th>WISE materials</th>
<th>Outline of the contents</th>
<th>Potential roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry-specific Action on garments</td>
<td>- The six principles of WISE;</td>
<td>- As training materials Manuals for conducting industry-specific comprehensive workshops or awareness courses;</td>
</tr>
</tbody>
</table>
| manufacturing, food processing, wood   | - The eight technical areas of WISE; Action-checklists  
- which are rearranged for meeting the specific conditions of the garments, manufacturing, food processing, wood processing and metal working industries;  
- Clear illustrations showing locally available good examples of these industries. | - In providing a guide text for the local entrepreneurs when they voluntarily improve their productivity.                                                                                                    |
| working and metal working industries.  |                                                                                                                                                                                                                           |                                                                                                                                                                                                            |
| The Database Management System          | - The computer database about technical areas, know-how and costs of the improvement examples carried out by WISE methods in the Philippines.                                                                                               | - In providing local entrepreneurs with useful information for implementing workplace improvements;  
- In upgrading WISE trainers' knowledge and advisory skills for assisting local entrepreneurs in implementing improvements. |
| Action Manual for Workers               | - The six principles of WISE;                                                                                          | - As a main text when conducting workers’ awareness courses;  
- The eight technical areas of WISE; An action-checklist which meets the specific needs of workers and local trade unions for improving safety and health at work;  
- Clear illustrations showing locally available good examples about the improvement of working conditions. | - In introducing the potential benefits of WISE to the workers,  
- In developing an innovative, comprehensive workshops for workers and local trade unions.                                                 |
<table>
<thead>
<tr>
<th>WISE materials</th>
<th>Outline of the contents</th>
<th>Potential roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental protection module</td>
<td>- The simple technical guides for joint improvements on waste reduction and the improvements on the negative impacts on the workplace and the general environment;</td>
<td>- In integrating into the comprehensive workshops or awareness courses as a part of the programs;</td>
</tr>
<tr>
<td></td>
<td>- Clear illustrations showing low-cost good examples for environmental protection and waste reduction.</td>
<td>- As a practical tool for assisting the local entrepreneurs in practicing environmental protection and cost reduction.</td>
</tr>
<tr>
<td>Advisory inspection methods and suggested inspection form</td>
<td>- Checkpoints for identifying the potential improvement points for better working conditions.</td>
<td>- Making labor inspections more advisory and action-oriented;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Linking WISE training courses with labor inspection by motivating the inspected enterprise owners to participate in WISE trainings.</td>
</tr>
</tbody>
</table>

MODULE 5: TRAINING MATERIALS

1) Workplace Checklist
2) Suggested transparency sheets for technical sessions
3) Examples of low-cost improvement
4) Potential questions and answers
5) Action plan forms
6) Follow-up result forms
1) Workplace Checklist

How to use the checklist

1. Define the work area to be checked. In the case of a small enterprise, the whole production area can be checked. In the case of a larger enterprise, particular work areas can be defined for separate checking.

2. Read through the checklist and spend a few minutes walking around the work area before starting to check.

3. Read each item carefully. Look for a way to apply the measure. If necessary ask the manager or workers questions. If the measure has already been applied or it is not needed, mark NO under “Do you propose action?” If you think the measure is worthwhile, mark YES. Use the space under REMARKS to put a description of your suggestion or its location.

4. After you have gone through the whole items, look again at the items you have marked YES. Choose a few where the benefits seem likely to be the most important. Mark PRIORITY for these items.

5. Before finishing, make sure that for each item you have marked NO or YES, and that for some items marked YES you have marked PRIORITY.

Materials storage and handling

1. Clear and mark transport ways.

   Do you propose action?
   O No       O Yes       O Priority

   Remarks
   __________________________
   __________________________

2. Keep transport ways wide enough and even, with ramps of a small inclination where necessary.

   Do you propose action?
   O No       O Yes       O Priority

   Remarks
   __________________________
   __________________________

3. Use carts, hand-trucks, rollers and other wheeled devices when moving materials.

   Do you propose action?
   O No       O Yes       O Priority

   Remarks
   __________________________
   __________________________
4. Provide multi-level shelves or storage racks near the work area for tools, raw materials, parts and products.

Do you propose action?
O No       O Yes       O Priority

Remarks ____________________________________________

5. Use specially designed pallets or containers of appropriate size to hold and move materials, semi-finished products and products.

Do you propose action?
O No       O Yes       O Priority

Remarks ____________________________________________

6. Use mobile storage racks for storing and moving materials, tools and semi-products.

Do you propose action?
O No       O Yes       O Priority

Remarks ____________________________________________

7. Use hoists, conveyers or other mechanical means for moving or lifting heavy materials.

Do you propose action?
O No       O Yes       O Priority

Remarks ____________________________________________

8. Provide good grips or holding points for all containers and packages.

Do you propose action?
O No       O Yes       O Priority

Remarks ____________________________________________
Machine safety

9. Attach proper guards to dangerous moving parts of machines and power transmission equipment.

Do you propose action?
O No  O Yes  O Priority

Remarks

10. Use safety devices which prevent operation of machines while the worker's hands are in danger.

Do you propose action?
O No  O Yes  O Priority

Remarks

11. Use mechanical devices or magazines for machine feeding to avoid hazards and increase production.

Do you propose action?
O No  O Yes  O Priority

Remarks

12. Attach labels and signs easy to read in order to avoid mistakes.

Do you propose action?
O No  O Yes  O Priority

Remarks

13. Make sure machines are well maintained and have no broken or unstable parts.

Do you propose action?
O No  O Yes  O Priority

Remarks

14. Make emergency controls clearly visible and easy to reach.

Do you propose action?
O No  O Yes  O Priority

Remarks

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Work-stations

15. Adjust working height for each worker at elbow level or slightly lower than elbow level.
   Do you propose action?
   O No  O Yes  O Priority
   __________________________________________________________________________

16. Use foot platforms for small workers and work item holders for tall workers.
   Do you propose action?
   O No  O Yes  O Priority
   __________________________________________________________________________

17. Put frequently used tools, controls and materials within easy reach of workers.
   Do you propose action?
   O No  O Yes  O Priority
   __________________________________________________________________________

18. Use jigs, clamps, vices or other fixtures to hold items while work is done.
   Do you propose action?
   O No  O Yes  O Priority
   __________________________________________________________________________

19. Use hanging tools or conveniently fixed tools for operations repeated at the same place.
   Do you propose action?
   O No  O Yes  O Priority
   __________________________________________________________________________
20. Provide a conveniently placed home for each tool.

Do you propose action?
O No  O Yes  O Priority

Remarks

21. Change work methods so that the workers can alternate standing and sitting while at work.

Do you propose action?
O No  O Yes  O Priority

Remarks

22. Provide chairs or benches of correct height (with the feet comfortably and flatly placed on the floor) with a sturdy back rest.

Do you propose action?
O No  O Yes  O Priority

Remarks

**Lighting**

23. Add skylights and keep skylights and windows clean.

Do you propose action?
O No  O Yes  O Priority

Remarks

24. Paint ceilings and walls in light colours and keep them clean.

Do you propose action?
O No  O Yes  O Priority

Remarks
25. Provide general artificial lighting adequate for the type of work done, by adding light sources, installing reflectors or re-positioning lamps.

Do you propose action?
O No      O Yes      O Priority

Remarks ________________________________________
______________________________________________

26. Provide local task-lights for precision and inspection work.

Do you propose action?
O No      O Yes      O Priority

Remarks ________________________________________
______________________________________________

27. Relocate light sources or work positions or provide shields to eliminate direct glare to workers.

Do you propose action?
O No      O Yes      O Priority

Remarks ________________________________________
______________________________________________

Control of hazard sources

28. Move the sources of dust, hazardous chemicals, noise or heat out of the workplace.

Do you propose action?
O No      O Yes      O Priority

Remarks ________________________________________
______________________________________________

29. Install screens, partitions or barriers to reduce the harmful effects of dust, hazardous chemicals, noise or heat by having more openings, windows or open doorways.

Do you propose action?
O No      O Yes      O Priority

Remarks ________________________________________
______________________________________________
30. Make sure all the containers of hazardous chemicals have labels.

Do you propose action?
O No    O Yes    O Priority

Remarks ____________________________________________

31. Make sure all organic solvents, paints, glues, etc. are in covered containers.

Do you propose action?
O No    O Yes    O Priority

Remarks ____________________________________________

32. Clearly indicate each area where the use of personal protective equipment must be observed.

Do you propose action?
O No    O Yes    O Priority

Remarks ____________________________________________

33. Introduce or improve local exhaust ventilation.

Do you propose action?
O No    O Yes    O Priority

Remarks ____________________________________________

Premises

34. Ensure safe wiring connectors for supplying electricity to equipment and lights.

Do you propose action?
O No    O Yes    O Priority

Remarks ____________________________________________
35. Improve the heat protection of the building by backing walls or roofs with insulating materials.

Do you propose action?
O No    O Yes    O Priority

Remarks

36. Increase natural ventilation by having more openings, windows or open doorways.

Do you propose action?
O No    O Yes    O Priority

Remarks

37. Provide enough fire extinguishers within easy reach and be sure that workers know how to use them.

Do you propose action?
O No    O Yes    O Priority

Remarks

38. Provide at least two unobstructed ways out of every floor or every big room and make sure that workers know how to evacuate in an emergency.

Do you propose action?
O No    O Yes    O Priority

Remarks

Welfare facilities

39. Provide an adequate supply of cool, safe drinking water in all workplaces.

Do you propose action?
O No    O Yes    O Priority

Remarks
40. Provide regularly cleaned toilets and washing facilities (with soap) close to the work area.

Do you propose action?
O No  O Yes  O Priority

Remarks

41. Provide resting corners and a separate hygienic place for eating meals.

Do you propose action?
O No  O Yes  O Priority

Remarks

42. Provide first-aid equipment and train a qualified first-aider.

Do you propose action?
O No  O Yes  O Priority

Remarks

Work organization

43. Combine tasks so that each worker can perform varied and interesting work.

Do you propose action?
O No  O Yes  O Priority

Remarks

44. Set up a small stock of unfinished products (buffer stock) between different work-stations in order to keep work flow constant while allowing self-paced work.

Do you propose action?
O No  O Yes  O Priority

Remarks

45. Rearrange layout and the order of operations to ensure smooth flow of work between different workstations.

Do you propose action?
O No  O Yes  O Priority

Remarks
2) Suggested transparency sheets for technical sessions

TRANSPARENCY 1

MATERIALS STORAGE AND HANDLING

THREE GOALS

- Better organized storage
- Fewer and shorter transport and handling operations
- Fewer and more efficient heavy lifting operations

TRANSPARENCY 2

MATERIALS HANDLING DOES NOT ADD VALUE, JUST COST

MANUAL HANDLING CAUSES DAMAGE, FATIGUE AND ACCIDENTS

TRANSPARENCY 3

RULES ON BETTER ORGANIZED STORAGE

- If in doubt, take it out
- Avoid placing materials on the floor
- Save space by introducing multi-level racks
- Provide a "home" for each tool and work item

TRANSPARENCY 4

RULES ON FEWER AND SHORTER TRANSPORT AND HANDLING OPERATIONS

- The more you use it, the closer it should be
- Use mobile storage
- Make your equipment easy to move to where it is needed

TRANSPARENCY 5

RULES ON FEWER AND MORE EFFICIENT LIFTING

- Don't lift loads higher than necessary
- Move materials at working height
- Make lifting more efficient and safer
TRANSPARENCY 6

SUMMARY OF RULES ON MATERIALS
STORAGE AND HANDLING

• If in doubt, take it out
• Avoid placing materials on the floor
• Save space by introducing multi-level racks
• Provide a “home” for each tool and work item
• The more you use it, the closer it should be
• Use mobile storage
• Make equipment easy to move to where it is needed
• Don’t lift loads higher than necessary
• Move materials at working height
• Make lifting more efficient and safer

WORK-STATION DESIGN

• Keep materials, tools and controls within easy reach
• Work at elbow height and with enough leg space
• Use clamps, jigs, vices and other fixtures
• Make displays and controls easy to see and understand

TRANSPARENCY 7

WORK-STATION DESIGN

Four rules

• Keep materials, tools and controls within easy reach
• Work at elbow height and with enough leg space
• Use clamps, jigs, vices and other fixtures
• Make displays and controls easy to see and understand

TRANSPARENCY 8

IDEAS FOR BETTER WORK-STATION DESIGN

• How to increase productivity by changing the position of tools and materials
• How to redesign a work height and chair to increase product quality
• How to avoid wasted effort using simple fixing device
• How to locate dials and controls to minimize mistakes

TRANSPARENCY 9

RULES ON EASY REACH

• Keep materials, tools and controls within easy reach
TRANSPARENCY 10
RULES ON WORK POSTURES 1

• Change work-surface height or positions of work-items, tools or controls so that the work is done at elbow height
• Provide a stable, non-wobbling work-surface on which work items can be firmly placed
• Use platforms so that the short workers can be at the proper height

TRANSPARENCY 11
RULES ON WORK POSTURES 2

• Place materials, tools, and controls where they can be reached easily by the worker without bending or twisting the body
• Provide good chairs of correct seat height and with a good backrest
• Provide enough leg space to allow easy leg movement

TRANSPARENCY 12
RULES ON USE FIXTURES

• Use clamps, jigs, levers and other devices to save time and efforts

TRANSPARENCY 13
RULES ON DISPLAY AND CONTROLS

• Improve displays and controls to minimize mistakes
• Make mutually related dials and controls grouped together
• Make clearly identifiable control
• Use different shapes or colors for different kinds of switches or signals
• Label dials and switches clearly what operation is meant
• Make the emergency switch easily visible

TRANSPARENCY 14
SUMMARY FOR WORK-STATION RULES

• Keep materials, tools and controls within easy reach
• Improve work posture for greater efficiency

TRANSPARENCY 15
PRODUCTIVE MACHINE SAFETY

• How to increase productivity by a simple feeder
• How to select reliable machine guards which do not reduce efficiency
• How to increase workers’ safety consciousness
- Why the use of personal protective equipment should be a very last resort

**TRANSPARENCY 16**
RULES ON SAFE FEEDING

- Use feeding and ejection devices to increase productivity and reduce machine hazards

**TRANSPARENCY 17**
RULE ON MACHINE GUARDS

- Use the right type of guard

**TRANSPARENCY 18**
PRODUCTIVE MACHINE SAFETY

- Always in this order:
- Eliminate the hazards; or
- install guards; or
- as a last resort, use personal protective equipment

**TRANSPARENCY 19**
SUMMARY FOR MACHINE SAFETY RULES

- Use feeding and ejection devices to increase productivity and reduce machine hazards
- Use the right type of guard
- Maintain machines properly
- Eliminate the hazards; or install guards, or as a last resort use personal protective equipment
- Maintain machines properly

**TRANSPARENCY 20**
CONTROL OF HAZARDOUS SUBSTANCES

- How to replace expensive solvents by other chemicals
- How to improve local ventilation without increasing electricity consumption
- How to reduce loss of chemicals and save energy

**TRANSPARENCY 21**
RULE ON SUBSTITUTING CHEMICALS

- Replace a dangerous substance with a less dangerous one

**TRANSPARENCY 22**
RULES ON USING COVERS AND ISOLATING HAZARDOUS SOURCES
• Use lids, covers, maintenance and isolation of process to control hazards and reduce losses
• Save energy used to overheat chemicals

TRANSPARENCY 23
RULES ON COST-EFFECTIVE VENTILATION

• Use natural air flow to reduce air contamination
• Clean properly-don't spread dust
• Use fans properly
• Use push and pull ventilation
• Use personal protective equipment as a last resort

TRANSPARENCY 24
SUMMARY FOR RULES OF CONTROL OF HAZARDOUS SUBSTANCES

• Replace a dangerous substance with less dangerous one
• Use lids, covers, maintenance and isolation of process to control hazards and reduce losses
• Save energy used to overheat chemicals
• Use natural air flow to reduce air contamination
• Clean properly-don't spread dust
• Make local ventilation cost-effective
• Use personal protective equipment as a resort
• Don't eat or bring home dangerous substances

TRANSPARENCY 25
LIGHTING

• How to reduce your electricity bill by using natural light
• How to get better lighting out of your existing features
• How to raise productivity and quality by using local lighting and avoiding glare
• How to lighting maintain and save your money

TRANSPARENCY 26
RULE ON USE OF DAYLIGHT

• Make full use of daylight

TRANSPARENCY 27
RULES ON AVOIDING GLARE

• Using blinds, curtains, louvers, shades, and trees
• Changing windows to translucent ones
• Changing the position of light sources or work-stations
• Deep shades or shades low enough to ensure that light bulbs or bright surfaces are outside the normal field of view
• Matt surfaces without reflected glare

TRANSPARENCY 28
RULES ON REPOSITIONING OF LIGHTS AND LOCAL LIGHTS
• Find the right place for light sources
• Distinguish an object from its background
• Reveal its surface texture
• Reveal its shape
• Enable any marking on its surface to be seen easily

TRANSPARENCY 29
RULES ON AVOIDING SHADOWS
• More and cleaner windows and skylights
• Light-coloured, matt-surfed ceilings, walls and equipment
• Layout which avoids shadow zones
• Group of lights for group of machines
• Use reflected light to avoid glare
• Avoiding isolated pools of bright light
• Better light direction

TRANSPARENCY 30
SUMMARY FOR RULES FOR BETTER LIGHTING WITHOUT AN INCREASE IN THE ELECTRICITY BILL
• Make full use of daylight
• Avoid glare
• Choose an appropriate visual task background
• Find the right place for light sources
• Avoid shadows
• Ensure regular maintenance

TRANSPARENCY 31
WELFARE FACILITIES
• How to reduce fatigue and maintain health of your workers by providing facilities meeting their needs
• How to be ready for emergencies
• How to make sure that rest means recovery
• How to attract and retain the best workers

TRANSPARENCY 32
RULE ON UPGRAADING THE MOST BASIC FACILITIES
Make sure essential facilities serve their purpose

- Drinking water
  - Water bags or bottles
  - Drinking water containers
  - Drinking fountains
- Sanitary facilities
  - Toilets
  - Wash-basins

TRANSPARENCY 33
RULES ON FIRST-AIDS

- Be ready for emergencies
- Sterile bandages, pressure bandages, dressings and slings
- Cotton wool for cleaning wounds
- Scissors, tweezers and safety pins
- An eye bath and eye wash bottle
- Ready-to-use antiseptic solution and cream
- Simple over-the-counter medicines such as aspirin and antacids
- A booklet or leaflet giving advice on first-aid treatment

TRANSPARENCY 34
RULE ON REST AREAS

- Make sure that rest means recovery

TRANSPARENCY 35
RULE ON ATTRACTIVE LOW-COST FACILITIES

Use low-cost facilities to attract and retain workers
- Work clothes
- Locker and changing rooms
- Eating areas
- Canteens
- Health services
- Transport facilities
- Recreational facilities
- Child-care facilities
- Factory day

TRANSPARENCY 36
SUMMARY FOR RULES FOR WORK-RELATED WELFARE FACILITIES

- Make sure essential facilities serve their purpose
- Be ready for emergencies
- Make sure that rest means recovery
- Use low-cost facilities to attract and retain workers
TRANSPARENCY 37
PREMISES

How to make low-cost improvements in your factory such as:

- Temperature control;
- Better ventilation;
- Properly designed floors and layout;
- Fire and electrical safety

TRANSPARENCY 38
RULE ON PROTECTION FROM HEAT

Protect your factory from outside heat and cold
- Let nature help you
- Improve the heat reflection of the walls and roof
- Improve heat insulation
- Use shades to protect against heat from the sun

TRANSPARENCY 39
RULES ON NATURAL VENTILATION

- Let natural air-flow improve ventilation
- Make better use of horizontal air-flow
- Utilize the tendency of hot-air to rise

TRANSPARENCY 40
RULE ON POLLUTION SOURCES

- Eliminate or isolate sources of pollution

TRANSPARENCY 41
RULES ON FLEXIBILITY AND ADAPTABILITY INTO PLANT LAYOUT

- Reserve free space in the work area
- Allocate sufficient passageways and make sure that they are kept clean
- Avoid the use of rail-type floor transportation systems
- Use production equipment and storage facilities
- Provide evenly distributed general lighting and supply lines throughout the production area

TRANSPARENCY 42
RULES ON PREVENTING FIRES

- Ensure that electrical circuits are enclosed, insulated, earthed and properly fused
- Lubricate properly the moving parts of machines
• Keep combustible and flammable materials well away from hot surfaces and open flames
• Store flammable liquids in appropriate containers away from heat sources
• Dispose of oily used rags in airtight containers

TRANSPARENCY 43
RULES ON PREVENTING ELECTRICAL HAZARDS

• Any repair or maintenance work on machines should only be done when the power is off and the switch is locked in the OFF position
• Be sure that all electrical wiring is identified and protected
• All circuits should be protected with circuit breakers or fuses
• All equipment should be earthed
• Portable tools and equipment should be double insulated and earthed
• Be certain that electrical power can be shut off immediately in case of emergency

TRANSPARENCY 44
SUMMARY FOR RULES ON PREMISES

• Protect your factory from outside heat and cold
• Let natural air-flow improve ventilation
• Eliminate or isolate sources of pollution
• Improve your floor
• Build flexibility and adaptability into plant layout
• Prevent fires and electrical accidents

TRANSPARENCY 45
WORK ORGANIZATION

The most essential elements of working conditions and the working environment that provide a basis for productive work.

TRANSPARENCY 46
GET RID OF EXTRA TASKS AND OPERATIONS

• Introduce changes into the design of the products
• Switch to new production methods
• Perform a number of tasks in one operation by using special multi-tasks tools or machines
• Machine several parts in one operation
TRANSPARENCY 47
DEFEAT MONOTONY TO KEEP WORKERS ALERT AND PRODUCTIVE

- Frequent changes in tasks
- Opportunities to walk around or change from sitting to standing or standing to sitting
- Frequent, short breaks
- Opportunities to communicate with other workers or listen to music without leaving their work-station

TRANSPARENCY 48
INSTALL BUFFER STOCKS TO MAKE THE WORK FLOW SMOOTHLY

In designing buffers one should try to:

- Minimize the floor space taken up by the buffer
- Ensure easy maintenance, transport and replacement
- Choose the appropriate height for the buffer and design it to minimize the effort needed
- to put stock in or take it out
- Store work-pieces in a systematic manner so you can get an exact idea at a glance of what is available

TRANSPARENCY 49
DESIGN RESPONSIBLE, FLEXIBLE JOBS

- Jobs should make clear who is responsible for output and quality
- Jobs should help workers to develop skills and become interchangeable
- Jobs should occupy each worker fully but should remain within each workers capacity

TRANSPARENCY 50
SET UP AUTONOMOUS GROUPS TO IMPROVE EFFICIENCY AND TO CUT SUPERVISORY COSTS

Group work arrangements have several advantages:

- It is much easier, and less time-consuming
- The work flows more smoothly, and less supervision is needed
- It takes less time for new workers to learn a skill
- Continuous co-operation between the workers help them to spot mistakes more promptly

TRANSPARENCY 51
MAKE THE ORGANIZATION OF PRODUCTION FIT YOUR BUSINESS OBJECTIVES
- Set up one simple, preferably straight line flow of materials for each product or family of products
- Let everyone concerned not only with the quality of his or her own operation but with the total quality of the products
- Keep constant and rapid feedback between the customer or dealer and everyone engaged in production
- Provide individual reward not only on performance of a given task but on attaining a common final goal

TRANSPARENCY 52
SUMMARY FOR RULES FOR EFFECTIVE ORGANIZATION OF WORK

- Get rid of extra tasks and operations
- Defeat monotony to keep workers alert and productive
- Install buffers to make the work flow smoothly
- Design responsible, flexible jobs
- Set up autonomous groups to improve
- Make the organization of production fit your business objectives

TRANSPARENCY 53
RULES ON INSTALLING BUFFER STOCKS TO MAKE THE WORK FLOW SMOOTHLY

- Minimize the floor space taken up by the buffer
- Ensure easy maintenance, transport and replacement
- Choose the appropriate height for the buffer and design it to minimize the effort needed to put in stock or take out stock
- Store work-pieces in a systematic manner so you can get an exact idea at a glance of what is available
3) EXAMPLES OF LOW-COST IMPROVEMENT

Figure 1. A cluttered shop-floor.

Figure 2. The same shop-floor after removal of all unnecessary items.
Figure 3. (a) Storage rack for metal pieces and rolls of wire. (b) Wooden support frame for heavy metal bars. (c) Container for scrap and rubbish.

Figure 4. Vertical rack. Metal rods and bars of different profile can be stored efficiently in a limited area or near the job. Tray-type shelves provide room for small pieces.

Figure 5. Metal and scrap rack. In this free-standing storage unit. The front section (a) slope and has a number of compartments for storing angle iron, flats and bars. The back section (b) provides room for vertical storage of full-length metal sheets. (Cut sheets can be stored in the center section) (c) on the shelves.
Figure 6. Horizontal bar rack. This free-standing unit may be used singly to store short pieces or two of these racks placed in line to store long pieces.

Figure 7. Multi-level horizontal storage rack for metal sheets or plywood. Remember to keep everything dry, otherwise water tends to spread between the sheets and damage them.
Figure 8. A wall cabinet for tool storage. Made of wood panels and equipped with four locking doors. It provides easy access to any tool and takes an absolute minimum of floor space.

Figure 9. Shelving designed to use wall space only

Figure 10. Multi-storey racks for relatively light metal bars, rods and tubes.
Figure 11. A metal storage rack can be fitted to the wall at any point and used for storage of metal rods and bars of various lengths.

Figure 12. An open-front rack designed to provide frontal access to the material stored.
Figure 13. Simple home-made flat tool storage makes it easy to control inventory and to find the required tool quickly.

Figure 14. The outline of each tool should be drawn to show where it goes. This hopes maintain order and immediately shows if anything is mission from the tool board.
Figure 15. Tool inserts are ideal for storing tapes, drills, cutters, etc., in sloping storage units varying in depth and width. Labels can be fitted on the front side of the cross beams.

Figure 16. Rotating bins. Revolving shelves eliminate wasted space usually found at the back of shelf. This is a very appropriate for servicing a group of operators sharing one work-station.
Figure 17. Hand bin containers for storage of small parts. The front opening makes the parts easy to see and provides ready access to the stock.

Figure 18. The bins can be stacked at the work-bench or placed on special racks.
Figure 19. The bins can be stacked on rotary racks.

Figure 20. The bins can be stacked on regular shelves.
Figure 21. Placement of tools in accordance with frequency of use.
(a) Before
(b) After
Figure 22. A pallet for round, easily damaged parts. In this example, each pallet holds seven items and can be stored on a shelf. They can be stacked on a cart when they are needed on the shop-floor.

Figure 23. A movable storage rack with multiple uses. This carrier for storage pallets allows them to be fitted either horizontally (a,b,c) or at a 45° angle (d) Each pallet is designed to accommodate different types of work item.
Figure 24. A flat two-sided movable rack, a real “space saver” for a small factory with narrow passengers, can be successfully used for many types of work-piece.

Figure 25. A mobile bin cart helps to ensure smooth work flow in assembly shops where numerous operations are performed at each workstation.
Figure 26. A rack on wheels specially designed for storage and handling of motorcycle silencers.

Figure 27. An easy-to-move tool cart provides orderly storage and protection of tools and instruments.
Figure 28. A tool trolley with adjustable shelves occupies little space, but contributes much in improving the efficiency of automobile mechanics and machine tool repair workers.

Figure 29. A cylinder truck with cylinder retainer chains. A divider makes handling safer.
Figure 30. A small mobile repair bench enables maintenance and repair workers to be self-sufficient at any place on the shop-floor.

Figure 31. A mobile work-station for a metalworker.
• Set up one simple, preferably straight line flow of materials for each product or family of products
• Let everyone concerned not only with the quality of his or her own operation but with the total quality of the products
• Keep constant and rapid feedback between the customer or dealer and everyone engaged in production
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RULES ON INSTALLING BUFFER STOCKS TO MAKE THE WORK FLOW SMOOTHLY

• Minimize the floor space taken up by the buffer
• Ensure easy maintenance, transport and replacement
• Choose the appropriate height for the buffer and design it to minimize the effort needed to put in stock or take out stock
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Figure 32. A support frame with wheels for a machine tool increases production flexibility.
Figure 33. Match the height of the vehicle bed to that of the loading area.
Figure 34, 35, 36. A heavy duty sack truck (figure 34), portable gantries (figure 35), and a low-lift pallet trolley (figure 36) are reliable, safe and easy to operate. They provide means of carrying heavy loads a short distance with minimum elevation.
Figure 37. This small cart enables one worker to move heavy metal bars.

Figure 38. This barrel handling device not only makes work much easier but also helps to avoid damaging barrels.
Figure 39. Use of a yoke for carrying loads. Minimum elevation make the work more efficient and safer.

Figure 40. Single-handle tongs.

Figure 41. Double-handle tongs for heavy or dangerous items.
Figure 42. This set of tools helps to ensure safe handling of molten metals at minimum elevation in small foundries. It includes:
(a) a crucible pouring tool;
(b) a crucible pouring rack;
(c) a one-man crucible litter.
Figure 43. A passive conveyor line for moving heavy motor castings at working height.

Figure 44. A mobile assembly Work-stand equipped with a rotating top and storage for tools and parts.

Figure 45. An engine assembly stand. It allows a full 360° rotation of the engine and locks it securely in any position.
Figure 46. A manually powered device for lifting heavy castings to working level.

Figure 47. Manually powered hydraulic floor crane with a solid boom.
Figure 48. Manually powered hydraulic floor crane with a telescopic boom.

Figure 49. (a) A level hoist is simple to operate and extremely versatile. (b) A chain hoist with a self-activating load brake. (c) An electric chain hoist with butterfly control switch for efficient handling of lighter loads.
Figure 50. Lifting of heavy loads
(a) from the floor
(b) from a platform,
Figure 51.  (1) The feet must be far enough apart to give a balanced distribution of the weight.
(2) The knees and hips should be bent, and the back kept as straight as possible, with the chin tucked in.
(3) The arms should be held as near to the body as possible. This helps to sustain the load by allowing friction between the load and clothing.
(4) Lifts should be made smoothly, no jerks or snatches should occur.

Figure 52. Appropriate reach distance for sitting and standing workers.
Figure 53. Placement of tools on the work-table.

Figure 54. Recommended dimensions for most seated tasks.
Figure 55. Recommended dimensions for standing work.

Figure 56. Leg space and foot space for both sitting and standing workers.
Figure 57. Elbow rule for the hand height.
Figure 58. The working height can be at elbow level or a little lower depending on the type of standing work.

Use a specially designed or universal jig or fixture instead of holding and unstable work piece by hand.

Clamps and vices can hold different sizes and shapes of work pieces steady during work and can free hands as well.
Minimize vertical movement or use chutes or other devices to save the worker's time and effort.

Suspended tools are less tiring to use. They also save the time lost in picking up and putting down the tool.

Figure 59. Examples of releasing the hands from unnecessary tasks so that more productive work can be done.
Figure 60. Different display areas in a typical visual layout for a worker.
Figure 61. Arrangement of dials and switches to minimize mistake.
Figure 62. Direction of controls which are easy to understand for most people.
Figure 63. Power press with plunger feed.

Figure 64. Power press with carousel feed.
Figure 65. Power press with plunder and magazine feed.

Figure 66. Power press with chute feed.
Figure 67. Steel pin grinding machine. (a) Hand feed. (b) Gravity chute feed.
Figure 68. Nip points.

Figure 69. An interlock guard with a shut-off device.
Figure 70. Pedal activation of an interlock guard.
Figure 71. Adjustable guard for a bandsaw.

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Figure 135. Easy-to-make, no-energy-consumption system for cooling and moistening incoming air.
Figure 136. Wood block floor.
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Figure 137. Arrangement of passage ways inside the factory.
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(b) Use of a multi-head drill.
(c) Drilling a stack of parts with a single-head drill.
(d) Drilling a stack of parts with a multi-head drill.
Figure 139. Mobile stores enable you to move buffer stocks from one workstation to another.
Figure 140. Traditional machine-paced assembly line.

Figure 141. Assembly line with intermediate buffer stocks.
Figure 142. Table-top rotable buffer line.

Figure 143. A telephone constructed of modules (a), (b) and (c), each of which can be assembled by one worker.
Figure 144. Traditional conveyor line arrangement.

Figure 145. New arrangements based on group work-stations and buffer stocks.
(a) Buffer stocks
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Note that the buffer stocks and group work-stations allow for partial automation without disruption of the production process.
Individual work-stations.

A round-table group work-station.

Figure 146.
Figure 147. Functional layout in a machine shop. It includes the following production sections: (a) milling; (b) turning; (c) cutting; (d) pressing; (e) drilling; (f) grinding.

Figure 148. A machine shop organized on a product-oriented basis. (a) to (d) are autonomous production sections, each manufacturing a final product or a "family" of similar product components. An example of the route of the production is shown by numbers 1 to 6.
Figure 149. Manual carrying of work-pieces.

Figure 150. Moving the same work-pieces with a cart. What different actions were necessary to make this solution work?
4) POTENTIAL QUESTIONS AND ANSWERS

The following are potential questions that may be asked during technical sessions and sample answers by the trainers. There may be other questions, but most of them are relatively easy to answer by studying carefully the “Action Manual”.

MATERIAL STORAGE AND HANDLING

**Question 1**  The introduction of mobile racks may create problems in sing them on an uneven floor. How can we use mobile racks in such a situation?

**Answer 1**  Make the floor as even as possible by removing materials on the floor, filling holes and eliminating stumbling hazards. Where height differences are unavoidable, use ramps with an inclination of up to 5-8 degrees. If the floor remains uneven for various reasons, use larger wheels as they are more adapted for moving around on an uneven floor.

**Question 2**  What benefits can we obtain by providing wheels to storage racks, work item containers, work-stands or others. Is it really productive?

**Answer 2**  The benefits are multiple and relate quite often to higher productivity. By providing wheels to storage racks, containers, work-stands, etc., it becomes possible to place materials, tools or work items near the workplace. This can reduce the time to bring materials, tools or work items to the place where work is done. By using them, it also becomes easy to put many items on a single rack container or stand. Then, these items can be carried immediately to the next workstation without extra loading or unloading. This way saves time and lessen the physical load of workers. Furthermore, by using such mobile devices, the inventory becomes easier and the damage of items less frequent. It is certainly worthwhile to provide wheels to racks, containers, stands, etc.

**Question 3**  The introduction of mobile racks is often difficult because of narrow and non-straight passageways. How can we solve the problem?

**Answer 3**  It happens quite often that passageways are narrow and have obstacles placed on them. This situation, however, relates to the lack of a clear storage policy or unorganized materials handling. Therefore, it is even useful to introduce mobile racks. By using multi-level mobile racks, we can save space for storage and transport time, and can start clearing up passageways. It is recommended to combine the introduction of mobile racks with making re-arrangements for keeping passageways straight and wide enough to allow the transport by means of mobile racks and carts. Consider that sufficient space for passageways is already there by simply re-arranging the materials storage and
handling. Not only multi-level shelves (use of vertical space) but also the use of mobile racks can help. Straight and wide passageways make the movement of materials and workers smooth, and can save time for transportation. So, why not try to create straight and wide enough passageways by increasing multi-level storage and relocating machines, stock areas, etc. In addition, also consider that the introduction of mobile racks will make people realize the benefit of keeping passageways clear at all times and make better use of space. Marking passageways may help too, to remind people of this benefit. All these can increase productivity.

**Question 4**  Multi-level racks mean considerable height differences of shelves. How can we effectively use such shelves of different height levels?

**Answer 4**  Shelves of convenient height should be used for materials that are utilized frequently. Put heavy and less frequently used materials on the lower parts of racks, and light and occasionally used things on the higher parts of racks.

**Question 5**  It is often difficult and burdensome to put and take out materials on multi-level storage (shelves). Such shelves or racks often become high. They may fall down easily. How can we effectively use multi-level storage?

**Answer 5**  Multi-level storage is a very good policy at all workplaces. It is useful to make distinction between multi-level storage of materials for infrequent use (such as long-time storage of raw materials or final products), and that for materials and semi-products placed and used frequently (many times a day). In the case of long-time storage, multi-level shelves or racks can be high. It is essential to make these shelves and racks stable and wide. When they are near walls, they can be fixed at walls. The loading and unloading should be made easier by means of easy-to-carry containers or pallets or by means of forklift vehicles, cranes or other lifting devices in combination with such trainers or pallets. Putting heavy items on lower parts is also helpful. On the other hand, in the case of frequently used multi-level storage, the highest shelves or racks section should not be too high (up to about 150 cm from the floor might be a good rule). This is to avoid strenuous lifting. Likewise, too low shelves or rack sections should be avoided. Naturally, the multi-level shelves or racks must be stable, but should be constructed so that putting in and taking out items are easy.

**Question 6**  What ideas can be used in order to move materials at working height?

**Answer 6**  The basic idea to move materials at working height is to arrange for all work motions at working height. Then materials from one place to another can also be done at the same working height. For example, if work A and B are done subsequently on the table of same height, then the work items can be moved from one table to the other without
changing the height. This makes the movement quite easy. It is therefore essential to avoid putting materials on the floor or arranging operations at different heights. If necessary, it is advisable to introduce platforms, side tables or wide worktables to allow the movement of materials at the same height. Another important idea is to use mobile devices to make it possible to move materials at same height, such as rollers, trolleys, pushcarts or mobile racks. When the work is done in a line, belt conveyors and gravity chutes with small difference in height are also effective for transporting materials at working height. A new emerging idea is to use mobile lifters (e.g., wheeled lift-tables) to raise or lower the height of materials or work items to become at the same level of worktables and then to move them onto the worktables.

**Question 7** Returning after use the tools, raw materials and semi-products to their designated “homes” takes much time. Is it really productive?

**Answer 7** The time consumed for bringing back things to a “home” is much shorter than the time needed in searching for these things from messy worktables or storage. The location of “homes” should be near the place where the particular tools, materials or work items are being used, so that time for returning them is minimal.

**WORK-STATION DESIGN**

**Question 8** Why is elbow height adequate for work?

**Answer 8** At the elbow height position, the elbows and the upper arms can remain near the body. Thus, the least force is required to hold your arms in the working position. This makes the hand movement easier and more precise. It also makes it easier to keep a natural posture, reducing the muscle load of the shoulders and the back. Besides, the elbow height is appropriate for handling controls, work items and keyboards.

**Question 9** In the case of precision work, it seems difficult to keep the elbow height rule because work items must be placed close to the eyes. How can we solve this problem?

**Answer 9** When the work must be done near the eyes of workers, this can be an exception to the elbow rule. This is acceptable if the work is done without much arm movements and if there are, they do not continue long. But even at such time, it is important to reduce the neck bending and the load of holding the arms by inclining the surface of worktables, placing work items on jigs or small stands to position them higher, or by providing adequately designed armrests. Armrests, wrist rests or hand rests are in fact very helpful for many types of precision work. On the other hand, we should not forget that it is always useful to re-design such precision work so that the work does not require looking at the objects close to the eyes and can be done at elbow level (the use of automatic operations, jigs, location guiding devices, or magnifiers, etc.)
Question 10 Why do we need to avoid a bending posture?

Answer 10 To keep a bending posture (forward bending of the upper body), muscles in the back must work hard to sustain the heavy weight of the head and the upper body. These back muscles are not adapted for keeping a bending posture for a long time. That is why we feel low back pain so easily when keeping a bending posture even for a few minutes. Furthermore, the muscles are stretched in bending posture so that they get fatigue easily. All these mean that the work done in a bending posture is of low quality. Avoiding a bending posture is one of the basic principles for efficient work.

Question 11 Why is alternate standing and sitting while at work useful?

Answer 11 Keeping the same posture for a long time easily causes fatigue of muscles working to keep the posture and hinders blood circulation particularly in the legs and the back. Continued use of muscles disturbs blood flow in the muscles and is therefore tiring. By alternating postures from standing to sitting and from sitting to standing, muscle fatigue is prevented. In addition, alternating postures means changing the way work is done, which is good for keeping the worker alert and productive.

Question 12 It takes time to fix work items with clamps, vises, jigs and other fixtures. Is it really productive?

Answer 12 By holding work items properly, work can be done more steadily, faster and more accurately. Comparing with the time saved by the operation of work items fixed this way, the time for fixing them on clamps, vises, jigs or other fixtures can lead to more precise work, so that the quality of products will increase. Holding work items in a proper way is also beneficial for the workers, because they can work safely and with less fatigue. Taking into account these various benefits, it is recommendable to use fixtures for holding work items where they can be of help.

Question 13 Why is enough leg space to allow easy movement of the legs necessary as a means of making workstations productive?

Answer 13 First of all, enough leg space is necessary for workers to make their work posture naturally sitting or standing. For example, if there is no sufficient leg space at a worktable, then the worker cannot sit properly and may be sitting away from the table. Then this sitting worker may have to bend forward and raise the arms to reach work items. Similarly, if a standing worker cannot stand closely at a workstation because there is no space for the knees and the feet, then the worker must do the work several centimeters away and bend forward a little. This is extremely painful for the lower back. In this way, leg space is absolutely necessary to take a natural work posture. Now, there is another important reason for enough leg space. It is very painful for
workers to keep the same posture during work. They need to change
their sitting or standing positions from time to time so as to avoid the
development of fatigue. This change of postures requires certain leg
space. In addition, such change of postures in seated position often
includes crossing of the legs which requires corresponding leg space.
In short, enough leg space to allow easy leg movements is
indispensable to keep workers fresh and productive.

Question 14 How can we make displays and controls distinguishable at low cost
so as to minimize mistakes?

Answer 14 The best way to make different displays and controls easily
distinguishable from each other is by using different colors and
providing easy-to-read labels. This can be done at very low cost.
Establish a rule for using different colors, for example, green for on-
switches and red for emergency cut off switches, or the same color for
the same type of displays in different positions. Label should use large
letters in short phrases. Do not forget to make the emergency switches
particularly visible.

PRODUCTIVE MACHINE SAFETY

Question 15 Machines with complete set of safety devices are usually expensive
and sometimes such machines are not readily available. How can
we solve these problems?

Answer 15 Yes, the price of a machine with safety guards is often higher. You
may have to spend a little more money and time to obtain a safer
machine. But, we should consider that safe machines are more
productive, and ultimately less expensive than unsafe machines. In
using unsafe machines, workers have to pay unnecessary attention to
avoiding injury risks and cannot concentrate well on the work unlike in
the case of using safe machines. Accidents, once they occur, cost you
much and greatly hamper production. You must also remember that
putting safety guards afterwards is more expensive than purchasing a
machine with built-in safety devices.

Question 16 What are the main demerits of accidents at the workplace?

Answer 16 Accidents bring about, first of all, a severe disaster to victim workers
and their families. They cost economically a great deal for the society.
Occupational accidents can amount to about 2-4% of the GNP of a
country if all the costs (production losses, work force losses, medical
costs and compensation expenditures) are added up. This means
accidents also bring about enormous demerits not only at enterprise
level but also at the national level. Possible losses caused by accidents
for the enterprise are;

- loss of production, equipment, and products associated with
  accidents.
- loss of working hours of the victims themselves and the personnel who take care of them.
- loss of working hours because of work stoppage due to the accidents.
- defects of the equipment and premises caused by the accidents.
- money for the compensation and treatment of the victims.
- costs for training of new workers to take over the work of the victims.
- deterioration of workers' morale and reputation of the enterprise which may cause difficulty in getting new good manpower or new costumers.
- anxiety and time loss for settling the consequences of the accidents.

Question 17 Introduction of feeding and ejection devices often means considerable expenses and may also mean that some workers have to be assigned to other jobs. It is still worth considering?

Answer 17 Yes, if you can introduce efficient feeding and ejection devices that increase productivity. There are many such types by which productivity and work quality are greatly improved. This makes it easier to expand your business. As a result, the assignment of workers to different jobs will benefit both the enterprise and workers.

Question 18 Workers often complain that work is disturbed by attaching safety guards. What can we do in such a case?

Answer 18 If the safety guards are actually disturbing work, they should be adapted so as not to disturb work. It is important to attach appropriate types and shapes of guards which do not interfere with visibility, operation or maintenance. It may happen that workers feel their work is faster without a guard, but this underestimates the effects of unsafe working on overall productivity and product quality. It is necessary to establish a firm rule about using safety guards all the time for all workers.

Question 19 In my factory, the use of personal protective equipment is necessary to prevent accidents. Workers are supplied with safety gloves and safety goggles. A few workers are also given anti-dust masks. Nevertheless, they are generally reluctant to use personal protective equipment. How can I convince the workers to use the equipment?

Answer 19 As we all know, using personal protective equipment is uncomfortable for most workers especially in our tropical climate. So every effort must be made first of all to prove that safe machines are operated without personal protective equipment. If workers notice your effort to make machines safer, they understand the importance of safety and try to cooperate with you. When they see actual improvements taking
place with respect to safer machines, they will begin to better understand the necessity of using personal protective equipment to protect themselves from accidents. Workers' involvement not only in selection procedures of personal protective equipment but also in other safety activities is also important, as this can motivate the workers to comply with the safety precautions and use personal protective equipment. We should keep in mind that the use of protective equipment can encouraged only when the company takes a very clear policy and the safety conditions are improving as a result. Enforcement does not solve the problem, but cooperation on the basis of sincerity of all people concerned.

**Question 20** To what extent can the proper maintenance of machines contribute to the prevention of accidents at the workplace in the Philippines?

**Answer 20** Machines are productive and safe when they are set in the proper conditions for which they are designed. This is particularly important when technologies change rapidly as in the case of the Philippines today. This requires regular maintenance according to the appropriate procedures. No doubt, regular maintenance is the best way to keep machines function as designed. Besides, workers are greatly disturbed by poorly maintained machines as they are irritated and have to deal with disorders or breakdowns. Decreased concentration of the workers on the task often causes accidents as well as lessening the quality of products. Furthermore, poorly maintained machine guards are very dangerous. Dirty transparent guards disturb workers' visibility and increase the risk of accidents. Machines with broken guards are sometimes more dangerous than those without any guards. It is true that the good effects of properly maintained machines are not readily visible, but we should give a high priority to regular maintenance of machines as an important part of company safety programs.

**Question 21** During the repair of machines, accident often occurs. How can we prevent accidents during the repair work?

**Answer 21** Repair of a machine is one of work processes in which accidents occur frequently. The following rules must be kept in mind so as to prevent an accident during the repair work:
- enclose the surrounding area of the machine under repair with ropes or fences, and keep other workers off the area;
- designate the repair responsibility to a qualified worker;
- switch off the machine (operate the machine only when its testing is required for the repair or post-repair inspection);
- put a sign of "UNDER REPAIR. DO NOT TURN ON THE SWITCH!" at the main switch of the machine, and make arrangements for preventing any inadvertent switching of the machine (locking the switch or the switch box concerned, etc.)
- make a carefully arranged plan of the repair procedure before starting the repair, and avoid as much as possible
unreasonable changes of the plan with respect to methods and time.
- never be in a hurry! We must remember that a “slow but steady” operation is the fastest way!
- before turning on the switch, ensure all the concerned workers know it!

CONTROL OF HAZARDOUS SUBSTANCES

Questions 22 Emulsion paints are a little expensive and require more time for drying. Is it really productive?

Answer 22 It is true that emulsion paints are sometimes more expensive than paints using organic solvents, and require longer drying time. However, in the case of using emulsion paints, you need not bother with problems such as ventilation of hazardous substances, convincing your workers to use personal protective equipment and a drying place where the vapor from paints will not harm workers. If you consider the time and money for solving these problems, using emulsion paints is often advisable and can be far less expensive than using organic solvents.

Question 23 In using organic solvents, it is troublesome to put on a lid to the container each time. Why is it necessary to use a lid or cover to control hazards?

Answer 23 Most types of organic solvents evaporate very easily so that concentrations of hazardous vapors are high around the workers using the solvents. Putting on the lid is very important to prevent this and to avoid the loss of expensive raw material. In case the container of solvents falls down, the lid or cover can keep them in.

Question 24 Why is the airflow stronger in ventilation using a pushing method than using a pulling method?

Answer 24 The speed of ventilating airflow is decided by the power of the fan and the size of the area for which the airflow is being produced. That means, if the power of the fan is the same, the air velocity depends on the airflow size. In the case of a pushing method, the airflow size being produced is small and the resultant air speed is high. In the case of a pulling method, on the other hand, the airflow size being produced is obviously large so that the air speed is usually quite low. The pushing method, however, scatters the air and may not be appropriate for getting rid of contaminated air from the workplace. Therefore, a pulling method can be favorable if combined with a duct and hoods (as typically seen in a local exhaust system). In that case, you can get a strong airflow being pulled through a duct because the airflow size is limited by the duct and hoods used.
Question 25  Can we use ordinary type of electric fans for ventilation in a workplace using organic solvents?

Answer 25  No, because most of organic solvents are flammable and explosive, and electric sparks from a motor of an electric fan can ignite organic solvent vapors and gases, so you must use especially made fans for the ventilation of organic solvent gases. The speed of diffusion of organic solvent vapor and gases is normally high. Therefore, the use of enclosure systems or local exhaust systems is highly recommended rather than electric fans.

Question 26  Where should we place the inlet of an inhalation duct for a local ventilation system?

Answer 26  There are several things to consider when you decide on the position of an inhalation duct inlet. The important thing is that the air must flow from the worker towards the source of hazardous substances then to the inhalation duct. Another important thing is that you must consider the nature of the ventilating substances. For example, if the ventilating substance is heavier than the air like organic solvents, you should place the duct inlet lower than the source of hazardous substance. If the substance is lighter than the air like heated gases, the inlet must be located higher than or over the source. Furthermore, the use of hoods is usually effective to keep the efficiency of a local ventilation system, as they can produce stronger flow of the contaminated air towards the inlet. It is recommended to ask a ventilation specialist to check the efficiency of your local ventilation whenever you have some doubt.

Question 27  How often should we change the filter of a gas mask?

Answer 27  Filters attached to gas masks need to be changed with new filters after having been used for some time as the capacity to catch hazardous gases saturates with time. This saturating time depends on both the gas-catching capacity of the filters and the gas density in the workplace air. It is advisable to decide on the interval of changing filters at each workplace by knowing the filter capacity and the estimated concentrations of the gases for which the filters are used and to change the filters periodically each time this interval is surpassed. Usually, such an interval is easily decided by looking at the instructions obtained from the dealer of the gas masks and knowing the approximate gas concentrations. It is often difficult to decide on this interval of changing filters if the gas concentrations at a workplace change frequently or the operating time of dealing with the gas sources is irregular. In such a case, it is advisable to change filters at least before the workers using the mask feel the smell of organic solvents when wearing the mask in the morning (or at the beginning of a work shift). Precautions are necessary if the smell of the concerned hazardous gases is weak or non-existent. If there is doubt about the appropriateness of changing intervals of filters, expert advice (through
the dealer) should be sought. And, do not forget to provide a clean box or container with a lid to keep the masks.

**Question 28** What precautions are important in order not to bring home dangerous substances?

**Answer 28** Dangerous substances are often brought home with contaminated workers' hair, hands, and work clothes. It is important to change work clothes, wash the hands, body and hair before leaving a factory. Such places for changing clothes or washing the hands, body and hair must be located outside the work sites to avoid re-contamination. A changing room is highly recommended for this purpose, together with separate lockers for work clothes and street clothes (clothes workers wear in commuting).

**LIGHTING**

**Question 29** Skylights can increase brightness, but at the same time they may bring heat into a workplace. How can we prevent the heat from skylights?

**Answer 29** Increase of inside temperature by the heat coming through skylights is usually not very significant, because the area of skylights is much smaller compared with the total area of the roof. Normally, one or a few skylights of a size of 0.5-1 m. x 1–2 m. can greatly improve the workplace brightness without causing heat radiation problems. If the heat radiation through skylights is really a problem because the sunbeam through the skylights is hitting the workplaces directly or for other reasons, consider the use of semi-transparent materials or the provision of canopies or external shades over the skylights.

**Question 30** Sufficient lighting of the place where work is being done is certainly necessary. Why is it necessary to light up other parts of the workplace by adding general lighting?

**Answer 30** If the place where work is being done is bright and the neighboring parts are dark, this disturbs the work itself. In a bright place, the pupils of the eyes become small to limit the light coming into the eyes (adaptation to brightness). As a result, things in very dark neighboring places cannot be seen easily and work safety is disturbed. Large differences in brightness in a workplace must be avoided. Combining general lighting and local lights are needed for good eyesight during work. This also explains the reason why we must avoid sharp shadow within a workplace.

**Question 31** Why should we avoid glare at a workplace?

**Answer 31** If very strong light comes into the eyes, the retina is damaged temporarily. A good example is the after-effect of looking at the sun directly. This temporary damage of vision continues for a while. And it
can be a cause of an accident. Another problem is that the pupils of the worker’s eyes become small to protect the eyes from too strong light, if there is glare in the field of sight of a worker. It results in the decrease of visibility of other things which are necessary for operation, so the worker gets eye-strains easily and productivity is decreased. Frequent exposure to glare, even if the degree of glare is relatively small, causes irritation of the worker’s eyes due to frequent disturbances of the vision. This also causes unnecessary disruptions of work and may decrease productivity. These are the reasons why glare should be stopped by screening the light sources or changing their positions.

**Question 32** Why is it important to have a simple visual task background?

**Answer 32** If the background behind the work item you are looking at is simple; you can identify the work item without any extra effort. If the background is complicated with many things and colors, your eyes are disturbed by these distracting details. Simple backgrounds reduce mistakes in operation as well as minimizing the workers’ eyestrain. Simple background thus increases productivity.

**Question 33** Which should we use at the workplace, fluorescent lamps or incandescent lamps?

**Answer 33** It depends on how often and continuously the lamps are used. Compared with incandescent lamps, fluorescent lamps can create light with less electricity, but they require much more electricity for switching on. So, if they are used continuously, fluorescent lamps should be used to save the cost for electricity. If the lamps are used with frequent switching on and off, incandescent lamps might be better for use. You should also know that equipment of fluorescent lamps are more expensive than that of incandescent lamps. That life of fluorescent lamps are longer than that of incandescent lamps, and that you can select the color of light using fluorescent lamps. This is important when you use colors of light by way of seeing things in a natural color. These conditions must be taken into account in choosing either type of lamps. Experiences of your fellow colleagues and enterprises operating in conditions similar to yours may help greatly.

**Question 34** How often should we clean lamps?

**Answer 34** It depends on the concentration levels of dust at the working areas and the type of reflectors or fitting devices. If the reflector or fitting is a closed-top type and the working area is not dusty, once a month cleaning might be sufficient. If the reflector or fitting is an open-top type, you can decrease the frequency. Naturally, if the work area is very dusty, you must increase the frequency of cleaning.
Question 35  In which direction should light be located?

Answer 35  When the position of a light is decided, the most important thing is to avoid a shadow at the working spot and to avoid any direct glare from the light source. Generally speaking, if the size of the light source is small like an incandescent lamp, the light should be located above and in front to the left side of right-handed workers, and above and in front to the right side of left-handed workers. If the light source has a wide area like a fluorescent lamp, the light might be located above the workers. A lamp can be located 45-degrees or more above the horizontal vision line vis-à-vis the eyes of workers. A lamp under the degree angle can be source of glare. If a lamp must be located under this angle (for local lighting or for precision work, etc.), then a lamp cover must be provided to prevent any direct light coming into the eyes. Another important consideration in the direction of light to choose is to avoid reflected light that disturbs the workers' vision.

WORK-RELATED WELFARE FACILITIES

Question 36  Why is it necessary to provide drinking water, toilets and resting places near the workplace instead of a centralized location?

Answer 36  During working hours, frequency of workers going to drinking water, toilets and resting places are higher. To save time and increase productivity, such facilities should be located near the workers. If they are located far from the workplace, workers spend longer time to go there and might actually hesitate to use the facilities even if needs arise. Workers will get irritated and may get tired if such facilities are far. Inconvenient location of such facilities thus can mean lower productivity. It is still worth investing a small amount for more convenient locations.

Question 37  It is true that welfare facilities are often difficult in small enterprises because of the budget and space for them. Are these facilities necessary in small enterprises as they are in large enterprises?

Answer 37  It is true that welfare facilities are often seen as luxuries especially in small enterprises, but consider that these facilities respond to the workers' basic needs. They are prerequisites for higher productivity. If you compare the cost of providing welfare facilities with the total production expenditures, the cost is usually not very large and quite cost-effective in view of the significant effects on workers' refreshment and satisfaction. Consider the extent to which workers are discouraged by not having good welfare facilities and the increased morale with such facilities. Certainly, it is worthwhile to provide good welfare facilities.
Question 38  What should be prepared for first aid?

Answer 38  An adequate first-aid kit with instructions on how to use it, is necessary at each workplace. In cases of small injuries, such kit is of great help. You may save time this way. In cases of severe injuries, such kit can often help prevent the injured worker's condition in getting worse. It is necessary to check the contents of each first-aid kit periodically and to train workers in what occasions and how they can use the materials for first aid. It is also absolutely necessary to make arrangements in advance on how to carry severely injured persons to a nearby clinic or hospital.

Question 39  I am afraid that workers get tired if they play sports, for example table tennis or basketball during breaks. Is it good for productivity to provide sports facilities?

Answer 39  Sports is good not only for physical refreshment but also for mental refreshment. Workers usually keep a more or less constrained work posture and often are compelled to use special local muscles or the eyes extensively during work. Sports is thus a very good measure to recover from fatigue and strain. Working in modern factories now requires less physical activities, but more on eyestrains and mental strain. Under such working conditions, workers should take physically active rest to recover from fatigue caused during work. Sports facilities are therefore useful. Do not be afraid from the tiring effects of sports during breaks. Workers themselves know how to make use of the positive effects of such sports activities.

Question 40  What does “active rest” mean?

Answer 40  “Rest” used to be considered as sitting or laying down or just idling without strong physical activities. But today, the meaning of “rest” has changed, It is now considered as the facilitation of recovery from fatigue that includes the compensation of the strain during work. That means, workers had better keep quiet and relaxed when the work has been physically heavy. In other types of jobs wherein the work is physically moderate or light, but mentally strenuous, physical activities or relaxing activities using various muscles that differently activate the workers from the work done, is useful for an early recovery from fatigue. That is called “active rest”.

PREMISES

Question 41  How much heat coming from outside can a ceiling underneath the roof prevent?

Answer 41  In a tropical climate, the heat radiation coming from heated roof materials is enormous. We should know that not only the hot air inside a workplace but also heat radiation from the roof are giving heat to the workers. If this heat coming from the hot roof is prevented, the
workers feel much more comfortable and their heat stress is greatly reduced. If you install a ceiling underneath such a hot roof, it prevents heat radiation from the roof. This is because the temperature of the ceiling is much lower than that of the roof. Outlets of the air heated between the roof and the ceiling can help further reduce the temperature of the ceiling. A good ceiling is an effective means to keep the workplace cool.

Question 42 What are the requirements for passageways within a workplace?

Answer 42 Passageways must be wide enough and free from obstacles to allow smooth flow of work and efficient transport. Two-way transport is a minimum requirement for any passageways connecting different workplaces. The width depends on the usual means of transport for that particular workplace. If push-carts of a width of 50 cm. are used then a passageway width of about 125-140 cm. (50x2 plus 25-40 cm.) is needed. Minor passageways where transport is infrequent can be at least 75 cm., but keep such exceptions to a minimum. Passageways should be clearly marked or fenced. They should be without stumbling obstacles and free from piled materials and wastes.

Question 43 Why are circuit breakers or fuses necessary?

Answer 43 If there is leakage or other problems (short-circuit, etc.) in the electric circuit leading to machines or inside machines, the level of electric current exceeds the normal range. Such an excess electric current activates circuit breakers or melts fuses and thus electricity is cut so as to prevent a fire or strike of an electric shock. It is important that all the circuit breakers or fuses have the capacity appropriate for the circuit to which they are connected. If the capacity of circuit breakers or fuses is too big, they will not cut the electric current even if an excess strike. On the other hand, if the capacity is too small, electric current is often cut off without any leak or other problems in the circuit, thus, disturbing the machine operation too often. In this latter case, it may happen that some workers might misunderstand the use of breakers and fuses and connect the circuit to their machines bypassing the breakers and fuses. This is very dangerous and can result to overheating or short circuit.

Question 44 Relocating paint spraying operations outside the workroom may prevent the pollution of the workroom air but causes the pollution of the neighborhood. How can the problem be solved?

Answer 44 It is true that relocating spraying operations outside the workroom with a view to improve working conditions is often difficult especially in an urban area. It is always recommended therefore, to first consider minimizing the pollution by replacing substances with less hazardous ones. If it is difficult, consider the introduction of a ventilation system with a filter to catch hazardous substances in the air. In that case, it is preferable to separate the workplace for paint spraying from other
workplaces. If the separately placed spraying operations are equipped with an efficient local ventilation system, the pollution of the air in the neighborhood could be equally minimized.

Question 45 What are the important points when we provide fire extinguishers?

Answer 45 There are several types of fire extinguishers, such as extinguishers for general use, those especially for chemical fire and those for oil fire. You must purchase extinguishers that are most appropriate for controlling possible fire at the factory. It is also important to check the extinguishers periodically and refill the chemicals in the extinguishers before expiry date. It might be good idea to use extinguishers that are going to expire for training workers in fighting fire. Two important things in placing the fire extinguishers at the workplace are: to put sufficient number in each workplace where their presence is needed; and, to place them in a location that is easily seen (at a higher position with a sign clear to see).

Question 46 Why is working in a group, for example, around a round table, favorable? Workers may chat with each other much.

Answer 46 The feeling of working together is usually conducive to productive work. In a round table setting, workers can communicate with each other without interrupting work. This stimulates the workers and keeps them alert. Workers do know when to concentrate fully on their work and such chances of communication do not disturb work quality. Besides, a round table setting help workers learn from the others and detect faults in the products.

WORK ORGANIZATION

Question 47 I heard “buffer stocks” are a useful method of avoiding the negative effects of machine-paced assembly-line work. Is the method really useful in small enterprises?

Answer 47 In machine-paced assembly-line work, each worker has to complete the assigned tasks in time for the scheduled short period, so that the work item can be handed over to the next worker in time. This has been considered to be productive and applied as one of traditional production methods. But in modern thinking, this type of machine-paced work is considered to be counter productive. It is because the machine-paced work cannot consider differences in work skills and can cause fatigue easily to the workers. Thus, “buffer stocks” are used to eliminate such machine-paced work. Buffer stocks are small piles of goods before and after each machine or workstation. The idea is that each worker does not have to wait for the next work piece and can work at his or her own pace. This production method is particularly suited to small enterprises where the skill differences are large and
where production changes can take place often. Besides, we should consider that in small enterprises, work is often interrupted because of machine problems or shortage of workers. Continuous supply of raw materials and parts is also difficult for small enterprises. So, keeping adequate amount of buffer stocks in the work process is in fact a good idea in small-sized production and is usually more productive than processes without buffers.

**Question 48** It is often difficult to keep buffer stocks in work processes, because they require much space and small enterprises are always troubled with lack of space in the workplace. Given this, is it necessary to introduce buffer stocks in work processes?

**Answer 48** Buffer stocks are small supplies of goods before and after each machine or workstation. With such stocks, the worker or machine does not need to wait for the next work piece in order to work. This means that the work is not disturbed by small delays of the work done by the previous machine or worker. If vertical storages, e.g., multi-level shelves and racks, and containers which can be piled up are used, the buffer stocks do not require much space, as they are just a small amount of goods. Thus, the use of buffer stocks does not mean loss of space in workplaces or unnecessary redundancies. Instead, buffer stocks greatly help to make the production continuous and flexible. Consider that the traditional idea of conveyor lines not allowing individual occasional delays are counter productive and disliked by more modern workers. It is worth to puzzle your brains about the way to introduce buffer stocks into your enterprise, because the effect of buffer stocks on productivity and reduction of workers' strain is amazingly significant.

**Question 49** Why is job enlargement a good principle in small enterprises?

**Answer 49** Repetition of the same monotonous work and lack of variety cause boredom and fatigue. The result is low efficiency. If workers are trained to perform a number of tasks, they take more interest in doing their work. By performing combined tasks, workers also have opportunities to go around or change from sitting to standing or standing to sitting working position. This reduces fatigue. Workers become more responsible for their work results. Especially in small enterprises, the presence of multi-skilled workers are large benefit. It is easier then to rotate workers, ask workers to do maintenance of machines and tools, and control work quality. In cases of absence of some workers, others can do their tasks more easily. Creating responsible, flexible jobs is a good direction to take in small enterprises.
Question 50  What is the “Quality Control (QC) Circle”?  

Answer 50  The Quality Control (QC) Circle is a small group activity to improve productivity and working conditions. Basic ideas of the QC Circle are as follows:

- the activity is based on autonomous, small group work of workers and foremen.
- the aim of the activity is not to analyze problems in productivity but to solve the problems.
- the problems are found out by analyzing changes in productivity, for example, the amount of products and defects and frequency of machine troubles.
- workers and foremen have same right to propose ideas to improve productivity and working conditions.
- competition between the small groups is introduced to encourage group activities, for example, the group which achieved good results are honored.
5) ACTION PLAN FORM

Date: __________________ Group: __________________
Page: __________________

Technical area:

[ ] Materials storage and handling
[ ] Work-station design
[ ] Productive machine safety
[ ] Control of hazardous substances
[ ] Lighting
[ ] Work-related welfare facilities
[ ] Premises
[ ] Work organisation
[ ] Others __________________

Enterprise name

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Description of improvement

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Location

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Description

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Approximate date of completion

________________________________________________________________________

* Separate sheets should be used for the improvements of different technical areas.

234
6) FOLLOW-UP SHEET

Follow-up sheet 1: Information about the improvement done

Date of the seminar: ________________________________

Date of the follow-up visit: ________________________
Name of the follow-up visitor: ______________________

Name of the factory: ______________________________
No. of the employees: _____________________________
Name of the seminar participant: ___________________

Title of the improvement done:
________________________________________________

Technical area:
[ ] Materials storage and handling
[ ] Work-station design
[ ] Productive machine safety
[ ] Control of hazardous substances
[ ] Lighting
[ ] Work-related welfare facilities
[ ] Premises
[ ] Work organisation
[ ] Others __________________

Date of implementation of the improvement:
________________________________________________

Name of the responsible person:
________________________________________________

Cost spent for the improvement: ____________________

Duration necessary for completing the improvement: __________________

Skills and techniques necessary for the implementation:
________________________________________________

Photographs before and after the improvement:

Before improvement                                  After improvement
Follow-up sheet 2: Improvement potentials of the visited factory

Date of the seminar: ____________________________________________

Date of the follow-up visit: _____________________________________

Name of the follow-up visitor: ___________________________________
Name of the factory: ___________________________________________

No. of the workers: _____________________________________________

Name of the seminar participant:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Improvement possibilities:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Strong points of the factory:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Necessary support for implementing improvement:
________________________________________________________________
________________________________________________________________
________________________________________________________________
(WISE)

Work Improvement in Small Enterprises: Package for Trainers

International Labour Office
Subregional Office for East Asia, Bangkok

March 2004

ISBN 92-2-115710-5
WISE-R

More
Work Improvement in Small Enterprises

Trainer’s Guide

Developed and piloted within the ILO/DANIDA project:
Improving Job Quality in Africa through concerted efforts by Government, Employers and Workers

Conditions of Work and Employment Programme
Foreword

Good working conditions provide the foundation of productive and successful enterprises. The Work Improvement in Small Enterprises (WISE) methodology is an established and much appreciated ILO training approach that encourages and supports efforts by entrepreneurs and managers to improve both working conditions and productivity in their enterprises.

The WISE-R Action Manual and the modules within it extend the reach of WISE beyond the physical work environment, and take on issues that are central to employee recruitment, retention and motivation, and to maximising individual productivity in a safe and healthy way. This WISE-R Trainers’ Guide is designed to be used by those acting as facilitators on a WISE-R training courses or supporting entrepreneurs in making WISE-R improvements based upon the WISE-R Action Manual and Checklist.

As WISE-R is based on a participatory and action-oriented methodology, this WISE-R Trainers’ Guide aims to maximize the active participation of those being trained.

The WISE-R Trainers’ Guide is divided as follows.

Section one: This contains a set of training guides comprising an introduction to a WISE-R training programme and an individual training guide for each WISE-R module. Each of these individual guides includes essential information about the length of time and approach to be used in delivering training on that module, a list of resources needed, and guidelines for training exercises. It also includes step-by-step plans for the training, together with the text of presentations that trainers can use to support their training sessions. PowerPoints containing these texts can be obtained upon request.

Trainers will find that the Guide incorporates a number of interactive sessions, including role plays, discussions, and group activities, which can be used to ensure that participants both understand and internalize the key WISE-R messages in a participatory and dynamic fashion.

Section 2: This section incorporates the WISE-R Checklist together with guidelines on using the Checklist, organizing an enterprise visit, preparing an Action Plan, and ensuring appropriate follow-up work.

The guide to each WISE-R module is presented in a standardized format that makes the guides easy to read and use. We have learned from experience with WISE and WISE-R, that there will be occasions when a training course will be held, but not all modules will be taught - due to lack of time or to suit the particular needs of the participants. Though we strongly encourage trainers to teach all of the WISE-R modules together, we have designed a specific training guide for each module, so that it can be used independently of the others.

Experience has also shown that, for many reasons, trainers may wish to deliver the modules in a different order to that envisaged by the writer. The stand-alone nature of the training guide for each module means that this is wholly possible. However, whatever order is chosen, it is suggested that Module One, Measuring your productivity, is covered at the beginning of any WISE-R training course. This introductory module explains the concept of productivity and it is important that participants have a basic understanding of productivity and how this can be improved through positive action to address working conditions, before they are introduced to other WISE-R modules.
This Guide is complementary and additional to the *WISE Trainers’ Manual*, which is included in the *WISE+ Trainers’ Guide* binder, and provides more detailed guidance on planning and preparing for *WISE* (and *WISE-R*) training and setting up the classroom. Trainers are encouraged to refer to this for additional guidance.

The WISE-R Modules and Trainers’ Guide were developed in the course of an ILO eighteen-month long project (2008-2009) on “Improving Job Quality in Africa, through concerted efforts by Governments, Employers and Workers”. This project was supported by Danish International Development Assistance and carried out in Mozambique and the United Republic of Tanzania.
## Introduction to WISE-R training programme

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome participants and introduce yourself.</td>
<td>Presentation</td>
<td>Presentation</td>
<td>10 mins</td>
</tr>
<tr>
<td>Invite participants to introduce themselves.</td>
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<tr>
<td>Present the title and objective of the WISE training session.</td>
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<tr>
<td>Ensure that each participant understands the objectives.</td>
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<tr>
<td>Mention the 6 modules that will be included in the training and the order of</td>
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<td></td>
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<tr>
<td>the sessions.</td>
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<td></td>
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<tr>
<td>2. After opening the training session, the checklist exercise is the first</td>
<td>Briefing on</td>
<td></td>
<td>10 mins</td>
</tr>
<tr>
<td>training activity of the course.</td>
<td>the checklist</td>
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<tr>
<td>It has been placed first for several reasons. Point out the following:</td>
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<tr>
<td>• To emphasize the practical orientation of course activities;</td>
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<tr>
<td>• To show participants that their knowledge and experience are respected by</td>
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</tr>
<tr>
<td>the trainers;</td>
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<tr>
<td>• To provide a common source of examples;</td>
<td></td>
<td></td>
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<tr>
<td>• To introduce the main subjects covered by the course;</td>
<td></td>
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<tr>
<td>• To give a start to group work and more generally to encourage involvement;</td>
<td></td>
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<tr>
<td>• To demonstrate that WISE-R is action oriented;</td>
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<tr>
<td>• To promote the use of practical tool with many applications.</td>
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<tr>
<td>Refer to the “Checklist and User Guide” for guidance.</td>
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</tr>
</tbody>
</table>
1. Objective, duration, approach and tools

<table>
<thead>
<tr>
<th>Objective:</th>
<th>By the end of this session, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Understand what productivity means;</td>
</tr>
<tr>
<td></td>
<td>- Calculate the productivity of their enterprise;</td>
</tr>
<tr>
<td></td>
<td>- Analyse the impact that different workplace practices and policies can have on productivity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Session of approximately 2 hours (120 Minutes):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- 1 hour of presentations;</td>
</tr>
<tr>
<td></td>
<td>- 1 hour exercises and questions.</td>
</tr>
</tbody>
</table>

NOTE: Additional time is required for an enterprise visit prior to the training, in order to provide training participants with an initial shared experience of looking at workplace organization and practices, and completing the WISE-R Checklist. The time required for this activity is about one hour plus transportation time to/from the training site.

<table>
<thead>
<tr>
<th>Outputs:</th>
<th>Participants able to calculate and analyze productivity issues that will allow them to make wise and strategic business decisions that improve working conditions and productivity.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Methods:</th>
<th>Presentation / Small Group Discussion</th>
</tr>
</thead>
</table>

|-----------------|--------------------------------------------------------------------------------------------------|

2. Session design

Pedagogic strategies:
– Introduce the notion of productivity;
– Identify the benefits of continuously analysing productivity;
– Distinguish short term and long term impacts on productivity.
3. Division

This session is divided into six sub-units. Almost half of the training time is allocated to discussion and group work.

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2. What is productivity?</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3. Calculate your productivity</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4. Ensure increased long term productivity</td>
<td>40 minutes</td>
</tr>
<tr>
<td>5. Make WISE-R Decisions</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Total technical topics:</strong></td>
<td><strong>95 minutes</strong></td>
</tr>
<tr>
<td>6. Conclusion</td>
<td>25 minutes</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>120 minutes</strong></td>
</tr>
</tbody>
</table>

4. Preparation for the training session

Read through all the training materials and prepare yourself for potential questions. Make sure that computer equipment and projectors are available and functioning. If not, print the PowerPoint presentation on transparencies and use an overhead projector. If there are no facilities, prepare flipcharts or handouts in advance.

5. Equipment needed:

- A computer with PowerPoint programme or an LCD projector;
- 4 calculators;
- A screen or a white wall;
- Flip chart and respective paper;
- Transparency pens for each work groups;
- Some A4 papers and pens for each participant;
- Copies of Annex 1 for the exercises.

6. Exercises (see Annex 1)

Solution to Exercise 1:

Shoemaker B : Productivity =1,500/1,500 =1

For every coin she invests she gets 1 back so her profit is 0.

Shoemaker C : Productivity =1,200/1,000 =1.2

For every coin she invests she gets 1.2 back so her profit is 0.2 or 20%.
Solution to Exercise 2:

<table>
<thead>
<tr>
<th>Shoemaker</th>
<th>Previous Prod</th>
<th>New Prod</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1.5</td>
<td>2400/1500 = 1.6</td>
<td>+0.1</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>1200/1300 = 0.9</td>
<td>–0.9</td>
</tr>
<tr>
<td>C</td>
<td>1.2</td>
<td>2100/1200 = 1.75</td>
<td>+5.5</td>
</tr>
</tbody>
</table>

7. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session, together with sample answers. There may be other questions, but most of them will be relatively easy to answer by studying the WISE-R Action Manual.

**Question 1: How often should I calculate my productivity?**

**Answer 1:** As often as you are able to. Productivity is always calculated for a specific period, so you need to have the required data (input and output) for that period. Bigger companies do this on a weekly/monthly basis. SMEs can do this monthly or per trimester.

You do not lose anything by calculating your productivity (it does not cost anything), and you can gain knowledge about the health of your business.

It is important to keep track of the results so you can see how they change. We suggest you keep a log (in a book) of the different calculations, so that you can see what the trend is (is your productivity going up or down?). Remember that changes can result from seasonal fluctuations in many businesses (for instance in fisheries).

**Question 2: When I calculate my productivity, are there any costs that I do not need to take into account?**

**Answer 2:** For calculating productivity, you need to take into account ALL costs including the salary you take (entrepreneurs often forget themselves!). Doing this will ensure that the results you get represent the REAL situation of your enterprise. If you do not take into account all costs, you might be misled into thinking that your productivity is good when, in fact, your business is spending more than it is earning.
Annex 1: Exercises

Exercise 1: Group work and plenary discussion – Calculate productivity (20 mins)

Work in groups on the following exercise. Please be ready to present your conclusions and suggestions afterwards in plenary.

Shoemaker B spends 1,500 coins on her business in a year. She produces 500 pairs of shoes in that time, and sells each for 3 coins. She sells them all.

Shoemaker C spends 1,000 coins on her business in a year. She produces 600 shoes which she sells at 2 coins. She sells them all.

Task:
1. Compare the productivity ratio of shoemaker A (previously discussed), Shoemaker B and Shoemaker C, and suggest reasons for these differences.
2. Come up with ideas about what could be increasing Shoemaker B’s costs?

Exercise 2: Group work and plenary discussion - Calculate productivity (25 mins)

Work in groups on the following exercise. Please be ready to present your conclusions and suggestions afterwards in plenary.

Shoemaker A wants to invest in her business and buys a new machine, but does not organize training for workers on how to use it. She does, however, provide a new bonus to workers based on production levels. She spends 1,500 coins and produces 800 pairs of shoes.

Shoemaker B wants to reduce her costs to become more competitive. She cancels the maintenance contract for enterprise equipment/machines and her costs go down to 1400 coins. But one of the machines break down and stops production for one month. She produces only 400 pairs of shoes, which are sold for 3 coins each.

Shoemaker C wants to improve the quality of her shoes and invests in training her staff. She provides better working time arrangements and develops a good policy for sickness absence. She spends 1,200 coins on her business in the year. She produces 700 pairs of shoes, which she sells at 3 coins each.

All 3 shoemakers sell all their shoes.

Task:
1. Calculate the new productivity of the 3 shoemakers, and compare this with their previous situation.
2. Explain the changes in productivity and offer suggestions on why they have occurred.
3. Decide which shoemaker is the WISEST?
Step-by-step guide to Module 1

1. Introduction (5 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this is the first WISE-R Module to be taught, refer to the General Introduction to WISE–R training and briefing on the WISE-R Checklist.</td>
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</tr>
<tr>
<td>1. Welcome participants and introduce yourself.</td>
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<tr>
<td>1. Welcome participants and introduce yourself.</td>
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<tr>
<td>Present the title of the Module (slide 1) and the objectives of the training (slide 2).</td>
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<tr>
<td>Move to slide 3, which provides a list of the points that will be discussed. This outlines the structure and the order of the session.</td>
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</tr>
</tbody>
</table>

2. What is productivity? (10 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Explain what productivity is (slide 4).</td>
<td></td>
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</tr>
<tr>
<td>Stress the importance and benefits of calculating productivity.</td>
<td></td>
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</tr>
<tr>
<td>Ask the participants whether they have calculated productivity already in their enterprises and ask them to explain when (the situation in which) that was done. Ask how they did it, and what they learned from that exercise.</td>
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</tbody>
</table>

3. Calculate your productivity (30 Minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Explain how to calculate the productivity ratio as indicated on slide 5.</td>
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<tr>
<td>Run through the 4 steps that need to be followed.</td>
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<tr>
<td>Explain what is meant by ‘the period’, ‘input’, and ‘output’, by giving examples that are relevant to the participants’ business sector.</td>
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</tbody>
</table>
### Key activities

<table>
<thead>
<tr>
<th>4. Example</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work through the example on slide 6.</td>
<td>Presentation and discussion</td>
<td>Slide 6</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

When doing examples, do each stage of the calculation on the board or on a flip chart, as suggested below, before moving on to the next stage. Make sure that everybody thoroughly understands the example:

*Shoemaker A spends 1000 coins on her business in a year (including her salary).*

**Write ‘Spends 1000’ on the flipchart, before moving on.**

She produces 500 pairs of shoes in that time, and sells each for 3 coins. She sells them all.

**Write ‘Income from shoes: 500 pairs x 3 coins = 1,500’**

So she receives 1,500 coins.

*Her productivity is 1,500/1,000 =1.5*  
**Write this sum on the flip chart**

Conclusion: This means that for every coin she invests, she receives 1.5 coins (an increase of 50% or half).

Ask the participants whether they think this result is good or bad.

<table>
<thead>
<tr>
<th>5. Exercise 1 and Group Work</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the participants to sit in groups, distribute Annex 1, and explain the first exercise (using slide 7, if needed).</td>
<td>Exercise, Group Work and plenary discussion.</td>
<td>Slide 7</td>
<td>20 mins</td>
</tr>
<tr>
<td>Ask the groups to try this exercise. Each group should (ideally) also be given a calculator.</td>
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<tr>
<td>Ask each group to be ready to present its conclusions and discuss them in plenary.</td>
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</table>

**The results for the Exercise are set out below.**

Try to bring out the following points in the plenary discussion.

Important points to incorporate into conclusion:

1. Shoemaker A's productivity is the highest, so her profit is also the highest.
2. It can be noted that shoemaker A and B both sell their shoes at the same price. Shoemaker C sells them at a lower price, probably because the quality is lower.

3. With the same input (1,000 coins) as shoemaker A, Shoemaker C can produce a higher number of shoes. Her production process may be faster because quality is not important to her.

4. Although Shoemaker B produces the same quality of shoes (with the same selling price) as Shoemaker A, the higher costs (1,500 instead of 1,000), mean that Shoemaker B is the least productive.

Ask participants to suggest what might be increasing Shoemaker B’s costs. They might mention raw material costs, electricity, and wages. It is important that you encourage them to think about other costs – recruitment, sickness, waste, machinery breakdown, accidents, and staff turnover.

5. If Shoemaker B followed the WISE-R trainings, he would learn how to adjust her cost structure. Maybe she should visit Shoemaker A and they could exchange some ideas!

---

### 4. Ensure increased long term productivity (40 Minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Remind participants that everybody wants their business (and profits) to grow.</strong> And, now that they know how to measure productivity, they are in a position to analyze it and come up with different strategies for improving it. Use slide 8 to introduce the two possible approaches: 1) cutting costs; or 2) increasing revenue. Explain, when looking at 2) that, for most businesses, it is not possible to simply increase the price of the products (due to market competition). As a result, many business owners concentrate on trying to cut costs.</td>
<td>Presentation</td>
<td>Slides 8, 9 and 10</td>
<td>15 mins</td>
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</tbody>
</table>
WISE-R | More Work Improvements in Small Enterprises

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain that attempts to cut costs through ‘quick fixes’ – reducing costs without thinking about the long term effects – can, in fact, reduce productivity over the medium and long term.</td>
<td>Exercise, Group Work and plenary discussion.</td>
<td>Slides 11, 12</td>
<td>25 mins</td>
</tr>
<tr>
<td>Use slide 9 to show the consequences of short term measures to reduce costs. Compare this to slide 10, which shows the potential positive consequences of long term measures.</td>
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<tr>
<td>Ask the participants if they have any examples that show the positive effects on productivity of long term measures.</td>
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</tbody>
</table>

7. Introduce Exercise 2:

Answers are given at Solution to Exercise 2 (point 6 of guide, above)

Ask the participants to sit in the same groups as before, and explain the second exercise on Annex 1 (using slide 12, if needed).

Ask the groups to try this exercise. Each group should (ideally) be given a calculator.

Ask each group to be ready to present its conclusions and discuss them in plenary.

Try to bring out the following points in the plenary discussion:

1. Shoemaker A made a substantial investment in new machinery but only managed to increase her productivity a little, because she forgot about training workers to use the machine.
2. Shoemaker B has tried to improve her productivity by cutting her costs through reducing machine maintenance. Unfortunately, this short term reduction in costs leads to a big loss in production. Thus, her productivity decreases and becomes negative, meaning that her business is now spending more than it is earning.
3. Shoemaker C makes WISE investments and is able to improve the quality of her product without major additional costs. She increases her productivity by 5.5 points.
4. Shoemaker C is the WISEST shoemaker.
5. Make WISE-R decisions (10 Minutes)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>8. Present slide 13 and indicate that the objective of WISE-R is that SME managers learn to make good business decisions that help to improve productivity AND improve conditions of work. This is because experience has shown that the two things – working conditions and productivity, are strongly linked. This means that a small investment of time on improving working conditions and work organization can greatly increase productivity. Explain that the ILO developed the WISE-R Modules to help SMEs make low or no cost changes so they can achieve these improvements.</td>
<td>Presentation</td>
<td>Slide 13</td>
<td>10 mins</td>
</tr>
</tbody>
</table>

6. Conclusion (25 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
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<th>Tools</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9. Conclusion</td>
<td>Presentation/Questions &amp; Answers</td>
<td>Slide 14-16</td>
<td>15 mins</td>
</tr>
<tr>
<td>Summarize the session and run through the Checkpoints on slide 14. Invite questions and comments.</td>
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<tr>
<td>10. Action Planning</td>
<td>Presentation</td>
<td></td>
<td>10 mins</td>
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<tr>
<td>This should take place at the end of the WISE-R training, whether this includes all or just some of the modules. Remind participants of the checklist exercise done at the beginning of the session; where participants completed the checklist for the enterprise they visited during the training. Explain that the next step is for participants to implement WISE in their own enterprise. Tell them that the first step they will need to take is to complete the checklist exercise for their own enterprise, to identify possible improvements that could be made. From this they will develop an Action Plan: a plan for those things they intend to improve over an agreed period. This should be based on the observations they have made on the WISE-R Checklist, and upon active discussions with their managers, supervisors, and workers.</td>
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</table>
### Key activities

The Action Plan is a tool that facilitates implementation of the “improvements”. Without a clear Action Plan, managers can forget or be tempted to postpone implementation of some actions. The action plan will ensure a proper follow up of the initial ideas.

Explain that WISE-R facilitators will help participants to develop a strong and realistic plan, and will support the participants in implementing it, through a series of meetings, to be agreed with them.

**It is important that participants agree a date for a first meeting with a facilitator, before leaving the training.**

Explain that it is crucial to involve as many employees as possible in the development of the action plan. The proposed actions are aimed at improving productivity and the working conditions of the employees. If employees are involved in the identification of the planned improvements, they are more likely to cooperate in their implementation and to value the results.

Mention that the ILO can support the facilitators in their work with participants and offer further advice about the plan and its implementation if needed.

<table>
<thead>
<tr>
<th>Key activities</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>13. End the session. Thank participants for their attention and active participation.</td>
<td>Slide 17</td>
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</tbody>
</table>
1. Objective, duration, approach and tools

| Objective: | By the end of this session, participants will be able to understand the importance of managing and motivating workers in their company and be motivated to take practical actions to do so.  
|           | • Participants will understand and be able to explain the impact that good management and motivation has on productivity and quality, recruitment and retention.  
|           | • Participants will be able to mention a number of practical approaches that they could use to improve worker management and motivation.  
|           | • Participants will have committed themselves to designing and implementing improved management and motivation practices. |
| Duration: | Session of 4 hours approximately:  
|           | • 175 minutes (approx) presentation and group discussion/work (3 hours);  
|           | • 60 minutes (1 hour) final group work exercise/ action planning.  
| NOTE: | Additional time is required for an enterprise visit prior to the training, in order to provide training participants with an initial shared experience of looking at workplace organization and practices in one enterprise, and completing the WISE-R Checklist. The time required for this activity is about one hour plus transportation time to/from the training site. |
| Outputs: | Participants willing and able to introduce/improve existing management and motivation practices in their enterprises. |
| Methods: | Presentations / Group Discussions / Exercises |
| Training Tools: | Practical exercises, WISE-R Checklist, slides or transparencies and the WISE-R Action Manual |
2. Session design

Pedagogic strategies:
– Introduce the principles for the managing and motivating worker in an enterprise;
– Identify the benefits of good practices;
– Propose practical actions;
– Obtain the participants’ own ideas from their experience.

3. Division

This session is divided into eight sub-units, plus exercises and conclusions: Introduction plus presentations on the 7 principles. More than two and a half hours of the four hours involved is allocated to discussion, group work, and action planning.

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>15 minutes</td>
</tr>
<tr>
<td>2. Hire workers with the knowledge and skills that your enterprise needs</td>
<td>40 minutes</td>
</tr>
<tr>
<td>3. Provide training opportunities</td>
<td>15 minutes</td>
</tr>
<tr>
<td>4. Control the demands of the job</td>
<td>20 minutes</td>
</tr>
<tr>
<td>5. Ensure appropriate supervision</td>
<td>20 minutes</td>
</tr>
<tr>
<td>6. Be positive and value workers</td>
<td>20 minutes</td>
</tr>
<tr>
<td>7. Treat workers fairly</td>
<td>25 minutes</td>
</tr>
<tr>
<td>8. Encourage team spirit</td>
<td>20 minutes</td>
</tr>
<tr>
<td><strong>Total of technical topics:</strong></td>
<td>175 Minutes</td>
</tr>
<tr>
<td>Exercises</td>
<td>40 Minutes</td>
</tr>
<tr>
<td>Conclusion</td>
<td>25 Minutes</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>240 Minutes</strong></td>
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</tbody>
</table>

4. Preparation for the training session

Read through all the training materials and prepare yourself for potential questions. Make sure that computer equipment and projectors are available and functioning. If not, print the PowerPoint presentation on transparencies and use an overhead projector. If there are no facilities, prepare flipcharts or handouts in advance.

5. Equipment needed

– A computer with PowerPoint programme;
– An LCD projector;
– A screen or a white wall;
– Flip chart and paper;
– Transparency and pens for each work group if using an overhead projector;
– Some A4 paper and pens for each participant.

6. Exercises

See point 2 and 16 por details.
7. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session, together with some sample answers. There may be other questions, but most of these can be answered with the help of the “WISE-R Action Manual”.

**Question 1: How often do I need to develop and update the job descriptions?**

**Answer 1:** You should have a job description for every job in the enterprise. You can update these job descriptions whenever a change occurs in your organizational structures or in the tasks for the specific job. It is recommended to analyze and, if needed, adjust the job description, as part of a yearly evaluation of the worker’s performance (feedback session). Adjusting the job description could be one of the outcomes of the evaluation session.

**Question 2: How can I ensure that employees do not consider a feedback session as an extra workload or as a way of criticizing their performance?**

**Answer 2:** In many SMEs, feedback is considered as “negative”. However, there are some simple techniques for having a constructive dialogue that can have a direct impact on the worker’s performance.

The session should start by you finding out if the tasks done and the results expected of the employee are clear to him/her. To start on a positive note, you could simply ask the employee what he/she considers to be good about his/her performance.

You should, where possible, agree and even add some more strengths that you have noted. This will boost the employee’s self-confidence and they will understand that you are noticing when they work well.

You can then move on to ask the employee which points he/she wants to improve during the period up to the next feedback session. Most of the time, the employees know very well in which areas their performance is weakest. If you have some points to add to what the worker mentions, you can do this at this point.

At the end of the session, the worker should feel valued (because of a long list of positive items) but also be aware of the areas where improvement is needed.

It is recommended to have these feedback sessions at least yearly.

**Question 3: I often organize formal meetings, where I ask employees’ opinions on things relating to the business and their work, but they do not provide any feedback. Yet, at the end of the day I hear them complain in the corridor. How can I ensure a more open communication between me and my employees?**

**Answer 3:** Workers are often not eager to provide comments/suggestions to a manager or to their supervisors, because you have power over them and they are worried that you will be unhappy with what they suggest.

You need to make sure that your workers are confident and that they feel they can trust you. So, whenever they bring up a problem in a meeting, show that you are listening to them and try to follow up on the issues raised, even if they appear insignificant. This will build their confidence in you for the future.

Spend more time with your workers (e.g. have lunch together or organize informal events where families can meet). This will help them to see that you are, like them, just a human being with family responsibilities and daily problems.
Step-by-step guide to Module 2

Introduction (15 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>If this is the first WISE-R Module to be taught, refer to the General Introduction to WISE–R training and briefing on the WISE-R Checklist.</td>
<td>Presentation and discussion</td>
<td>Presentation Slides 1-3</td>
<td>15 mins</td>
</tr>
</tbody>
</table>

1. Welcome participants and introduce yourself. Invite participants to introduce themselves. Present the title of the unit session (slide 1).

   Describe the objectives (slide 2). Ensure that each participant understands the objectives.

   Encourage a discussion about the problems and what participants find challenging about managing and motivating workers. Note these on the flipchart, so that you can use them later in discussions.

   Briefly introduce the 7 Principles on Slide 3, which provide the structure for the training on this Module.

PRINCIPLE 1. Hire workers with the knowledge and skills that your enterprise needs (40 Minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2. Explain why getting the right workers is important to the performance of the enterprise. Mention:</td>
<td>Presentation</td>
<td>Slide 4</td>
<td>5 mins</td>
</tr>
<tr>
<td>• the problems and expense (hiring and training costs) that can arise if workers are not able to do their job;</td>
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<tr>
<td>• the costs that can be saved by making the right choices.</td>
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<tr>
<td>Emphasize that the manager needs to analyze the tasks that she needs workers to do, so that he/she can work out the skills the worker will need. Run through slide 4.</td>
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</table>
Table: Key activities, Method, Tools, Time

<table>
<thead>
<tr>
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<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>Lead the group exercise on slide 5: each group needs to elaborate a job description for one of the following jobs: • Assistant manager • Security guard • Cleaner Have no more than 4 groups. Allow 15 minutes for writing the description and 15 minutes for sharing/discussion. To avoid losing time on choosing the type of enterprise, ask the groups to write down the description for the enterprise that was visited. To make the discussion more meaningful, when the descriptions are completed, copy them and hand them out to other groups before they are discussed.</td>
<td>Group discussion</td>
<td>Slide 5</td>
<td>30 mins</td>
</tr>
<tr>
<td>3. Show slide number 6, where common elements on a Job Description are listed. Stress that a job description will help them to choose new workers on the basis of their skills and not take into account irrelevant factors e.g. race, religion, gender</td>
<td>Presentation</td>
<td>Slide 6</td>
<td>5 mins</td>
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</table>

**PRINCIPLE 2. Provide training opportunities (15 minutes)**

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<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>4. Present Principle 2: <em>Provide training opportunities.</em> Acknowledge that many employers only think about the cost and do not have the time to think about the advantages listed on slide 7. Encourage a brief discussion on: <em>What sort of training for workers would most benefit your enterprise?</em> Encourage participants to think about training at every level of the enterprise. Present at the ideas given on slide 8 and encourage discussion on the sort of skills workers in participants’ enterprises could share with each other. Ask: <em>How could this skill sharing increase business flexibility – particularly when a worker is absent?</em></td>
<td>Presentation</td>
<td>Slides 7 and 8</td>
<td>15 mins</td>
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</table>
PRINCIPLE 3. Control the demands of the job (20 minutes)

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<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>5. Introduce the principle: Control the demands of the job, and the advantages set out on slide 9.</td>
<td>Discussion</td>
<td>Slide 9</td>
<td>10 mins</td>
</tr>
<tr>
<td>Before presenting the remainder of the slide, encourage a group discussion on problems caused by work overload and stress, using the question: <em>What problems have you experienced in your enterprise as a result of work overload or stress?</em> Note the answers on a flip chart.</td>
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<tr>
<td>6. Run through the advantages on slide 9 and the suggestions on slide 10. Try to refer back to the problems that participants mentioned earlier and how these suggestions could have helped avoid these problems. Remember that they, as entrepreneurs, are also ‘working’ long hours or doing boring tasks so they should be encouraged to relate their experience to that of workers. Discuss whether it is important for them to have control over their work tasks, and how they balance home and work time etc.</td>
<td>Presentation</td>
<td>Slide 9-10</td>
<td>10 mins</td>
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</table>

PRINCIPLE 4. Ensure appropriate supervision (20 minutes)

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<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>7. Present the principle: <em>Ensure appropriate supervision</em>, and run through the advantages of good supervisory practices set out on slide 11. Encourage a group discussion: <em>How do you get the balance right between supervision and personal responsibility?</em></td>
<td>Presentation and discussion</td>
<td>Slide 11</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
8. Run through slide 12 on what participants can do.
Talk about the benefits of having positive relationships between workers and supervisors – so problems are shared and resolved quickly.
Clarity over the supervisor’s role (“power”) reduces the chance of the supervisor becoming oppressive or bullying workers.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>8. Run through slide 12 on what participants can do.</td>
<td>Presentation</td>
<td>Slide 12</td>
<td>10 mins</td>
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</table>

PRINCIPLE 5. Be positive and value workers (20 minutes)


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<tr>
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<th>Method</th>
<th>Tools</th>
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</thead>
<tbody>
<tr>
<td>9. Present the principle: Be positive and value workers. Run through the advantages set out on slide 13.</td>
<td>Presentation</td>
<td>Slide 13</td>
<td>10 mins</td>
</tr>
</tbody>
</table>

10. Discuss the actions that can be taken, which are set out on slide 14.
Explain that adjusting wages periodically is essential as prices change so wages have to change. If not workers will not stay or perform well.
Spend some time on discussing “feedback on performance”. Ask participants: How many of you have previously received feedback on their performance, and how did you feel about it?
If no-one has had this experience (very probable), tell a story about how you received feedback in a job, and that it led to a positive discussion, with you feeling that the manager was valuing your work. Emphasize that this 30 minutes (constructive) feedback session helped you to develop improved skills and improved your motivation.

<table>
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<tr>
<th>Key activities</th>
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<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>10. Discuss the actions that can be taken, which are set out on slide 14.</td>
<td>Presentation and discussion</td>
<td>Slide 14</td>
<td>10 mins</td>
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</tbody>
</table>
### PRINCIPLE 6. Treat workers fairly (25 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>11. Introduce the principle: Treat workers fairly</td>
<td>Presentation</td>
<td>Slide 15</td>
<td>5 mins</td>
</tr>
<tr>
<td>Emphasize that workers need be treated fairly and to feel they are being treated fairly – otherwise they will become demotivated or bitter, or leave. All of these are bad for enterprise performance. Encourage participants to think about how they feel when they are treated unfairly e.g. when they don’t get an order because someone else is ‘friends’ with the customer/decision maker. Encourage them to share examples.</td>
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</tr>
<tr>
<td>12. Introduce the idea of sound enterprise employment practices. Stress that written contracts can help to avoid disputes or uncertainty, because they make all of the terms of employment clear. Explain that long-term employment contracts are important because they can make workers feel settled. They underline the fact that they have a long-term future with your enterprise, so improve loyalty, dedication and performance. They also make it possible for the worker and the enterprise to plan ahead. Flexibility can help the enterprise to attract the best female (and male) candidates.</td>
<td>Presentation</td>
<td>Slide 16</td>
<td>10 mins</td>
</tr>
<tr>
<td>13. Go through the list of things not to do on Slide 17. Emphasize that the practice of reducing wages needs to be strongly discouraged as it can create hardship for workers and it encourages workers to hide problems rather than solve them. Some countries even prohibit this in their laws. Ask participants to share their practices and their understanding of the legal situation concerning deducting money from a worker’s salary.</td>
<td>Presentation and discussion</td>
<td>Slide 17</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
PRINCIPLE 7. Encourage team spirit (20 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Present the principle: <em>Encourage team spirit</em> and go through the benefits on slide 18</td>
<td>Presentation</td>
<td>Slide 18</td>
<td>5 mins</td>
</tr>
<tr>
<td>15. Run through points on the slide. <strong>Jargon:</strong> Emphasize that specialist language can be helpful when talking to other specialists but it is often an obstacle to communication. Ask participants to share examples of when they have not understood what someone is saying and pretended they have. Explain that, with workers, such problems can cause mistakes /stoppages or under-performance so they need to work to avoid any misunderstandings with workers. <strong>Listening to workers:</strong> Ask participants if they listen to their workers’ comments and act on their ideas. If not, why not? Explain that workers have an expert knowledge of their job and their ideas can result in time being saved or quality improving. They will also feel valued/ motivated.</td>
<td>Presentation and discussion</td>
<td>Slide 19</td>
<td>15 mins</td>
</tr>
</tbody>
</table>

Final group work exercise (40 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Final group work exercise</td>
<td>Group Discussion Plenary report</td>
<td>Slide 20</td>
<td>40 mins</td>
</tr>
</tbody>
</table>
### Key activities

<table>
<thead>
<tr>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>visited enterprise, participants can think about their own enterprise.</td>
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</tr>
<tr>
<td>Ask the groups to present their suggestions, and encourage a discussion on the suggestions made by the different groups.</td>
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</tbody>
</table>

**Conclusion and Action Planning (25 minutes)**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Media</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17. Conclusion</strong></td>
<td>Presentation/ Questions &amp; Answers</td>
<td>Slides 21-24</td>
<td>10 mins</td>
</tr>
<tr>
<td>Summarize the session. Show the 7 principles again and then run through the checkpoints. You could ask participants to read them, if you are confident of their literacy standards.</td>
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<tr>
<td>Invite questions and comments.</td>
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</tbody>
</table>

18. **Action Planning**

*This should take place at the end of the WISE-R training, whether this includes all or just some of the modules.*

Remind participants of the checklist exercise done at the beginning of the session, where participants completed the checklist for the enterprise they visited during the training.

Explain that the next step is for participants to implement WISE in their own enterprise.

Tell them that the first step they will need to take is to complete the checklist exercise for their own enterprise, to identify possible improvements that could be made. From this they will develop an Action Plan: a plan for those things they intend to improve over an agreed period. This should be based on the observations they have made on the WISE-R Checklist, and upon active discussions with their managers, supervisors and workers.

The Action Plan is a tool that facilitates implementation of the “improvements”. Without a clear Action Plan, managers can forget or be tempted to postpone implementation of some actions. The action plan will ensure a proper follow up of the initial ideas.
Explain that WISE-R facilitators will help participants to develop a strong and realistic plan, and will support the participants in implementing it, through a series of meetings, to be agreed with them.

**It is important that participants agree a date for a first meeting with a facilitator, before leaving the training.**

Explain that it is crucial to involve as many employees as possible in the development of the action plan. The proposed actions are aimed at improving productivity and the working conditions of the employees. If employees are involved in the identification of the planned improvements, they are more likely to cooperate in their implementation and to value the results.

Mention that the ILO can support the facilitators in their work with participants and offer further advice about the plan and its implementation if needed.

19. End the session. Thank participants for their attention and active participation.
1. Objective, duration, approach and tools

**Objective:** By the end of this session, participants will:

Understand more about working time, including different working time arrangements, their advantages and disadvantages, and the impact of different working patterns on worker performance and productivity.

Be able to set working hours and work schedules that make their workplaces healthier, safer, more productive, and more attractive to current and potential employees.

Have the knowledge to make wise decisions on working time arrangements, and be committed to doing so, with the result that the working patterns they adopt increase efficiency and production, rather than reduce them.

**Duration:** Session of 255 minutes (approx. 4 hours, 15 minutes):

- 195 minutes (approx. 3 hours) presentations and group discussion;
- 60 minutes final group work exercise and conclusions.

**Outputs:** Participants willing and able to reduce working hours and/or improve working time arrangements in their enterprises.

**Methods:** Presentations / Group Discussions / Role play

**Training Tools:** Practical exercises, WISE-R Checklist, slides or transparencies, and the WISE-R Action Manual

2. Session design

Pedagogic strategies:
- Introduce the principles for the design of working time in an enterprise;
- Identify the causes and consequences of long working hours and how to prevent them;
- Propose practical solutions;
- Obtain the participants’ own ideas from their experience.
3. Division

This session is divided into nine sub-units, plus exercises: including presentations on the 7 principles.

<table>
<thead>
<tr>
<th>Sub-units</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Principle 1: Avoid wasting time to prevent long working hours</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Principle 2: Provide enough worker rest time</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Principle 3: Structure shifts for maximum effectiveness</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Principle 4: Avoid or minimize the use of night work</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Principle 5: Consider using flexible working time arrangements</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Principle 6: Limit the use of overtime</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Principle 7: Involve workers in the design of work schedules</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>

**Total Technical topics** 200 minutes

Group Discussion/Practical Exercises 30 minutes

Conclusion 25 minutes

**Total Module** 255 minutes

4. Preparation for the training session

Read through all the training materials and prepare yourself for potential questions. Make sure that computer equipment and projectors are available and functioning. If not, print the PowerPoint presentation on transparencies and use an overhead projector. If there are no facilities, prepare flipcharts or handouts in advance.

5. Equipment needed

- A computer with PowerPoint programme or an LCD projector;
- A screen or a white wall;
- A flip chart and paper;
- Transparency pens for each work group;
- Some A4 papers, two pens and two staplers for the Role Play;
- Some music for exercise (this can be in your computer).

6. Instructions for Exercise 1: Role play

**You need 4 people:**

1. A delivery person;
2. A mechanic;
3. A trained worker;
Role play: Make name plates

Objective: To show the importance of saving working time.

Scene: Prepare one row of three tables for each team with the following items on them.

<table>
<thead>
<tr>
<th>Workers</th>
<th>Table 1 Raw material delivery section</th>
<th>Table 2 Machinery</th>
<th>Table 3 Work place organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 1 Enterprise A</td>
<td>Well-trained</td>
<td>A4 paper and a pen</td>
<td>Fully functioning (loaded) stapler</td>
</tr>
<tr>
<td>Row 2 Enterprise B</td>
<td>Untrained or new</td>
<td>Nothing, but the delivery person stands there</td>
<td>Only a stapler without any staples in it</td>
</tr>
</tbody>
</table>

Instructions to role play participants

Before starting the session:

Select 3 people for the exercise and explain their roles to them. One more person will be needed to play the role of the untrained worker. Do not let the untrained worker know that you are giving instructions to the others. Their roles are as follows:

- Trained worker: Show him/her how to make a simple name plate, using the instructions below.
- Delivery person: he/she should chat with the worker about family, weather, etc. for half a minute, and then say “Oh, finally the raw materials have arrived! Here you are!” and then put the paper and a pen on the table.
- Mechanic: when the untrained worker calls, she/he should come and put some staples in the stapler.

When the session begins:

The untrained/new worker is not supposed to know that the above three people have been prepared. The idea is to announce a competition between enterprise A and enterprise B, to see who can make a name plate the quickest.

The worker Enterprise A (the trained worker) will be familiar with his/her tasks. The raw materials are ready, so he/she will pick them up and start the work. The workplace is clean, comfortable and well organized. He/she will be able to finish the work before the untrained/new worker representing Enterprise B.

The untrained/new worker has a completely different experience. He/she arrives ‘at work’ and goes to the “Raw materials section”. He/she has no instructions and the papers (raw materials) have not been delivered. The delivery is not on time, so he has to wait while chatting with the lady. The raw materials finally arrive (thanks to the delivery person). But when the untrained worker goes to the workspace, it is badly organized and the worker has inadequate space. He/she tries to do the job anyway, but the stapler doesn’t work, because there are no staples inside it. She/he asks the mechanic to fix it. The mechanic fills the stapler.

After all this wasted time, he/she will finish the job well after the worker in Enterprise A.
7. Potential questions and answers

**Question 1: What does it mean to ‘negotiate working time’?**

**Answer 1:** Typically, legislation sets some basic limits for working time: those that are necessary to protect workers’ health or are judged to be in the broader interest of society. An employer’s right to unilaterally determine working time design might also be constrained by national labour laws and/or regulations (there might be a duty to consult workers on this decision).

However, most issues concerning working time, especially scheduling are normally open to negotiation between employers’ and employees or their representatives, at the national, industry and/or enterprise levels.

**Question 2: What can employers do to help night-shift workers to cope, in addition to work schedule reorganization and environment modification?**

**Answer 2:** Employers can also give shift workers practical advice, for example, on sleep patterns and on issues such as diet and exercise.

For shift workers, achieving sufficient good quality sleep is a challenge and should be a priority. Avoiding caffeine and alcohol prior to sleeping times, ensuring that their sleeping room is comfortable, and taking steps to block out noise and light as far as possible, are all useful steps. Adjusting eating and drinking habits and doing regular physical exercises can also help to decrease some of the detrimental effects of night work and increase well-being or alertness.
Step by step guide to Module 3

1. **Introduction (25 minutes)**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this is the first WISE-R Module to be taught, refer to the General Introduction to WISE-R training and briefing on the WISE-R Checklist.</td>
<td></td>
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</tr>
<tr>
<td>1. Welcome participants and introduce yourself.</td>
<td>Presentation</td>
<td>Slides 1-4</td>
<td>10 mins</td>
</tr>
<tr>
<td>Present the title of the session (slide 1).</td>
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<tr>
<td>Describe the objectives (slide 2). Ensure that each participant understands the objectives.</td>
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<tr>
<td>Mention the 7 principles that will be discussed (slide 3).</td>
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<tr>
<td>This outlines the structure of the session.</td>
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<tr>
<td>Talk briefly about the 24-hour cycle (slide 4).</td>
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<tr>
<td>2. Open the session with group discussions to introduce the subject to participants.</td>
<td>Group Discussion/Presentation</td>
<td>Slides 5-7</td>
<td>15 mins</td>
</tr>
<tr>
<td>The first question is “What is normal and actual working time?”</td>
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<tr>
<td>Ask participants to talk in pairs or in threes to discuss basic working time rules at their own enterprises, such as the number of hours worked, and starting and end times of the working day. Then invite them to share their experiences/ideas with the entire group (slide 5).</td>
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<tr>
<td>Finally, present the definition of working time (slide 6).</td>
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<tr>
<td>Stress also the two important dimensions of working time, which impact on productivity, workers’ health and safety, and family life (slide 7).</td>
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</tbody>
</table>
**PRINCIPLE 1. Avoid wasting time, to prevent long working hours (40 minutes)**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>3. Explain the importance of reducing the need for long working hours by mentioning that excessive work hours become a risk for the employees’ health and safety. In contrast, reducing long working hours actually enhances the enterprise’s productivity, and thus improves its production and income.</td>
<td>Presentation</td>
<td>Slide 8</td>
<td>5 mins</td>
</tr>
<tr>
<td>4. Exercise 1: Role Play</td>
<td>Role play</td>
<td>Slide 9</td>
<td>15 mins</td>
</tr>
<tr>
<td>See the complete instructions for the Role Play in the “Notes for Trainers” (above).</td>
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<tr>
<td>5. After the Role Play, ask participants to talk in pairs or threes to share their opinions and comments on the problems they experienced and why these types of problems occur. They should also discuss how they felt about their lack of tools etc. Ask them to discuss the problems that enterprises face in meeting deadlines; the cost of unproductive time, such as when workers are waiting for materials or for tools to be available. What ideas do they have for avoiding these? Then invite each group to share the group’s ideas with the rest of the participants. WriteKey ideas down on a flip chart and provide your own comments.</td>
<td>Group Discussion</td>
<td>Slide 9</td>
<td>10 mins</td>
</tr>
<tr>
<td>6. Present Principle 1: <em>Avoid wasting time to prevent long working hours.</em></td>
<td>Presentation</td>
<td>Slide 10</td>
<td>5 mins</td>
</tr>
<tr>
<td>Some practical measures to reduce the need of excessively long hours of work are presented on slide 10.</td>
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</tbody>
</table>
PRINCIPLE 2. Provide an adequate amount of resting time (30 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Present Principle 2: “Provide enough worker rest time”.</td>
<td>Presentation/Group Discussion</td>
<td>Slide 11</td>
<td>20 mins</td>
</tr>
<tr>
<td>Begin by emphasizing why rest time is essential. Explain that lack of adequate rest breaks builds fatigue and stress, which can have negative effects on workers’ health. Moreover, if workers are tired, they will work more slowly, be less productive, and make more mistakes. The cost of errors, in terms of rejects or faulty products, breakages, and accidents, can be expensive. Ask participants if they notice that there are “peak” and “dip” periods during the workday, and ask when these occur. Emphasize the importance of rest breaks, including “mini-breaks” of 1-2 minutes. Organize the discussion about: What do you do in order to reduce workers’ fatigue and thus increase productivity? Review some possible measures for minimizing fatigue (Slide 11).</td>
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<tr>
<td>8. Present the practical measures to be taken in order to reduce workers’ fatigue as mentioned on slide 11.</td>
<td>Presentation</td>
<td>Slide 11</td>
<td>5 mins</td>
</tr>
<tr>
<td>9. Tell participants that, when programming rest breaks, employers should consider break length, type and other factors. Measures can and must be taken to minimize risk of errors and accidents. Advise participants that the measures that they take will vary by length, type, and other factors depending on the situation and context. If possible put on some music and make the participants do some exercises (walking, jumping,) for one minute. Then continue the session. Ask them how they feel afterwards or wait until a while later (perhaps 20 minutes) to see if participants can notice if their concentration/active listening improved after the break. Ask participants: What do you do in your enterprise to reduce worker fatigue?</td>
<td>Presentation</td>
<td>Slide 12</td>
<td>5 mins</td>
</tr>
</tbody>
</table>
PRINCIPLE 3. Structure shifts for maximum effectiveness (25 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>(NOTE: This principle can be omitted if none of the participating enterprises use shift work.) Acknowledge that shift work is necessary for some types of operation, but point out that it can have negative effects on workers and also on work performance. Mention some of the advantages and disadvantages of using shifts. Mention that there are two general types of shift systems: fixed and rotating shifts. Note that if the work is monotonous, the workers will lose concentration more easily and will become tired faster. Frequent mental or physically stimulating breaks are recommended for this type of job.</td>
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<tr>
<td>11. Ask participants to talk informally in pairs or threes to discuss:</td>
<td>Group Discussion</td>
<td>Slide 14</td>
<td>15 mins</td>
</tr>
<tr>
<td>• Problems that they foresee/have experienced with using shift work; <em>and</em></td>
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<tr>
<td>• Ideas for solving these problems. Then invite each of the groups to share their discussions with the entire group</td>
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</table>

PRINCIPLE 4. Avoid or minimize the use of night work (20 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Present the principle: <em>Avoid or minimize the use of night work.</em></td>
<td>Presentation</td>
<td>Slide 15</td>
<td>5 mins</td>
</tr>
<tr>
<td>Night work requires people to behave in opposition to their natural biological timing system. Some factors such as workers’ gender, age and other individual circumstances should be considered when using night work.</td>
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<td></td>
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<tr>
<td>Key activities</td>
<td>Method</td>
<td>Tools</td>
<td>Time</td>
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<tr>
<td>----------------</td>
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<tr>
<td>Mention possible negative effects of night work, especially for pregnant women. Also mention that there can be positives for workers and for the enterprise.</td>
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</tbody>
</table>

13. Start by asking the entire group if any of their enterprises uses night work. If not, proceed immediately with the presentation.

If some of the participants use night work, ask them:
- *Has your business had any problems as a result of using night work?*
- *Can you think of any practical alternatives to using night work?*

14. Explain some practical measures to be taken if it is impossible to avoid the use of night work, as mentioned on slide 16.

*(NOTE: This principle can be omitted if none of the participating enterprises uses night work).*

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**PRINCIPLE 5. Consider using flexible working time arrangements (15 minutes)**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
</table>
| 15. Present Principle 5: *Consider using flexible working time arrangements*

Present the benefits, on slide 17, remembering to explain why the benefits are achieved. | Presentation | Slide 17 | 5 mins |

16. Ask the participants if any of them have any kind of flexible working time arrangements in their enterprises and ask them to explain what it entails.

Afterwards, present the different flexible working time arrangements and discuss how these work using the Action Manual to provide more information. | Presentation/ Group Discussion | Slide 18 | 10 mins |
PRINCIPLE 6. Limit the use of overtime (20 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Present Principle 6: Limit the use of overtime.</td>
<td>Presentation/Discussion</td>
<td>Slide 19</td>
<td>10 mins</td>
</tr>
<tr>
<td>Begin by introducing the basic definition of overtime: “All hours worked in excess of the normal hours.” Ask the participants whether the national legislation about overtime regulation. Ask them: <em>Do any of you use overtime work in your enterprises? What advantages and disadvantages have you experienced, linked to overtime.</em> Next, explain some of the advantages and disadvantages as on the slide 18. Note that workers themselves are often happy to work some overtime – assuming that it is properly paid – because of the extra income it provides. BUT overtime can be costly for employers who have to pay higher wages that include overtime premiums. It can also create additional management/supervision challenges. Then review other negative effects of overtime work, such as stress, fatigue, poor health, and reduced performance. Remind participants that long periods of effort also tend to produce negative motivational effects. Finally, when paid overtime hours are unequally distributed amongst workers, this can lead to jealousy and reduced motivation.</td>
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<tr>
<td>18. Run through the practical ideas on what you can do to reduce the negative effects of overtime, as mentioned on slide 20.</td>
<td>Presentation</td>
<td>Slide 20</td>
<td>10 mins</td>
</tr>
</tbody>
</table>
PRINCIPLE 7. Involve workers in the design of work schedules (25 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Present the principle: <em>Involve workers in the design of work schedules</em></td>
<td>Presentation</td>
<td>Slides 21-22</td>
<td>10 mins</td>
</tr>
<tr>
<td>Begin by explaining the meaning of the ‘work schedule.’</td>
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<tr>
<td>Emphasize the importance of having workers participate in the design of “work schedules”. Fundamentally, this is a question of improving the “fit” between workers and their jobs, which will improve job performance. Go on to slide 22, to again remind participants that, when preparing work schedules, it is important to consider the individual’s needs, as well as the production requirements.</td>
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<tr>
<td>20. Ask participants to talk informally in pairs and threes and “brainstorm” ideas for how to get workers involved in the design of work schedules. Then invite them to share their discussions with the entire group. Some practical ideas include:</td>
<td>Group Discussion</td>
<td>Slide 22</td>
<td>15 mins</td>
</tr>
<tr>
<td>– The use of a basic questionnaires about workers’ needs according to their age, gender, family responsibilities, and individual circumstances;</td>
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<tr>
<td>– A comments box;</td>
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<tr>
<td>– Lunchtime discussions.</td>
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</tbody>
</table>

FINAL GROUP WORK (30 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Final group work exercise</td>
<td>Group Discussion</td>
<td>Slide 23</td>
<td>30 mins</td>
</tr>
<tr>
<td>Ask participants to form small groups (5-6 persons) to identify the following:</td>
<td></td>
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<tr>
<td>• Three positive examples of working time design that they noticed during the initial enterprise visit concerning working time;</td>
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<tr>
<td>• Three practical, concrete suggestions for improved working time practices relating to working time in the enterprise;</td>
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</tbody>
</table>
• One or two suggestions for involving workers in improving work schedules;
• The potential impact that these previous suggestions could have.

Remind participants that their suggestions should benefit both workers and the enterprise.

When the groups return, ask them to present their suggestions and encourage a discussion of the different suggestions made.

### Conclusion and action planning (25 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. <strong>Conclusion</strong>: Go through all of the WISE-R Checkpoints (slide 24-26). Invite questions and comments (slide 27).</td>
<td>Presentation/Questions &amp; Answers</td>
<td>Slides 24-27</td>
<td>15 mins</td>
</tr>
<tr>
<td>23. <strong>Action Planning</strong></td>
<td>Presentation</td>
<td></td>
<td>10 mins</td>
</tr>
</tbody>
</table>

**This should take place at the end of the WISE-R training, whether this includes all or just some of the modules.**

Remind participants of the checklist exercise done at the beginning of the session; where participants completed the checklist for the enterprise they visited during the training.

Explain that the next step is for participants to implement WISE in their own enterprise.

Tell them that the first step they will need to take is to complete the checklist exercise for their own enterprise, to identify possible improvements that could be made. From this they will develop an Action Plan: a plan for those things they intend to improve over an agreed period. This should be based on the observations they have made on the WISE-R Checklist, and upon active discussions with their managers, supervisors and workers.

The Action Plan is a tool that facilitates implementation of the “improvements”. Without a clear Action Plan, managers can forget or be tempted to postpone implementation of some actions. The action plan will ensure a proper follow up of the initial ideas
<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain that WISE-R facilitators will help participants to develop a strong and realistic plan, and will support the participants in implementing it, through a series of meetings, to be agreed with them.</td>
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<tr>
<td>It is important that participants agree a date for a first meeting with a facilitator, before leaving the training.</td>
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<tr>
<td>Explain that it is crucial to involve as many employees as possible in the development of the action plan. The proposed actions are aimed at improving productivity and the working conditions of the employees. If employees are involved in the identification of the planned improvements, they are more likely to cooperate in their implementation and to value the results.</td>
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<tr>
<td>Mention that the ILO can support the facilitators in their work with participants and offer further advice about the plan and its implementation if needed.</td>
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<tr>
<td>25. End the session. Thank participants for their attention and active participation</td>
<td>Slide 28</td>
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</tbody>
</table>
1. Objective, duration, approach and tools

| **Objective:** | By the end of this session, participants will be able to analyze wage and benefit practices in their company, and be motivated to take practical actions to improve those arrangements. Participants will understand:
|               | • Different types of pay and benefits and their link to worker and business performance;
|               | • The steps they can take in order to develop and implement transparent wage practices;
|               | • 3) How to adjust and manage their wage practices to attract and retain the best workers. |
| **Duration:** | Session of a maximum of 260 minutes – 4 and half hours (excluding enterprise visit):
|               | • 200 minutes (less than 4 hours) presentation and group discussion;
|               | • 60 minutes group work exercise and conclusions. |
| **NOTE:**    | Additional time is required for an enterprise visit prior to the training, in order to provide training participants with an initial shared experience of looking at workplace organization and practices in one enterprise, and completing the WISE-R Checklist. The time required for this activity is about one hour plus transportation time to/from the training site. |
| **Outputs:** | Participants willing and able to improve the wages and benefits arrangements in their enterprises |
| **Methods:** | Presentations / Group Discussions / Role play. |
| **Training Tools:** | Practical exercises, WISE-R Checklist, PowerPoint slides or transparencies and the WISE-R Action Manual. |

2. Session design

Pedagogic strategies:
- Introduce core ideas relating to the design of wages and benefits in an enterprise;
- Identify the essential role that well designed wages and benefits play in attracting, motivating, and retaining workers;
- Propose practical approaches that participants can use to improve the design and administration of the wages and benefit packages they offer;
- Obtain the participants’ own ideas based on their experience.
3. Division

This session is divided into 10 sub-units, including exercises and the conclusion, and will take around 4 and half hours, if all activities and discussions are included.

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>15 minutes</td>
</tr>
<tr>
<td>2. What we mean by wages: employers’ and workers’ views</td>
<td>20 minutes</td>
</tr>
<tr>
<td>3. How to create a clear job structure</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4. How to choose the right wage settings</td>
<td>25 minutes</td>
</tr>
<tr>
<td>5. Some ways to link work done to wages AND the importance of keeping wages at the right level</td>
<td>15 minutes</td>
</tr>
<tr>
<td>6. Encourage workers with incentives and benefits</td>
<td>45 minutes</td>
</tr>
<tr>
<td>7. Create a transparent wage payment system</td>
<td>25 minutes</td>
</tr>
<tr>
<td>8. The importance and benefits of communicating wage policies</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Total Technical topics</strong></td>
<td><strong>200 minutes</strong></td>
</tr>
<tr>
<td>9. Group Discussion/Practical Exercises</td>
<td>30 minutes</td>
</tr>
<tr>
<td>10. Conclusion</td>
<td>30 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260 minutes</strong></td>
</tr>
</tbody>
</table>

4. Preparation for the training session

Read through all the training materials and prepare yourself for potential questions.

Make sure that computer equipment and projectors are available and functioning. If not, print the PowerPoint presentation on transparencies and use an overhead projector. If there are no facilities, prepare flipcharts or handouts in advance.

5. Equipment needed

- A computer with PowerPoint programme:
- An LCD projector;
- A screen or a white wall;
- Flip chart paper and note paper;
- Transparency and pens for each work group;
- Some A4 papers and pens for each participant;
- Copies of Annex 1.
6. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session, together with sample answers. There may be other questions, but most of them will be relatively easy to answer by studying the WISE-R Action Manual.

**Question 1: Why do two workers doing the same job sometimes get paid a different salary and how can this be justified?**

**Answer 1:** This is a common situation and can create envy and frustrations at the workplace. Sometimes this salary difference is due to the number of years of service in the enterprise, where a worker is being rewarded for his/her loyalty. In other cases it can be due to family circumstances where, for instance, some workers get an extra benefit for each child they are responsible for.

Another explanation could be that one worker has more experience and/or training that the company can benefit from. A company can also decide to provide a higher wage for a certain level of education or specific experience that is valuable to the company.

The most important issue is that the companies have a clear and transparent wage structure (and pay points). If the company has this in place, workers will understand the differences in salaries and be motivated to be more productive and loyal and develop their skills so they can also get increased benefits.

**Question 2: My employees ask for advances on their salaries and often request a short term emergency loan. It would take a lot of time for me to organize and manage this. Should I do it?**

**Answer 2:** This is a very common request in most SMEs. In fact, advances can be managed fairly easily with good record keeping. It is best to record advances made (and reductions made later to ‘repay’ the advance) on the pay slip. In this way, everyone is clear what is happening.

For loans, there are 2 options:

1. Establish a partnership with a local bank so that the bank can provide loans on favourable conditions to your workers, and you can provide some guarantee to the bank. The advantage of this is that you avoid the administrative burden of managing loans, which is not your core business.

2. If it is impossible to establish a partnership with a local bank, you might consider providing a loan ‘service’ for your workers on an exceptional basis (for instance, to deal with emergencies). However, before you introduce this benefit, be careful to write clear instructions and criteria for the loans and discuss these in advance with your employees. If this is not done, some workers could feel unfairly treated, when other employees receive a loan and they do not.

**Question 3: Workers demand annual wage increases that are much higher than the minimum legal increase. As my SME cannot support additional expenses, I provide them only with the legal minimum, and my workers view this as a lack of goodwill on my part. How can I avoid this problem?**

**Answer 3:** This is also a common problem for SMEs.

Looking at this from the employee’s perspective, you need to remember that the prices that workers pay for things are always going up and the legal minimum wage can be slow to catch up with these rises. Also, often the legal minimum is very low and really does not enable workers to meet their daily needs, particularly if they have extra expenditures, perhaps relating to sickness in the family.
However, from your perspective as an entrepreneur, you have to make sure that your business remains viable.

To ensure that your employees understand the true financial situation in the company, you should provide your workers with regular updates on business performance. Some basic financial figures would help them to understand the difficult situation of your company.

If they can see that a bigger wage increase would lead the company to losses and would endanger their jobs, they may be more likely to accept your decision. At the same time, they might have ideas that can help you to increase productivity, so that a higher wage increase is possible.

Another option that many companies already apply is to provide employees with “profit shares”. This means that, when the company makes an extra profit, the workers receive part of it, usually at year end after closing the books. This can motivate workers to improve their productivity but, again, such schemes have to be managed in a careful and transparent way.
Annex 1: Job-scoring table for exercise one

<table>
<thead>
<tr>
<th>Job factors</th>
<th>Score range</th>
<th>Job of cook</th>
<th>Job of waiter/waitress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education level</strong> needed to do the job</td>
<td>0 - 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(school attendance to age 16, until 18, or completion of higher education)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Skills, experience</strong> needed to do the job</td>
<td>0-30</td>
<td></td>
<td></td>
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<tr>
<td>(0 to 1 year, 2-5 years, 6+ years)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Effort:</strong> Mental, physical or emotional</td>
<td>0-20</td>
<td></td>
<td></td>
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<tr>
<td><strong>Level of responsibility</strong></td>
<td>0-50</td>
<td></td>
<td></td>
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<tr>
<td>(e.g. for staff or processes, for confidentiality, e.g. payroll department employee, or equipment e.g. maintaining and fixing office equipment)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Consequence of errors</strong> (on finance, customers or production)</td>
<td>0-50</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Working conditions</strong> (e.g. exposure to oil and dust, frequent interruptions by telephone and in person, moderate and constant exposure to noise)</td>
<td>0-30</td>
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<tr>
<td><strong>Total</strong></td>
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</table>
Step by step guide to Module 4

1. Introduction (15 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this is the first WISE-R Module to be taught, refer to the General Introduction to WISE–R training and briefing on the WISE-R Checklist.</td>
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<tr>
<td>1. Welcome participants, introduce yourself, and invite participants to introduce themselves. Present the title of the unit (slide 1). Describe the objectives (slide 2). Ensure that each participant understands the objectives. Introduce the 9 Principles on slide 3, explaining them briefly as necessary.</td>
<td>Presentation</td>
<td>Slides 1-3</td>
<td>15 mins</td>
</tr>
</tbody>
</table>

2. What we mean by wages: employers’ and workers’ views (20 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Present slide 4, on the definition of wages, and then ask: How do you pay your workers and what are the common local practices for this e.g. giving rice + money. The responses to this will give you some practical examples, which you can use when giving examples later. Ask participants about what they know and understand about local/national laws – (You may wish to add a slide on this, providing some brief facts).</td>
<td>Presentation</td>
<td>Slide 4</td>
<td>5 mins</td>
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<tr>
<td></td>
<td>Discussion</td>
<td></td>
<td>5 mins</td>
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<tr>
<td>3. Present slide 5 and explain why wages and benefits are important for productivity. Present the points on slide 6 and emphasize that workers and employers have different points of view on salaries. Stress the importance of being clear, fair, and consistent, when you decide what amount you will pay your employees.</td>
<td>Presentation</td>
<td>Slides 5-6</td>
<td>10 mins</td>
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</tbody>
</table>
Explain why clarity is important and how it contributes to trust and loyalty. That, it helps to maintain good worker-employer relations and to avoid building tension.

Talk about the importance of Principle 1: Understand both points of view.

Emphasize that consulting together can help both workers and employers understand each other and the business.

### 3. How to create a clear job structure (30 minutes)

4. Start this session with a small group discussion in which participants exchange their experiences on the basis of the questions below. They will then give feedback to the whole group.

Write the questions on a flip chart so it is easier for participants to follow/understand them.

Questions:
- *What factors do you use to help you to choose the best person for the job?*
- *How do you avoid being influenced by other things, such as family ties, religion, sex or disability?*

Encourage participants to reflect on their personal experiences as candidates, as well as employers.

Emphasize that being objective will produce the best result for the business and the candidate.

Mention Principle 2: **Create a clear job structure,**

This is the best starting point for objective decisions on job appointments and pay. Present the 4 important steps to creating a fair job structure as indicated on slide 9.

**Discuss the first step: Find out who does what (create an organizational chart).**

Use a flip chart to draw a basic organizational chart – use one of the participants’ enterprises as an example.
Introduce the second step: preparing a comprehensive job description for each job.

An example of a job description can be found on slide 10. Mention that this subject is also discussed in WISE-R Module 2 on Managing and Motivating Workers.

5. Move on to the next step, next step: Create a list of job factors that you can use to compare and rank all jobs in your enterprise.

Remind participants that this involves comparing the skills the jobs involve and their importance to the participant’s business.

On slide 11 you will find an example of a job ranking exercise involving a secretary and a guard. Run through this table, explaining to participants the factors that should be considered, how they are weighted and scored. But emphasize that the scoring must relate to their business.

For example, if they run a high quality jewelry shop, the security guard/driver may score more than one that sits at the door of a small (low value) enterprise.

6. Exercise 1: Job scoring

Distribute a printed copy of Annex 1 before beginning this exercise.

Ask participants to work in pairs or small groups, to score the jobs of cook and waiter/waitress using the comparative table in the Annex. Refer to the copy of the table on slide 12 to clarify the task.

Discuss with participants what additional information they would need (in reality) to make a more accurate assessment, emphasizing that you should normally use a job description and be aware of all of the circumstances, not just use the job title.

Discuss the different groups’ score sheets in plenary and talk about why there are differences between the groups. Encourage participants to distinguish objective from subjective criteria.
4. How to choose the right wage settings (25 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>7. Present the ‘Principles for wage setting’ on slide 13 and stress the fact</td>
<td>Presentation</td>
<td>Slide 13</td>
<td>10 mins</td>
</tr>
<tr>
<td>7. Present the ‘Principles for wage setting’ on slide 13 and stress the fact</td>
<td>Presentation</td>
<td>Slides 14-15</td>
<td>15 mins</td>
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<tr>
<td>that an employer should not pay any worker less than the legal minimum wage.</td>
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<tr>
<td>Encourage group discussion on the sources of information on wage practices and</td>
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<tr>
<td>levels that participants find most useful in their locality or industry.</td>
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<tr>
<td>Explain to participants that once they have created a clear job structure,</td>
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<tr>
<td>they can develop a wage structure.</td>
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<tr>
<td>The first thing is to develop the “Pay Levels”. This means that participants</td>
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<tr>
<td>have to give every job a pay range (with a minimum and a maximum). Emphasize</td>
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<td>that having a range is important, so that all workers can see that they have</td>
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<td>the chance to improve their pay as time goes on, even if they stay in the</td>
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<td>same job. This can be very important for staff motivation and retention, as</td>
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<td>well as recruitment.</td>
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<tr>
<td>Make sure that the idea of overlapping pay grades is understood by using</td>
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<tr>
<td>examples of jobs done in participants’ enterprises.</td>
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</table>
Ask the participants for examples of what could be “milestones” or criteria that they could use to justify awarding pay points. Examples could include the numbers of years working at the company, the completion of a training programme, etc.

Indicate the importance of being transparent about the pay points to avoid misunderstandings and emphasize that consultation with workers or their representative is very important.

### 5. Some ways to link work done to wages and keeping wages at the right level (15 minutes)

Ask participants to imagine they are employers (if they are not!) and to say which method they would favour. Count the votes for each of the three modalities and write the results on a flip chart.

Next, ask them to imagine they are employees, and ask the same question. Count the votes again and discuss the difference between the perspective of the employer and the employee.

Emphasize that the choice of how pay and work are linked is open to the employer, but that it is important to understand how that choice affects the employee’s performance. Consultation is recommended as the best way to understand this.

Encourage a discussion aimed at identifying local or common practices with the question: What will happen if you don’t review wages regularly?

Stress the benefits of worker consultation and the importance of sharing information about the business, so workers can understand the employer’s point of view.

Use this as an opportunity to emphasize the de-motivating effect that losing experienced staff can have on those who remain. Stress the benefit of having regular reviews of wages, rather than waiting until employees are unhappy or complain.

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>9. Present slides 17 on Principle 6: Adjust wages as the cost of living changes.</td>
<td>Small Group Discussion</td>
<td>Slide 17</td>
<td>10 mins</td>
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</tbody>
</table>

6. Encourage workers with incentives and benefits (45 minutes)


Once again, make the link between pay (incentives etc.), motivation and productivity.

Stress the importance of giving all workers feedback about their performance and on what they can do to access higher benefits.

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>10. Present Principle 7: Encourage workers with incentives and benefits, presented on slide 18.</td>
<td>Presentation</td>
<td>Slide 18</td>
<td>5 mins</td>
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</table>

11. Exercise 2: Role play (20 mins)

Ask volunteers to role play these scenarios. Encourage them to use their imaginations.

Instructions:
Role play the following meetings in which employees receive feedback from their employer.

1. Employer is happy with a worker’s work in general, but the worker is often late and absent without notice.

2. Employer feels the worker makes too many mistakes. The worker feels he/she needs more training. The worker is also being bullied by the supervisor.

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>11. Exercise 2: Role play (20 mins)</td>
<td>Role play</td>
<td>Slide 19</td>
<td>20 mins</td>
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</table>
### Key activities

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>12. Present the ideas on slides 20, 21 and 22, concentrating on those incentives/benefits that would be most realistic/practical for these participants to use. Emphasize the importance of clarity and fairness of benefits and their criteria and the negative effects if these are not achieved. Discuss how participants can ensure fairness and openness when they give out bonuses.</td>
</tr>
<tr>
<td>13. Present slide 23 and ask the participants to come up with at least 10 non-cash incentives. Stress that: improving work conditions and having respectful relationships with workers can dramatically improve worker morale and satisfaction. These are incentives that have no cost. It is important to talk to workers to identify the incentives that they would find most motivating. Use examples, to show different interests and concerns e.g. what incentive would motivate a young worker who has no responsibilities compared with a more mature worker who cares for an elderly relative?</td>
</tr>
</tbody>
</table>
7. Create a transparent wage payment system (25 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>14. Present slide 24 and indicate the importance of Principle 8: Create a transparent wage payment system. Advise participants that their aim should be to develop an easy-to-read wage slip that the worker gets a copy of, and that shows the workers’ wage and how it was calculated. Use a flip chart to note down any laws or local requirements for wage administration (you may wish to add a slide on this) Emphasize that, in fact, all these laws are important and none of them should be ignored.</td>
<td>Presentation</td>
<td>Slide 24</td>
<td>10 mins</td>
</tr>
<tr>
<td>15. <strong>Exercise 3: Pay slip design (15 mins)</strong> <em>(Do not show the slide until the groups have worked on the task)</em> By working in small groups, participants will design and present the “ideal” pay slip, containing all the information that they think should be included. Ask one or two groups to present their draft to the whole group before showing slide 25. Discuss the differences between the groups and between all of these and the version on the slide. Reaffirm why certain items are included (to ensure transparency/clarity or to enable workers to check the calculation). But, remind participants that this is only one way to draw up a payslip and emphasize that clarity and reliability are the most important features. Indicate that nobody likes paperwork but it is important for the business to do it, particularly when it concerns pay and other finances.</td>
<td>Group writing activity</td>
<td>Slide 25</td>
<td>15 mins</td>
</tr>
</tbody>
</table>
8. The importance and benefits of communicating wage policies (10 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Introduce Principle 9: Benefit from communicating your wage policy.</td>
<td>Presentation</td>
<td>Slides 26-27</td>
<td>10 mins</td>
</tr>
</tbody>
</table>

Emphasize the fact that, if the training tips are followed, participants will have created a wages and benefits package to be proud of. It is something to be used and shared with employees and will help them to recruit and retain workers.

Encourage a discussion with the question: How would you communicate wage policies to your employees?

Again, the focus of this presentation should be geared to the circumstances of the participants. The methods of consultation may vary, but the principle of consultation is vital.

9. Final Group Work (30 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>17. Final group work exercise</td>
<td>Small Group Discussion and Plenary report</td>
<td>Slide 28</td>
<td>30 mins</td>
</tr>
</tbody>
</table>

Ask participants to break into small groups (5-6 persons) to identify the following:
- Two positive examples relating to wages and benefits that they noted during the initial enterprise visit
- Three practical, concrete, suggestions for improved practices relating to wages and benefits for workers
- Describe what would be the impact of these suggestions

Remind participants that their suggestions should benefit both workers and the enterprise.

If participants have no concrete ideas for the visited enterprise, they can think about their own enterprise.

Ask the groups to present their suggestions, and encourage a discussion on the suggestions made by the different groups.
10. Conclusion (25 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>18. <strong>Conclusion:</strong></td>
<td>Presentation</td>
<td>Slides 29, 30 and 31</td>
<td>10 mins</td>
</tr>
<tr>
<td>Restate the principles and show all of the checkpoints (slides 29-30) and invite questions and comments (slide 31).</td>
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</table>

19. **Action Planning**

**This should take place at the end of the WISE-R training, whether this includes all or just some of the modules.**

Remind participants of the WISE-R Checklist exercise done at the beginning of the session, where participants completed the checklist for the enterprise they visited during the training.

Explain that the next step is for participants to implement WISE in their own enterprise.

Tell them that the first step they will need to take is to complete the checklist exercise for their own enterprise, to identify possible improvements that could be made. From this they will develop an Action Plan: a plan for those things they intend to improve over an agreed period. This should be based on the observations they have made on the WISE-R Checklist and upon active discussions with their managers, supervisors and workers.

The Action Plan is a tool that facilitates implementation of the “improvements”. Without a clear Action Plan, managers can forget or be tempted to postpone implementation of some actions. The action plan will ensure a proper follow up of the initial idea.

Explain that WISE-R facilitators will help participants to develop a strong and realistic plan, and will support the participants in implementing it, through a series of meetings, to be agreed with them.

**It is important that participants agree a date for a first meeting with a facilitator, before leaving the training.**

Explain that it is crucial to involve as many employees as possible in the development of the action plan. The proposed actions are
<table>
<thead>
<tr>
<th>Key activities</th>
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<tbody>
<tr>
<td>aimed at improving productivity and the working conditions of the employees. If employees are involved in the identification of the planned improvements, they are more likely to cooperate in their implementation and to value the results. Mention that the ILO can support the facilitators in their work with participants and offer further advice about the plan and its implementation if needed.</td>
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<td></td>
<td>Slide 32</td>
</tr>
</tbody>
</table>

20. End the session. Thank participants for coming.
1. Objective, duration, approach and tools

**Objective**
By the end of this session, the participants will be able to analyse family-friendly policies in their company and be motivated to take practical actions to improve those arrangements.

Participants will be able to explain:
- the different types of family-friendly policies and practices;
- the benefits of family-friendly measure’s in terms of employee motivation and performance (productivity), safety and well-being, staff turnover and absenteeism;
- why enterprise production and the quality and quantity of products/services can benefit from family-friendly measures;
- maternity protection, its importance for the worker’s and child’s health, and the benefits it can bring to the enterprise.

**Duration**
Session of 5 hours approximately:
- Almost 4 hours group discussion/work;
- 55 minutes final group work exercise/action planning.

**outputs**
Participants willing and able to introduce and improve the measures and practices in their enterprises to make them more family-friendly.

**Methods**
Presentations / Small Group Discussions / Role play.

**Training Tools**
Practical exercises, WISE-R Checklist, slides or transparencies and the WISE-R Action Manual.

2. Session design

Pedagogic strategies:
- Introduce the core idea that family policies are necessarily part of working conditions and can contribute to productivity;
- Identify the different aspects of family responsibilities that impact on workers’ ability to carry out their work responsibilities and visa versa;
- Propose practical approaches that participants can use and measures that they can adopt to reduce the clashes between family and work responsibilities;
- Obtain the participants’ own ideas from their experience.
3. Division

This session is divided into eleven sub-units: Introduction, rationale, plus presentations on the three principles. More than two and a half hours of the four hours involved is allocated to discussion, group work, and action planning.

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Why are family responsibilities part of working conditions and why should you introduce family-friendly measures?</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3. Making working time work for everyone</td>
<td>15 minutes</td>
</tr>
<tr>
<td>4. Family-friendly leave arrangements</td>
<td>30 minutes</td>
</tr>
<tr>
<td>5. Make maternity protection a reality: introduction and maternity leave</td>
<td>50 minutes</td>
</tr>
<tr>
<td>6. Make maternity protection a reality: health protection</td>
<td>25 minutes</td>
</tr>
<tr>
<td>7. Make workplace maternity protection a reality: breastfeeding</td>
<td>25 minutes</td>
</tr>
<tr>
<td>8. Helping workers with care arrangements</td>
<td>15 minutes</td>
</tr>
<tr>
<td>9. The benefits of creating partnerships</td>
<td>15 minutes</td>
</tr>
<tr>
<td><strong>Sub-total:</strong></td>
<td><strong>215 minutes</strong></td>
</tr>
<tr>
<td>10. Group Exercise</td>
<td>30 minutes</td>
</tr>
<tr>
<td>11. Conclusion and action planning</td>
<td>25 minutes</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>270 minutes</strong></td>
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</tbody>
</table>

4. Preparation for the training session

Read through all the training materials and prepare yourself for potential questions.

Make sure that computer equipment and projectors are available and functioning. If not, print the PowerPoint presentation on transparencies and use an overhead projector. If there are no facilities, prepare flipcharts or handouts in advance.

5. Equipment needed:

- A computer with PowerPoint programme;
- A screen or a white wall;
- Overhead projector;
- Flip chart paper if an overhead projector is not available;
- Transparency pens for each work group;
- Some A4 papers and pens for each participant;
- Some pillows, chairs and cables for the role play.
6. Potential questions and answers

Question 1: What are the advantages and how can I develop an annual leave schedule?

Answer 1: An annual leave schedule is a schedule that provides for the start and end date of the annual leave of all your workers (or of a team of workers). The advantages are that you can plan the absence of the worker, ensuring that the work process can continue normally.

Question 2: How can I avoid abuse of emergency and sick leave?

Answer 2: It is important to have clear rules about the use of this leave. It is also important to request a written proof of the reasons for requesting the leave. This provides a written support for the leave absences and might help you to avoid abuses. Some companies also provide a certain number of unjustified leave (for instance 5 days) that the workers can use. If they know about the limited number they will try to respect it, while if no provisions are provided they might not try to limit the unjustified leave.

Another important factor is to be flexible about working time arrangements. If your workers can adjust their working time (for instance start and finish one hour earlier to accommodate picking up kids from school) you can avoid many unannounced absences. It is important to find the correct balance between being flexible and ensuring that the results of production/quality are respected.

Question 3: My pregnant employees prefer working up to the last moment before giving birth and when they come back to work they prefer working without brakes and go home 2 hours earlier. Shall I authorize this?

Answer 3: If you can provide this flexibility to your employees without jeopardizing your productivity there is no other reason for not allowing this flexibility. Many women work until the last day of their pregnancy without any problems. You could, though, request a note from the doctor indicating that the worker is in good health and that there is no danger in working throughout the last weeks of pregnancy. For leaving earlier, it is important to encourage team work because then colleagues could try to adjust their time schedule to cover for the time that the concerned person leaves earlier. Once that you have made the team responsible as a whole, they will cover for each other when flexibility is needed.
Step-by-step guide to Module 5

1. Introduction (10 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
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<th>Tools</th>
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<tbody>
<tr>
<td>If this is the first WISE-R Module to be taught, refer to the General Introduction to WISE-R training and briefing on the WISE-R Checklist</td>
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<tr>
<td>Welcome participants and introduce yourself. Invite participants to introduce themselves.</td>
<td>Presentations</td>
<td>Slides 1-3</td>
<td>10 mins</td>
</tr>
<tr>
<td>Present the title of the unit (slide 1). Describe the training aims and make sure each participant understands them (slides 2 and 3).</td>
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<tr>
<td>Underline that the training is about improving the workplace conditions in a way that increases productivity and has a positive effect on the workers’ ability to meet family responsibilities. So we are now first analyzing how family responsibilities relate to work responsibilities.</td>
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</table>

2. Why are family responsibilities part of working conditions and why should you introduce family-friendly measures? (30 minutes)

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<thead>
<tr>
<th>Key activities</th>
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<tbody>
<tr>
<td>Explain what family responsibilities are as mentioned on slide 4 and provide some concrete examples.</td>
<td>Group Discussion</td>
<td>Slide 4</td>
<td>15 mins</td>
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</tbody>
</table>

**Activity 1: warm-up discussion**

Ask participants to:

*Share an experience where your family responsibilities clashed with your work. How did it affect your work? Your family?*

This question is important as it will provide you examples that you can use throughout the presentations.

If the participants are not providing examples immediately, give that a personal example you have encountered recently. Afterwards the participants will give their examples.
3. Present slide 5 and explain what a family friendly workplace is.

Explain more about WHO has family responsibilities. Ask the participants to raise their hands if they have family responsibilities. If possible ask those who did not raise their hand whether they never had to change a work meeting/activity because of a funeral they had to attend? Explain that this is also part of their family or community responsibilities.

After finishing this question present slide 6 indicating that almost everyone has family responsibilities.

Then explain WHY family responsibilities are becoming more and more important.

In the past, in some countries and industries, most paid work was done by men and their needs/interests were considered first. Now in most countries both women and men are engaged in paid work activities, which complicates sometimes family responsibilities.

Secondly, the devastating HIV/AIDS epidemic is destroying family and society structures.

Show the balance on slide 6 indicating that most workers are balancing daily their work and family responsibilities.

Present slide 7, emphasizing that family-friendly measures are a WIN-WIN business strategy, which can help your employees make this balancing exercise easier and even improving your productivity.

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<tbody>
<tr>
<td>3. Present slide 5 and explain what a family friendly workplace is.</td>
<td>Presentation</td>
<td>Slides 5–7</td>
<td>15 mins</td>
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</table>

3. PRINCIPLE 1. Making working time work for everyone (15 minutes)

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<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>4. Present Principle 1: Making working time work for everyone</td>
<td>Presentation and informal discussion</td>
<td>Slide 8</td>
<td>15 mins</td>
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</table>
### 4. PRINCIPLE 2. Family friendly leave arrangements (30 minutes)

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<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>5. Present slide 9 on why clear and fair leave policies are important for your business.</td>
<td>Presentation and discussion</td>
<td>Slide 9</td>
<td>10 mins</td>
</tr>
</tbody>
</table>

Present the benefits on the slide 9 and encourage a brief discussion on how leave could benefit them (personally) and how their workers will benefit in the same way by asking:

*What do you do during leave from work and does the break have a positive effect on your work performance afterwards?*

Emphasize that workers can make the most of their leave and look forward to it if they can choose it and book it in advance. This also helps businesses to make sure they have the staff they need to meet orders.

---

**Add that, often, people have their best creative ideas during breaks.**

**Explain that some family responsibilities require the presence of the worker at a certain time (for instance bringing and picking up children from school).**

Therefore an employer being flexible about breaks, starting and ending time of work, allowing workers to bring children to work sometimes, etc. will give workers a way of managing their home responsibilities without interrupting their work.

Run through the ideas on slide 8.

Stress that consultation of workers is a theme that runs through all WISE modules because it is very important but often forgotten.

Encourage a brief discussion on the question:

*Do you consult regularly with your workers on working conditions? If so, how?*

Remind participants that consulting costs nothing and makes those consulted feel valued and involved in the business. Consulting can save money because people share good ideas and critiques on working practices and policies.

More information on flexible time arrangements can be found in the Module on Working Time.
<table>
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<tbody>
<tr>
<td>If the right to leave and how to book it are not clear, it can become a source of unhappiness, appear unfair, or be wasted because it is given too late.</td>
<td>Presentation and group discussion</td>
<td>Slide 10</td>
<td>10 mins</td>
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</table>

6. Present the main types of leave on Slide 10.
For sick leave - Emphasize that everyone gets sick sometime so it should be planned for by having clear procedures in place.
For short emergency leave:
Sometimes workers with caring responsibilities need to take a little time off e.g. to take a child to the doctor or dentist, to attend a funeral or to go to a local government office. If there is no right to time off for this, many workers will feel they have to go anyway, and turn up late for work or not at all. This creates a problem for the business.
If businesses have an emergency leave policy, the worker can be honest, and just take an hour or two off without problems.
Present maternity leave but indicate that it will be dealt with in more detail later.
Prompt brief group discussion by asking participants to share opinions on:
What kind of leave is provided in the law and which others are offered by companies?
Note the results on the board/flip chart and keep them handy because you will add to them later.

7. Present slide 11.
Emphasize the ‘what you can do’ points, stressing that clarity is important for preventing disputes, planning ahead and reducing worry.
Clear information on absence is important for the planning process in the company; therefore it's important for you as employer to provide clear guidelines about leave policies and requirements.
Talk about the business arguments for paid leave:
Stress that loyal and experienced workers are the most valuable resource an enterprise has and can make the difference between success and failure, so holding on to them is important. Paying workers during leave is a short term cost, but produces long term benefits in performance, loyalty, trust.
5. **PRINCIPLE 3. Make maternity protection a reality: introduction and maternity leave (50 minutes)**

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<tbody>
<tr>
<td>8. Present slide 12 (Section 3: <em>Maternity protection at the workplace</em>) and the Key points participants need to know about pregnancy. Stress that pregnancy is a healthy state and the point of maternity protection is to keep the pregnancy healthy. Then introduce the four areas of action (slide 13). Encourage participants to share experiences. Ask how many of them have children (ask them to raise hands). And some women how they experienced their maternity as active workers. Stress the increased risks that result from the changes, but that they rarely stop women working – small changes to the way work is done may be needed though.</td>
<td>Presentation</td>
<td>Slides 12-13</td>
<td>10 mins</td>
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<tr>
<td>9. <strong>Activity 2: Group exercise</strong> Ask the participants to divide in groups and come up with 2 measures that entrepreneurs can implement in each of the 4 areas: 1. Maternity leave; 2. Employment protection; 3. Health protection for the mother and her child, before and after birth; 4. Arrangements for breastfeeding. <strong>Note the results on the board/flip chart and keep them handy because you will add to them later.</strong></td>
<td>Activity</td>
<td>Slide 14</td>
<td>15 mins</td>
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</table>
10. **Maternity leave and employment security**  
Frame maternity leave as one of the types of leave discussed briefly earlier – which arises less often.

Refer back to the previous discussion on national provisions for leave and review or further elaborate on maternity and paternity leave.

Stress that where laws on maternity protection exist, they set out the bottom line – they describe the minimum that employers do. Employers can do much more. Employers could develop their own policies and practices.

It is essential – and most countries have national laws that provide maternity leave and the right to return to the same or equivalent job at the same pay.

Present the international standards on maternity leave (slide 15).

Stress that in many countries there is not a good social insurance scheme in place so the burden falls on employers. Encourage a brief discussion on national insurance provision or other community safety nets in the country.

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<tbody>
<tr>
<td>10. <strong>Maternity leave and employment security</strong></td>
<td>Presentation and discussion</td>
<td>Slide 15</td>
<td>20 mins</td>
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</table>

11. Present slide 16 on what employers can do by stressing that the business will benefit most from introducing good working practices if they are made clear to the workers. Workers can then plan ahead, and appreciate all the benefits and support that the employer offers. Indicate that, even if no pay is provided, the employer is encouraged to provide at least part of the salary of the worker.

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<tr>
<td>12. <strong>Role play : Health protection</strong></td>
<td>Role Play</td>
<td>Slide 17</td>
<td>10 mins</td>
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Organizing a role play activity can be fun. However, it is important not to trivialize the subject and this can happen if the activity is not carefully handled.

2 volunteer participants are fitted with pillows to make their stomach, more or less, the size when 6 – 9 month pregnant.

Make sure that the pillows are tightly strapped on (uncomfortable), large and heavy – a pillow is not enough. The volunteers can be asked to perform a series of tasks in front of the group, such as picking things up, tying laces, trying to write at a desk.

They can equally be asked to keep the pillows on for a period of time whilst you continue with the training.

If handled correctly it can help participants see, in an amusing way, how simple activities become difficult and uncomfortable at an advanced stage of pregnancy.

**NOTE that:**

- pregnant workers should not do heavy lifting (more than 10 kg);
- pregnant workers find it difficult or uncomfortable to hold awkward positions, balance, or do certain twisting and bending movements;
- standing for long periods can give pregnant women swollen feet, make walking painful and increase the risk of trips and injuries.

Ask them how they felt about the exercise.

At the end explain the picture that is on the slide.
13. Present slides 18 and 19. Stress that, where changes are necessary, the aim of WISE is to help participants to find low-cost or no-cost solutions.

Emphasize that dangers and risks can be hidden – particularly when chemicals are present – and the dangers can affect men as well as women. Spend a little time exploring what chemicals participants use and stress that they may forget common things like glue, oil/petrol, cleaning materials, molding plastics, burning waste, etc.

Employers sometimes try to rely on safety equipment, such as masks, which may not protect from fumes, are broken/blocked/overused, or workers don’t want to use.

Stress that employers need to do their best to remove risks but also to consult with workers to explain the risks and agree with them a practical way to protect themselves.

Stress that the simple actions that employers take can make the biggest difference and that the risks that pregnant workers face are also generally dangerous for ordinary workers.

Remind participants that they will find much more information on safety and health in the WISE training.

Prompt a brief discussion by asking, besides what we discussed so far:

*Can you think of any other simple actions you could take?*

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<tr>
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<tbody>
<tr>
<td>13. Present slides 18 and 19. Stress that, where changes are necessary, the aim of WISE is to help participants to find low-cost or no-cost solutions.</td>
<td>Presentation and brief discussions</td>
<td>Slides 18-19</td>
<td>15 mins</td>
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<th>Key activities</th>
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<th>Time</th>
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<tbody>
<tr>
<td><strong>14. Arrangements for breastfeeding</strong></td>
<td>Presentation</td>
<td>Slide 20</td>
<td>10 mins</td>
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<tr>
<td>Present slide 20. Indicate that working women, like others, need to breastfeed</td>
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<td>their babies for at least 6 months to give them a healthy start (as the WHO</td>
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<td>recommends). But they may not be able to breastfeed if they are at work and</td>
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<td>do not have enough time to get to their baby, feed and provide for basic care</td>
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<td>during the day.</td>
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<tr>
<td>Present the World Health Organization's recommendations on breastfeeding and</td>
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<tr>
<td>the guidelines about breastfeeding and HIV.</td>
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<tr>
<td>Next present the benefits of breastfeeding for your enterprise.</td>
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<td>Stress that long term benefits to the health of the child and the mother mean</td>
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<td>less absences from work.</td>
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<tr>
<td><strong>15. Continue by presenting slide 21 on what can be done.</strong></td>
<td>Presentation and</td>
<td>Slide 21</td>
<td>15 mins</td>
</tr>
<tr>
<td>Stress that giving an extra break is a simple way to encourage breastfeeding.</td>
<td>discussion</td>
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<tr>
<td>It needs to be understood that babies feed often (every 3 to 5 hours) and</td>
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<tr>
<td>breastfeeding is not always easy and demands energy and patience.</td>
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<tr>
<td>Emphasize that one of the most important things for breastfeeding is having</td>
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<td>supportive managers and colleagues so that women feel that it is fine to take</td>
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<tr>
<td>the time to breastfeed or express milk.</td>
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<tr>
<td>Present the points on HIV in the national context and against the background</td>
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<tr>
<td>of the wide spread of HIV. Many families are touched by it. Many women</td>
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<tr>
<td>are infected, are caring for family members with AIDS or are widowed by AIDS.</td>
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<tr>
<td>They need to work to care for their families, which makes maternity</td>
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<td>protection more important.</td>
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<tr>
<td>Stressing the value and importance of being flexible.</td>
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<tr>
<td>Ask the following question to prompt discussion:</td>
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<tr>
<td><strong>Do women commonly breastfeed in your community? If so, for how long? Is the</strong></td>
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<tr>
<td><strong>picture different if the mother works?</strong></td>
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</table>
8. PRINCIPLE 4. Helping workers with care arrangements (15 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
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<tbody>
<tr>
<td>16. Present Section 5: Helping workers with care arrangements.</td>
<td>Presentation and discussion</td>
<td>Slide 22</td>
<td>15 mins</td>
</tr>
</tbody>
</table>

Present slide 22. Stress that leaving your child with someone else is emotionally as well as practically difficult to organize. Trying to find a good person/organization that can care for your child well during the hours that you work can be a nightmare. Any help and understanding an employer gives will be appreciated.

Stress that the enterprise will gain most in terms of lifting worker morale and loyalty if they make sure that the help they offer is the help that workers want and need.

The best way to work out what employees want is to ask them. Use the question below to prompt a whole group discussion on how participants might consult on this: “What would be the best way to consult with workers on this?”

Answers might include questionnaires for larger groups or for anonymity, casual meetings at the workplace, break or lunchtime discussions, union meetings.

9. PRINCIPLE 5. The benefits of creating partnerships (15 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Present Section 7 on slide 23:</td>
<td>Presentation and discussion</td>
<td>Slide 23</td>
<td>15 mins</td>
</tr>
</tbody>
</table>

Explain that, for an SME, it might be difficult to implement some activities that are important for boosting productivity in the company (for instance some care arrangements) due to the requirement of major investment. Therefore, it might be interesting to establish partnerships with other SMEs to share the costs.

You could also contact neighbouring bigger companies, as they might be interested in including your workers in their care facilities as part of their Corporate Social Responsibility Programmes.

Next present some ideas for joint activities that are mentioned on the slide.
### Key activities
You can have a small discussion on topics such as:
*What organizations could you partner with in your area?*

Other questions could be used, e.g.:
*What other partnership activities could work in your community?*

Are you active members of any employers’ or entrepreneurs’ organization and do you think this would be useful?

Remind participants to always consult with their workers to be sure that they support the partnership and know what the partner’s role will be and how to relate to the partner.

### 10. Final Group Exercise (30 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Final Group work exercise</td>
<td>Group Discussion</td>
<td>Slide 24</td>
<td>30 mins</td>
</tr>
</tbody>
</table>

**Look at the checklist activity you completed at the beginning of the training then ask participants to break into small groups (5-6 people).**

This activity can be carried out in 2 ways. If the participants took part in a joint enterprise visit at the beginning, they should complete the activity using the information gained. If no joint visit was possible, they should use the checklists they completed on their own enterprises.

The groups can look at each of the completed checklists in turn and follow the activity instructions.

Ask participants to identify the following:

- Three positive examples that you noticed during the initial enterprise visit or from their own enterprise;
- Three practical, concrete suggestions for improving family-friendly practices;
- One or two suggestions for involving workers in improving family-friendly measures;
- The possible impact of the measures you presented.

Remind participants that their suggestions should benefit both workers and the enterprise. If there are no concrete ideas for the visited enterprise, participants can think about their own enterprise.

Ask the groups to present their suggestions and encourage a discussion.
11. Conclusion and action planning (25 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Conclusion: Show all of the checkpoints restate the principles and discuss again (slide 25-26). Invite questions and comments (slide 27).</td>
<td>Presentation/ Questions &amp; Answers</td>
<td>Slide 25-27</td>
<td>10 mins</td>
</tr>
<tr>
<td>20. Action Planning</td>
<td>Presentation</td>
<td>NO SLIDES</td>
<td>10 mins</td>
</tr>
</tbody>
</table>

**This should take place at the end of the WISE-R training, whether this includes all or just some of the modules.**

Remind participants of the WISE-R Checklist exercise done at the beginning of the session, where participants completed the checklist for the enterprise they visited during the training.

Explain that the next step is for participants to implement WISE in their own enterprise.

Tell them that the first step they will need to take is to complete the checklist exercise for their own enterprise, to identify possible improvements that could be made. From this they will develop an Action Plan: a plan for those things they intend to improve over an agreed period. This should be based on the observations they have made on the WISE-R Checklist and upon active discussions with their managers, supervisors and workers.

The Action Plan is a tool that facilitates implementation of the “improvements”. Without a clear Action Plan, managers can forget or be tempted to postpone implementation of some actions. The action plan will ensure a proper follow up of the initial ideas.

Explain that WISE-R facilitators will help participants to develop a strong and realistic plan, and will support the participants in implementing it, through a series of meetings, to be agreed with them.

**It is important that participants agree a date for a first meeting with a facilitator, before leaving the training.**

Explain that it is crucial to involve as many employees as possible in the development of the action plan. The proposed actions are aimed at improving productivity and the working conditions of the
employees. If employees are involved in the identification of the planned improvements, they are more likely to cooperate in their implementation and to value the results.

Mention that the ILO can support the facilitators in their work with participants and offer further advice about the plan and its implementation if needed.

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<td>value the results.</td>
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<td>Mention that the ILO can support the facilitators in their work with</td>
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<td>participants and offer further advice about the plan and its implementation</td>
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<tr>
<td>if needed.</td>
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<tr>
<td>21. End the session. Thank participants for their attention and active</td>
<td>Slide 28</td>
<td></td>
<td>5 mins</td>
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<tr>
<td>participation.</td>
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</table>
## 1. Objective, duration, approach and tools

| Objective: | By the end of this session, the participant will be able to understand the importance of having a respectful environment in their company and be motivated to take practical actions to create this. In particular, they will understand:  
• Participants understand and can explain the impact of the workplace environment on the performance of workers and the productivity of the business.  
• Participants can mention a number of practical approaches to ensuring respect within the workplace.  
• Participants have committed themselves to taking practical steps to create a more respectful workplace environment. |
|------------|--------------------------------------------------------------------------------------------------|
| Duration:  | Session of 4 hours approximately:  
• 3 hours presentation and group discussion/work;  
• 50 minutes final group work exercise/ action planning.  
NOTE: Additional time is required for an enterprise visit prior to the training, in order to provide training participants with an initial shared experience of looking at workplace organization and practices in one enterprise, and completing the WISE-R Checklist. The time required for this activity is about one hour plus transportation time to/from the training site. |
| Outputs:   | Participants willing and able to introduce new or improve existing practices that can contribute to building a respectful workplace. |
| Methods:   | Presentation / Small Group Discussion / Role play. |
| Training Tools: | Practical exercises, WISE-R Checklist, PowerPoint slides or transparencies, the WISE-R Action Manual. |

## 2. Session design

### Background

Pedagogic strategies:  
– Introduce the principles for creating a respectful enterprise;  
– Identify the benefits of good practices;  
– Propose practical actions;  
– Obtain the participants’ own ideas from their experience.
3. Division

This session is divided into 8 sub-units, including the Introduction plus presentations on the 6 principles. Nearly two hours of the three hours involved are allocated to discussion and group work.

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. What is a respectful environment and why is it important</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3. Be aware of all types of harassment</td>
<td>40 minutes</td>
</tr>
<tr>
<td>4. Make changes in the workplace to reduce the risk of harassment AND</td>
<td>35 minutes</td>
</tr>
<tr>
<td>develop a policy for maintaining a respectful work environment</td>
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</tr>
<tr>
<td>5. Involve your workers in sustaining a respectful work environment AND</td>
<td>10 minutes</td>
</tr>
<tr>
<td>share and explain your harassment policy with staff</td>
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<tr>
<td>6. Be a positive model</td>
<td>15 minutes</td>
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</table>

**Total technical topics:** 125 minutes

<table>
<thead>
<tr>
<th>Sub-unit</th>
<th>Time available</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Final group work</td>
<td>30 minutes</td>
</tr>
<tr>
<td>8. Conclusion</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

**General total:** 175 minutes

4. Preparation for the training session

Read through all the training materials and prepare yourself for potential questions. Make sure that computer equipment and projectors are available and functioning. If not, print the PowerPoint presentation on transparencies and use an overhead projector. If there are no facilities, prepare flipcharts or handouts in advance.

5. Equipment needed:

- A computer with PowerPoint programme;
- An LCD projector;
- A screen or a white wall;
- Flip chart and paper;
- Transparency pens for each work group, if using an overhead projector;
- Some A4 paper and pens for each participant.

6. Potential questions and answers

The following are potential questions that may be asked by participants in the course of running this session, together with some sample answers. There may be other questions, but most of these can be answered with the help of the WISE-R Action Manual.

**Question 1: What is involved in an HIV-AIDS workplace policy, and why is it important?**

**Answer 1:** Discrimination against HIV-positive persons (or even people suspected of carrying the virus) can take many forms. Actions such as screening people for HIV infection, in order to
bar them from work or deny them promotion, or to exclude them from social protection and benefits, all count as AIDS-related discrimination. So do breaches of confidentiality or the refusal to establish alternative workplace arrangements for workers with HIV/AIDS.

An HIV/AIDS workplace policy can contribute to avoiding these discriminations. From a purely business perspective, it is important to remember that HIV/AIDS sufferers are generally perfectly able to work. If you discriminate against them, your company will not have access to this potential workforce.

An HIV/AIDS policy would, typically, plan for providing information and education programmes that focus on combating the spread of the epidemic and that aim to foster greater tolerance for workers with HIV/AIDS. This is important because effective education can greatly increase the capacity of workers to protect themselves against HIV infection. Education can also significantly reduce HIV-related anxiety and stigmatization, minimize disruption in the workplace, and bring about attitudinal and behavioural change.

A workplace HIV/AIDS policy can also include free testing and the provision of medicines’ for infected persons. However, to be success, results of tests have to be absolutely confidential.

There are many specialized organizations that can help you with the development of an HIV/AIDS workplace policy at no cost to your business, so please contact one of them.

**Question 2: My company is not affected by the AIDS epidemic. Do we still need an HIV/AIDS strategy?**

**Answer 2:** All workplaces include people at risk, though some workplaces and occupations operate in an environment that makes the risk of infection greater. Examples of this are mines that employ men and house them away from their families. Workplaces that employ a large number of migrant workers can also fall into this category.

But even if you believe (it is not possible for you to know, of course) that your business is not touched by HIV/AIDS, it is still important to develop an HIV/AIDS workplace strategy and you can still play a role in educating workers to reduce the stigma associated with the disease.

**Question 3: It is suggested in the training that we designate a person(s) of trust as a focal point(s). Can you provide any further details about that?**

**Answer 3:** People that are being harassed are often very afraid of talking about it to superiors. They often fear they will not be believed or even be punished. It could also be that a superior is involved in the harassment.

Experience has shown that having a focal point (or more than one) is one of the best ways to encourage people to expose harassment. This person can act as a kind of mediator and, where appropriate, try to talk to the perpetrator about his/her acts and indicate the negative effects they are having.

It is important that you have/develop a very trusting relationship with the focal point as she/he will be mediating, often without informing you. You can agree with the focal point that after attempting mediation, if no change of behavior has occurred, the focal point will inform you.

When choosing the focal point it is recommended to look firstly towards female workers (if sexual harassment is occurring, female workers will talk about this more easily to other females). You should, ideally, appoint an older person that other people respect.

The focal point might need some additional training to ensure successful completion of this task.
## Step by step guide to Module 6

### 1. Introduction (10 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this is the first WISE-R Module to be taught, refer to the General Introduction to WISE–R training and briefing on the WISE-R Checklist.</td>
<td>Presentation</td>
<td>Presentation Slides 1-3</td>
<td>10 mins</td>
</tr>
<tr>
<td>1. Welcome participants and introduce yourself. Invite participants to introduce themselves. Present the title of the unit session (slide 1). Run through the objectives of the training (slide 2). Mention the 6 principles (slide 3) that will be discussed. This outlines the structure and the order of the session.</td>
<td>Presentation</td>
<td>Slides 1-3</td>
<td></td>
</tr>
</tbody>
</table>

### 2. What is a respectful environment and why is it important (15 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
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<tbody>
<tr>
<td>2. Describe what a respectful workplace is and run through the advantages set out on slide 4. Ask participants: Have you ever thought about respect in the workplace and what does it mean to you? Try to draw out from the discussion that this is not just about getting workers to respect the supervisor or boss, but also about ‘superiors’ being respectful to ‘inferior’ workers and about respect between colleagues. The message should be given that all people should respect each other for what they do and for who they are. Discuss the advantages of a respectful workplace (slide 5) It is important to stress the positives. However, to do this you will need to explain the negative impacts that harassment/bullying can have on performance and on the life of the individual.</td>
<td>Presentation</td>
<td>Slides 4 - 5</td>
<td>15 mins</td>
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</tbody>
</table>
3. **Be aware of all types of harassment (40 Minutes)**

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Method</th>
<th>Tools</th>
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<tbody>
<tr>
<td>3. Explain that harassment can take many forms. Though sometimes it looks trivial, it can still have a bad impact on the worker and the worker’s performance. Emphasize that it is normally a repeated action. This is what makes it so harmful. The victim does not only have a single bad experience. He/she has the constant worry of when it will happen again. Run through the common features of harassment and talk about power differences. Encourage the group to provide examples of situations where they have felt powerless or that someone has power over them. Run through slide 7 explaining who is most vulnerable to harassment. Provide some examples of harassment. Ask the group to propose other types of ‘differences’ that can be a factor in bullying. It might help them to think about their school experience for this. Explain different types of isolation (physical isolation in the workplace or no close work colleagues to talk to). Emphasize that bullying rarely stops on its own. Often the bully moves from one victim to another. The original victim may not have told anyone and is just relieved the harassment is over, and so the cycle repeats.</td>
<td>Presentation</td>
<td>Slides 6 - 7</td>
<td>15 mins</td>
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</table>

4. **Exercise 1: Group work**

Ask participants to divide up into groups.

- Each group member should be asked to share one experience or real example of harassment. Ideally this should be a workplace example.
- The groups should then choose just one of these situations and work together to try to identify why that experience happened. To promote discussion, you could ask them:

> What circumstances do you think increased the chance of this harassment happening?
Tell the group to agree on two (or more) volunteers to role play this event in plenary. Another group member should be nominated to give a report to the class on the risk factors that they identified.

After the group discussions have finished (allow 15 minutes) each group, in turn, role plays their chosen situation and then reports back to participants.

### 4. Make changes in the workplace to reduce the risk of harassment AND develop a policy for maintaining a respectful work environment (35 minutes)

<table>
<thead>
<tr>
<th>Key activities</th>
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<tbody>
<tr>
<td>5. Present Principle 2: <em>Make changes in the workplace to reduce the risk of harassment.</em></td>
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<tr>
<td>Present Principle 3: <em>Develop a policy for maintaining a respectful work environment.</em></td>
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<tr>
<td>Run through the suggestions on slides 9 and 10.</td>
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<tr>
<td>Emphasize that risks will vary from one workplace to another. Encourage discussion on the risks participants see in their workplaces.</td>
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<tr>
<td>Stress the risk linked to HIV/AIDS discrimination, which can have a major impact on workplace environments.</td>
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<tr>
<td>Recommend the participants approach HIV/AIDS prevention like any other safety and health prevention that is part of the workplace (see poster as a good example of one way to approach this).</td>
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<tr>
<td>Indicate that the issue of HIV/AIDS is too complicated for many SMEs to tackle alone. Luckily, in most countries, there are organizations (sometimes business associations) specialized in HIV/AIDS issues at the workplace. They often provide free services and can be contacted easily.</td>
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</table>
### 5. Involve your workers in sustaining a respectful work environment AND share and explain your harassment policy with staff (10 minutes)

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<tr>
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<tbody>
<tr>
<td>7. Present the reasons for consulting workers and the suggested ways of doing this.</td>
<td>Presentation and discussion</td>
<td>Slide 12</td>
<td>10 mins</td>
</tr>
<tr>
<td>Emphasize that any workplace policy or action will be more effective if workers feel they have had a role in designing it.</td>
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<tr>
<td>Encourage a brief discussion by asking what other ways participants could use to involve workers in their dealings with harassment issues.</td>
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### 6. Be a positive model (15 minutes)

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<tr>
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</tr>
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<tbody>
<tr>
<td>8. Present Principle 5: <em>Be a positive model</em> and the suggestions for achieving this.</td>
<td>Presentation and discussion</td>
<td>Slide 13</td>
<td>15 mins</td>
</tr>
<tr>
<td>Use the question on the slide to provoke discussion:</td>
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<tr>
<td><em>Do you think that this is important? What other behaviour can you model?</em></td>
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<tr>
<td>Explain how important it can be to be receptive to complaints. Encourage participants to consider why this is important.</td>
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</table>
7. Final group work (30 minutes)

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>9. Final group exercise</td>
<td>Small Group Discussion</td>
<td>Slide 14</td>
<td>30 mins</td>
</tr>
</tbody>
</table>

Ask participants to break into small groups (5-6 persons) to identify the following:

- Two positive examples of respect in the workplace that they noticed during the initial enterprise visit
- Two practical, concrete suggestions for improving practices relating to creating a respectful environment
- The possible impact of these practices could have

Remind participants that their suggestions should benefit both workers and the enterprise. If they have no concrete ideas for the visited enterprise, participants can think about their own enterprise.

Ask the groups to present their suggestions, and encourage a discussion on the suggestions made by the different groups.

8. Conclusion (20 minutes)

<table>
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<tbody>
<tr>
<td>10. Summarize the session. Show all of the principles discussed again. Invite questions and comments.</td>
<td>Presentation/Questions and Answers</td>
<td>Slide 15 - 16</td>
<td>5 mins</td>
</tr>
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<td>11. This should take place at the end of the WISE-R training, whether this includes all or just some of the modules.</td>
<td>Presentation</td>
<td></td>
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Remind participants of the WISE-R Checklist exercise done at the beginning of the session; where participants completed the checklist for the enterprise they visited during the training.

Explain that the next step is for participants to implement WISE in their own enterprise. Tell them that the first step they will need to take is to complete the checklist exercise for their own enterprise, to identify possible improvements that could be made. From this they will develop an Action Plan: a plan for those things they intend to improve over an
agreed period. This should be based on the observations they have made on the WISE-R Checklist and upon active discussions with their managers, supervisors and workers.

The Action Plan is a tool that facilitates implementation of the “improvements”. Without a clear Action Plan, managers can forget or be tempted to postpone implementation of some actions. The action plan will ensure a proper follow up of the initial ideas.

Explain that WISE-R facilitators will help participants to develop a strong and realistic plan, and will support the participants in implementing it, through a series of meetings, to be agreed with them.

**It is important that participants agree a date for a first meeting with a facilitator, before leaving the training.**

Explain that it is crucial to involve as many employees as possible in the development of the action plan. The proposed actions are aimed at improving productivity and the working conditions of the employees. If employees are involved in the identification of the planned improvements, they are more likely to cooperate in their implementation and to value the results.

Mention that the ILO can support the facilitators in their work with participants and offer further advice about the plan and its implementation if needed.

12. End the session. Thank participants for their attention and active participation.

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<td>12. End the session. Thank participants for their attention and active participation.</td>
<td>Slide 17</td>
<td></td>
<td>5 mins</td>
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</table>
Presentation texts to accompany WISE-R Training Guides
The following texts can be used to prepare slides or overhead transparencies to be used during training.

Electronic copies of the PowerPoint presentations which contain this text can be requested from ILO, using the contact information on the inside cover.

1. Presentation text for WISE-R Module 1: Understanding productivity

Slide 1: Understanding productivity:
WISE-R
More Work Improvements in Small Enterprises

Slide 2: Objectives:
At the end of this module you will be able to:
• Understand what productivity means
• Calculate the productivity of your enterprise
• Analyze what impact different workplace practices and policies can have on your productivity

Slide 3: Principles:
1. Understand what productivity is and how to calculate it
2. Ensure long term increases in productivity
3. Adopt good human resource management practices

Slide 4: Understand business productivity
Productivity is a measure of output from a process, per unit of input.
Productivity is used at many levels:
– A country,
– A team or individual
– An organization, a business → WISE-R!
WHY?
– a measure to compare with other companies
– to monitor the evolution of a company
– to investigate impact of changes made

Slide 5: Measure your productivity: 1

\[
\text{Productivity} = \frac{\text{Output}}{\text{Input}}
\]

Productivity ratio compares all of the costs involved in producing and selling your product/service (input) with the revenue you receive from selling the products/services (output).

Steps:
1) Determine the period
2) Calculate your total costs (input)
3) Calculate your total revenue (output)
4) Calculate the productivity ratio
Slide 6: Measure your productivity: 2

Example: Shoemaker A spends 1000 coins on her business in a year (including her salary). She produces 500 pairs of shoes and sells each for 3 coins. She sells them all.

Shoemaker A’s productivity = \( \frac{1500 \text{ coins (output)}}{1000 \text{ coins (input)}} = 1.5 \)

= For every coin she invests she receives 1.5 coins in return (increase of 50%)

Slide 7: Measure your productivity: Group Exercise

Shoemaker B spends 1500 coins in a year.
Produces 500 pairs of shoes and sells each for 3 coins.
Shoemaker C spends 1000 coins in a year.
She produces 600 pairs of shoes and sells each for 2 coins.
Both B and C sell all their shoes.

Task: Compare the productivity ratio of shoemaker A, B and C and draw a conclusion.

Slide 8: Ways to increase productivity

To increase productivity, you have two basic choices:
1. Reduce the production cost per product (input)
2. Increase the amount you get for your product (output)

Slide 9: No quick fixes

Short term solutions:
• cheaper raw material
• untrained staff
• not servicing machines

Less quality and more accidents
Lower revenue (due to lower quality)

Slide 10: Long term measures for improved productivity Long term

• fair & clear wages & incentives
• training for staff
• improved maintenance
• better working time

Better quality goods
Less accidents & errors

Initial small investment creates major increase in revenue

Productivity goes up!
**Slide 11: Group Exercise: part 1**

Shoemaker A wants to invest in her business and buys a new machine. She also provides a bonus to workers based on production levels. She spends 1500 coins and produces 800 pairs of shoes.

Shoemaker B wants to reduce his costs. He cuts the maintenance of machines and costs go down to 1300 coins. But one of the machines breaks down and stops production for one month. He produces only 400 pairs of shoes.

**Slide 12: Group Exercise: part 2**

Shoemaker C wants to improve the quality of her shoes and invests in training of her staff. She provides better working time arrangements and develops a good policy for sickness absence. She spends 1200 coins and produces 700 shoes and sells them for 3 coins each.

All 3 shoemakers sell all their shoes.

**Task:** Calculate the productivity of the 3 shoemakers and compare this with the previous situation. Explain and draw a conclusion. Who is the WISEST shoemaker?

**Slide 13: Factors that improve productivity**

1. Quality of output
2. Work processes
3. Workers’ motivation
4. Innovation
5. Working conditions
6. Worker attendance
7. Quality of management
8. Training
9. Lower worker turnover

**Slide 14: Further WISE-R Modules**

MODULE 2: Managing and motivating workers
MODULE 3: Designing and managing working time
MODULE 4: Managing wages and benefits
MODULE 5: Family-friendly measures
MODULE 6: Create a respectful workplace

**Slide 15: Checkpoints 1 – 3**

1. Assess how efficient your business is by working out the productivity ratio.
2. When you are looking for ways to improve productivity, think long term and don’t automatically try to make savings on wages.
3. Remember that your workers are not just a cost, but an important business asset that can greatly effect your productivity

**Slide 16: Questions and Comments?**

**Slide 17: Thank you for your attention and participation**
2. Presentation text for WISE-R Module 2: Managing and motivating workers

Slide 1: Managing and motivating workers

WISE-R
More Work Improvements in Small Enterprises

Slide 2: Training objectives

- Participants will understand and be able to explain the impact that good management and motivation has on productivity and quality, recruitment and retention.
- Participants will be able to mention a number of practical approaches that they could use to improve worker management and motivation.
- Participants will have committed themselves to designing and implementing improved management and motivation practices.

Slide 3: Principles

1. Hire workers with the knowledge and skills that your enterprise needs
2. Provide training opportunities
3. Control the demands of the job
4. Ensure appropriate supervision
5. Be positive and value workers
6. Treat workers fairly
7. Encourage team spirit

Slide 4: Principle 1: Hire workers with the knowledge and skills that your enterprise needs

The advantages for your business:
- Better match of worker’s skills to job
- Appropriately skilled workers able to work faster and produce higher quality goods
  ⇒ Increased productivity

What you can do:
- Be clear about what the job involves
- Develop a job analysis and job description

Slide 5: Group activity

Working in groups, each group needs to elaborate a job description for one of the following jobs:
1. Assistant manager
2. Security guard
3. Cleaner

Slide 6: Identifying the skills needed for the job

Common items of a job description:
- Job title and department
- Supervision requirements
– Coordination with other people or departments.
– Role and responsibility.
– Specific tasks
– Education/Skills and experience
– Physical and mental effort
– The conditions that the job is done in

This will help you to ignore irrelevant factors such as …?

Slide 7: Principle 2: Provide training opportunities:

The advantages for your business:
• Skilled workers in your enterprise
• Introduction of new/improved work techniques
• Keeps your business flexible
• Motivated workers: they see that the employer believes in their abilities

What sort of training for workers would most benefit your enterprise?

Slide 8: Ways to provide training

Privately paid courses, vocational training centres, on the job training, etc.

Some useful training ideas:
• Introduction for new workers
• Existing workers involved in training new workers
• Training to facilitate job rotation

Provide training, where possible, in the normal working hours, so workers with caring responsibilities can participate.

Slide 9: Principle 3: Control the demands of the job

The advantages for your business:
• Reduce worker stress
• Reduce accidents and mistakes
• Increase worker motivation
• Increase worker confidence and dedication
• Improve the quality of products
  ➔ Improved productivity

What problems have you experienced in your enterprise as a result of work overload or stress?

Slide 10: What you can do to control demands

1. Provide tools and machines
2. Be clear about the tasks and results to be achieved
3. Avoid excessive working hours and high work intensity
4. Divide work to avoid boredom, e.g. job rotation
5. Give workers more control over their work
**Slide 11: Principle 4: Ensure appropriate supervision**

**The advantages for your business:**
- Better safety and quality
- Gives people the chance to show their abilities and to learn how to manage
- Reduces excessive supervision costs
- Improves personal motivation and performance

**How do you get the balance right between supervision and personal responsibility?**

**Slide 12: Measures to ensure appropriate supervision**

**What you can do:**

*Supervisors:*
Can help maintain performance and quality, provide support to staff, identify training needs, etc.

Clarify their role:
- to increase respect
- to avoid bullying
- to make the most of them

Delegation:
- plan ahead
- think about what the task involves and skills needed

**Slide 13: Principle 5: Be positive and value workers**

**The advantages for your business:**
- Improves recruitment
- Lowers turnover
- Reduces hiring and training costs
- Improves efficiency and work quality
- Helps deal with discipline problems
  → **Increased productivity**

**Slide 14: How to show you value workers**

**What you can do:**
- Pay workers the right amount: inflation!
- Be transparent on how bonuses are earned
- Be a positive manager and communicator
- Provide feedback on performance
- Think about other rewards

**How many of you have previously received feedback on your performance, and how did you feel about it?**

**Slide 15: Principle 6: Treat workers fairly**

Employees need to feel “**fairly treated**” compared to:
- other workers within the enterprise
- similar jobs in other enterprises
If they feel fairly treated:
- Increased motivation (and productivity)
- Improved attendance
- Employees more dedicated and loyal

Do not let race, religion, political beliefs or other irrelevant factors influence your choice or treatment of workers!

Slide 16: Achieving fair treatment

What you can do:
Develop sound employment contract practices:
- Limit the use of short term contracts
- Confirm good workers in their jobs after probation
- Develop clear procedures (grievances/discipline)
- Plan for justified absences
- Be flexible: so careers can combine work and home tasks
- Be objective

Slide 17: What you should NOT do!

Never:
- Use “collective” or group punishments to discipline a single worker
- Discipline or point to the faults of workers in front of others
- Reduce the wages of workers: resentment, strain on workplace relations

Note that, in many countries, national laws do not allow employees to take money out of workers pay except in very particular circumstances.

What is the law or practice in your country?

Slide 18: Principle 7: Encourage team spirit

The advantages for your business:
- improves trust, cooperation and motivation
- provides good environment for joint work
- maximizes communication between workers and managers
- increases skill/knowledge sharing
- better clarity on tasks and standards
- improves problem spotting and solving

Slide 19: Take action to encourage team spirit

What you can do:
- Remove barriers to clear communication: speak clearly, avoid jargon, be sensitive to cultural or other differences
- Encourage team work through:
  - work teams with power to organize their work
  - team bonuses
  - workshops where workers exchange skills
  - encourage/sponsor sports or other team activities
- Listen to workers and act on their comments/ideas
Slide 20: Final Group Exercise

Participants discuss managing and motivating concerns from the enterprise visit and provide:

- Two positive examples of practices that they noted during the initial enterprise visit, relating to managing and motivating workers
- Three practical suggestions for improved practices relating to managing and motivating workers
- Describe what the impact would be of these suggestions

Slides 21: Reminder of Principles

1. Hire workers with the knowledge and skills that your enterprise needs
2. Provide training opportunities
3. Control the demands of the job
4. Ensure appropriate supervision
5. Be positive and value workers
6. Treat workers fairly
7. Encourage team spirit

Slide 22: Checkpoint Summary 4 - 8

4. Perform a job analysis and elaborate a job description to help you find workers with the right skills for the job.
5. Offer workers the opportunity to be trained, and so increase the skills available in your business.
6. Make sure that new workers are introduced to your business culture, practices, and rules.
7. Make sure that workers have the tools they need to do the job.
8. Be clear with workers about what you want them to do and the results you expect.

Slide 23: Checkpoint Summary 9 - 14

9. Give workers as much control as possible over the way they carry out their tasks.
10. Give workers professional responsibility for tasks, and acknowledge this in pay and/or in thanks.
11. Plan ahead for absences by preparing junior staff to take on delegated tasks.
12. Give praise when it is due and never deliver criticism in public.
13. Organize regular meetings with each employee to give them feedback and orient their work.
14. Have a clear discipline and grievance policy and make sure that managers, supervisors and workers, understand and apply it.

Slide 24: Questions and Comments?

Slide 25: Thank you for your attention and participation!
3. Presentation text for WISE-R MODULE 3: Designing and managing working time

Slide 1: Effective management of working time

WISE-R
More Work Improvements in Small Enterprises

Slide 2: Training objectives

1) To inform participants about working time, including different working time arrangements, their advantages and disadvantages, and the impact they have on worker performance and productivity.
2) To enable participants to set working hours and work schedules, which make their workplaces healthier, safer, more productive, and more attractive to current and potential employees.
3) To give participants the knowledge to make wise decisions on working time arrangements, and be committed to doing so, with the result that the working patterns they adopt increase efficiency and production, rather than reduce them.

Slide 3: Principles

1. Avoid wasting time to prevent long working hours.
2. Provide an enough rest time
3. Structure shifts for maximum effectiveness
4. Avoid or minimize the use of night work.
5. Consider using flexible working time arrangements
6. Limit the use of overtime
7. Involve workers in the design of work schedules

Slide 4: 24 hour cycle

8 hours family responsibilities and personal interests
8 hours for paid work
8 hours to sleep

Slide 5: Group Discussion

1. What is normal and actual working time?
2. What are the basic working time rules at your enterprise (e.g. start and end times, no. of breaks)?
3. What problems do you have with managing working time?

Slide 6: What is working time?

Normal Working Hours: Working hours fixed by law or the company, collective agreements, etc.

Actual Working Hours: Working hours that the workers work in reality

The hours of work in a company are often limited by laws, collective agreements, etc.
Slide 7: How to structure working time
It is important to structure working time in ways that:

• Provide for maximum hourly productivity
• Minimize the potential risks to workers’ safety and health

To improve the organization of working time, be attentive to the numbers of hours worked and the timing of those hours.

Slide 8: PRINCIPLE 1: Avoid wasting time to prevent long working hours
Long hours - Fatigue/Stress – Negative effects on health and social life – Production decline

Slide 9: Role play
Role play: make a name plate:

Slide 10: Principle 1: How to avoid wasting time and long working hours

• Have a timely supply of raw materials
• Have enough staff
• Seek feedback from staff on working time
• Increase job-specific training to improve performance
• Increase hourly productivity, allowing shorter hours
• Maintain equipment to avoid breakdowns or rejects
• Keep a check on hours worked

Slide 11: Principle 2: Provide adequate rest time
Working without adequate rest periods leads to
  • Fatigue and stress
  • Mistakes or accidents
  • Long-term health effects and lower productivity

What you can do:

• Provide a minimum of 11 hours rest between shifts
• Frequent short breaks, adjusted to the nature of work.
• Adequate weekly rest (at least 24 hours).
• A place to rest with drinking water and a toilet.

Slide 12: Principle 2: Planning for rests: factors to consider
Factors to consider when programming rest:

Length:
• Frequent short/micro breaks
• Longer less frequent breaks

Type:
• Active rest (working, exercising)
• Passive rest from physical activity
• Time away from an environmental stressor
• Time on different job using different body parts
Others:
• Rest before too much fatigue builds up
• The value of a period of rest declines with time
• Adequate rest for shifts (daily and weekly rest)

Slide 13: Principle 3: Structure shifts for maximum effectiveness
Increasing trend in modern society to demand 24-hour services:
Employers: economic advantage
Workers: increased wages
Common patterns: Fixed system, rotating system

Slide 14: Principle 3: How to reduce fatigue and risk
Discuss possible problems with shift work and ideas for solving these problems.

Slide 15: Principle 4: Some problems with night work
• It requires people to behave in opposition to their natural biological timing system
• It can lead to sleep disruption/fatigue, appetite problems, digestive disturbance and cardiovascular disorders
• It is characterized by less supervision, less social contact, fewer safety and other facilities
  ➔ lower productivity & reduced quality

Slide 16: Action to minimize the use of night work
What you can do:
Try to avoid or minimize the use of night work
Where night work is used:
• Provide proper facilities (e.g., first aid, rest breaks and regular health assessments)
• Ensure adequate transportation
• Modify the working environment to promote alertness, e.g., proper lighting and heating – to simulate daytime
• help workers learn how to manage sleep

Slide 17: Principle 5: Flexible working time arrangements
Why it is good for your business:
• Improved employee attitudes, increased motivation and performance of workers
• Improved recruitment of new employees and retention of current ones
• Increased trust and good will, which is helpful when you need workers to make an extra effort for your business
  ➔ Increased productivity

Slide 18: Principle 5: Flexible working arrangements cont’d
What you can introduce:
• Part-time work
• Offer workers shorter hours
• Staggered hours schemes
• Flexitime
• Time banking schemes
• Flexible breaks
• Compressed workweeks

Slide 19: Principle 6: Limit the use of overtime

Why it is good for your business:

Advantages:
• Worker: chance to earn a little more
• Business: to increase output for a short period

Disadvantages:
• Similar problem as with longer working hours
• Lengthens the total hours
• Less productive than normal working hours possible outputs of lower quality
• Increases business costs
• Can create supervision problems
  ➔ Lower productivity

Slide 20: Principle 6: Action to limit the use of overtime

What you can do:
1. Avoid or minimize the use of night work
2. When overtime is used:
   • Provide advance notice and give a choice
   • Set wage rates and incentives so workers can accomplish targets during normal hours
   • Balance hours and intensity of work
   • Spread overtime hours across a broad range of workers

Slide 21: Principle 7: Involve workers in work schedule design

Work schedule:
The exact time when work is performed, including start time, end time, and which days are worked.

Why it is good for your business:
Workers involvement:
  • Improves “fit” between workers and job
  • Improves employees’ job performance
  • Improves company productivity

Slide 22: Principle 7: Involve workers in work schedules design cont’d

Participants “brainstorm” possible ideas for involving workers in the design of work schedules.
Slide 23: Final Group Exercise

Participants discuss working time concerns from the enterprise visit and provide:

- Three positive examples that they noticed concerning working time
- Three practical suggestions for improved practices relating to working time
- One or two suggestions for involving workers in improving work schedules
- The potential impact that these suggestions could have

Slide 24: Reminder of Principles

1. Avoid wasting time to prevent long working hours.
2. Provide an enough rest time.
4. Avoid or minimize the use of night work.
5. Consider using flexible working time arrangements
6. Limit the use of overtime.
7. Involve workers in the design of work schedules.

Slide 25: Checkpoint Summary 15 - 20

15. Avoid wasting time and resources by planning for production and delivery timelines, including advanced planning on staffing needs.
16. Have a regular schedule for maintaining equipment, so that you avoid accidents and breakdowns.
17. Provide job-specific training to boost expertise and efficiency.
18. Make sure all workers get enough rest time during their working day, in between their shifts, and at the end of their working week.
19. Provide a place for workers to rest, away from their work station, and with access to drinking water and toilets.
20. Avoid or minimize the use of irregular and unpredictable shift schedules.

Slide 26: Checkpoint Summary 21 – 25

21. Minimize the use of night work and, when it is necessary, make it safer by providing supervision and adjusting the lighting and temperature in the work environment to be similar to daytime.
22. Introduce flexible working time arrangements that will help your workers to balance their responsibilities and boost your productivity.
23. Limit the use of overtime, especially on extended (e.g., 12-hour) shifts. When overtime is used, provide advance notice to workers.
24. Be clear with each worker about their normal working hours, their pay and what pay rate they will receive for overtime work.
25. Consult with workers on the design of working time in your enterprise, and listen to the feedback they give you.

Slide 27: Questions and comments?

Slide 28: Thank you for your attention and participation!
4. Presentation text for WISE-R Module 4: Managing wages and benefits

**Slide 1: Design wages, incentives, and benefits to attract and keep the best workers**

**WISE-R**

*More Work Improvements in Small Enterprises*

**Slide 2: Objectives**

For participants to:

1) Be aware of different types of pay and benefits and their link to worker and business performance;
2) Be able to take steps in order to develop and implement transparent wage practices;
3) Be able to adjust and manage their wage practices to attract and retain the best workers.

**Slide 3: Principles**

1. Understand both points of view
2. Create a clear job structure
3. Offer wages that attract and retain quality workers
4. Motivate workers through well-designed pay levels and pay points
5. Link wages to work done or hours worked
6. Adjust wages as the cost of living changes
7. Encourage workers with incentives and benefits
8. Create a transparent wage payment system
9. Benefits of communicating wage policies

**Slide 4: What are wages?**

In this module we use wages to mean ‘the total that a worker receives from their employer for the work that he or she does’, including:

- The regular money ‘wage’
- Piece rates –workers are paid for each item they produce
- Overtime pay, allowances, bonuses
- Merit or performance-related payments
- Annual leave payments
- Other paid time off (e.g. for training, maternity or paternity)
- Social security payments

Your country will have a definition of wages which you will have to apply in certain events.

**Slide 5: How do wages and benefits impact on productivity?**

Wages and benefits → Motivation → Loyalty/compromise → Lower/higher turnover → Quantity and quality productivity
Slide 6: Principle 1: Understand both points of view

Most workers work for money not for pleasure, so it important to be clear about wages.

<table>
<thead>
<tr>
<th>For employers</th>
<th>For employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business cost</td>
<td>• Main source of income for the employee and his/her family</td>
</tr>
<tr>
<td>• Difficult decision: how much to pay each worker</td>
<td>• Personal value and status</td>
</tr>
<tr>
<td>• Calculations and records</td>
<td>• Health</td>
</tr>
<tr>
<td>• Competitiveness factor</td>
<td>• Link to productivity</td>
</tr>
<tr>
<td>• Key determinant of employees’ retention</td>
<td>• Job satisfaction</td>
</tr>
</tbody>
</table>

Be fair and be clear!

Slide 7: Principle 2: Create a fair job structure

What factors do you use to choose the best person, and how do you avoid being influenced by things such as family ties, religion, gender or disability?

Slide 8: Principle 2: Create a fair job structure cont’d

<table>
<thead>
<tr>
<th>Discrimination</th>
<th>Gender Race and colour Age Religion Disability HIV Political beliefs Union affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lack of solidarity and cooperation between workers Low confidence Low worker motivation Loss of production by those discriminated against LOW PRODUCTIVITY</td>
</tr>
</tbody>
</table>

Slide 9: Principle 2: How to create a fair job structure

1. Find out who does what (and create an organizational chart)
2. Write short job descriptions for each job
3. Create a list of job factors that you can use to compare and rank all the jobs in your enterprise
4. Score each job

Slide 10: Sample job description

EXAMPLE:
Job: Quality Checker

Responsibilities:
Ensures quality of products
Member of production management team

Tasks and any specialist tools used:
Checks garments; Identifies processing problems
Provides machine use training where necessary
Provides written reports on problems that recur

Experience, training and education needed:
Training as machinist
At least 5 years experience as machinist
Slide 11: Principle 2: Create a fair job structure cont’d

<table>
<thead>
<tr>
<th>Job factors</th>
<th>Range</th>
<th>Secretary</th>
<th>Guard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (post 16, post 18, higher education)</td>
<td>0-20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Skills, experience</td>
<td>0-30</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Effort: Mental, physical, emotional</td>
<td>0-20</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Level of responsibility</td>
<td>0-50</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Consequence of errors</td>
<td>0-50</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>Working conditions exposure to oil and dust, noise</td>
<td>0-30</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>115</td>
<td>90</td>
</tr>
</tbody>
</table>

Slide 12: Principle 2: Create a fair job structure cont’d

Activity 1: “Fill out the following table for a cook and a waitress.”

<table>
<thead>
<tr>
<th>Job factors</th>
<th>Score range</th>
<th>Score for job of Cook</th>
<th>Score for job of Waiter/Waitress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education needed to do the job (post 16, post 18, higher education)</td>
<td>0-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills, experience needed to do the job (0 to 1 year, 2-5 years, 6+ years)</td>
<td>0-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort: Mental, physical or emotional</td>
<td>0-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of responsibility e.g. for staff or processes, for confidentiality</td>
<td>0-50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consequence of errors (on finance, customers or production)</td>
<td>0-50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working conditions e.g. exposure to oil and dust, noise</td>
<td>0-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Slide 13: Principle 3: Offer wages that attract and retain quality workers

Some wages principles:

• No worker should be paid less than the legal minimum wage
• Verify different sources of information before fixing your wage structure
• Jobs of equal value should be paid on the same pay level

Which sources of information do you find most useful in your locality or industry?

Slide 14: Principle 4: Motivate workers through well-designed pay levels and pay points

• Pay Structure: a single structure that the pay for all of the jobs in your workplace will fit into.
• Pay Level: range of possible wages with min. and max.
• Pay Points: Milestones within pay level that indicate increase of wages.
Advantages:
• Workers can improve pay without leaving your business
• Ensures workers doing similar jobs are treated equally
• Rewards promotion and encourages continuous training
• Allows you to attract and retain quality workers

→ Positive effect on productivity

Slide 15: Principle 4: Motivate workers through well-designed pay levels and pay points cont’d

Pay Levels and Pay Points:
• Jobs of similar value have the same base salary
• 10-15% steps between two levels are typical
• Everyone should know how their wages will improve
• Involve your workers when deciding pay levels and points

Slide 16: Principle 5: Linking pay to work done

Different modalities?
1. A fixed wage (money and/or goods) paid for a time period
2. Piece rates or payments by results: an individual or a team is paid per product sold, produced or per task completed
3. Mixes of the above (Semi-fixed Rate)

Which modality is best?

Use your judgement and involve workers! You may decide to pay different jobs in different ways.

Slide 17: Principle 6: Adjusting wages as the cost of living changes

Keeping wages at the right level:

Why?
• Cost of living rises
• Competition makes it necessary
• Review of minimum wage level

How?
• According to local practices
• Collective agreements or contracts
• Annual performance review
• Own initiative

What will happen if you don’t review wages regularly?

Slide 18: Principle 7: Encourage workers with incentives and benefits

• Improve worker morale and sense of belonging
• Attract, retain and reward workers.
• Make your business stand out from competitors

→ Increased productivity
Slide 19: Activity 2: Role play

Role play the following employee feedback sessions between an employer and an employee:
1. Employer is happy with a worker’s work in general, but the worker is often late and absent without notice.
2. Employer feels the worker makes too many mistakes. The worker feels he/she needs more training. He/she is also being bullied by the supervisor.

Slide 20: Principle 7: Some ideas for encouraging workers

1. Attendance bonus
   • Rewards workers for being present at work.
   • Paid regularly as a bonus to those people who have no unpaid absence outside legal absences
2. Long service premium
   • Rewards loyalty and encourages workers to stay
   • Paid after a given length of service
   • Can be paid each week/month or as a one-time bonuses

Slide 21: Principle 7: More low-cost ideas for encouraging workers

3. Saving Plans/Access to emergency loans
   • Payment of an attractive interest for savings
   • Reduced interest rate for loans
   • Workers can save/pay back loan from their wages

Slide 22: Principle 7: More low-cost ideas for encouraging workers cont’d

4. Individual / group bonuses
   • When individual or team objectives are met or exceeded
   • Criteria to award bonuses must be fair, clearly communicated, objective
   • Clarity about calculation method and how often payment is made
   • For individual bonuses, should be based on review of each worker’s performance and feedback should be given

Slide 23: Principle 7: Non-cash incentives

Quality of the scheme is as important as the bonus

• Help with childcare
• Food
• Transportation
• Others …

Improving work conditions and having respectful relationships with workers can dramatically improve worker morale and satisfaction.

Discussion: Can you think of 10 more ideas for non-cash benefits?

Slide 24: Principle 8: Create a transparent wage payment system

The most important elements of wage administration:

• Use simple and clear wage records to avoid confusion
• Keep payroll records safely as specified by legal requirements
• Ensure timely payment
• Think about security and theft
• Provide every worker with information about their base pay, work schedules, and annual leave.

Try to design a wage slip. Which elements do you think should appear on it?

Slide 25: Principle 8: Create a transparent wage payment system cont’d

<table>
<thead>
<tr>
<th>Salary statement for the period of ___ to ___:</th>
<th>Name of employee</th>
<th>Pay reference or employee number: ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount earned</td>
<td>Company deductions</td>
<td>Legally required deductions</td>
</tr>
<tr>
<td>Base wages</td>
<td>Salary advance repayment</td>
<td>Income tax</td>
</tr>
<tr>
<td>Overtime wages</td>
<td>Loan reimbursement</td>
<td>Social security contributions</td>
</tr>
<tr>
<td>Other pay (bonuses)</td>
<td>Contribution to enterprise savings plan or pension</td>
<td></td>
</tr>
<tr>
<td>Salary advances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternity/paternity, sick pay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total gross pay</td>
<td>Total private deductions</td>
<td>Total legal deductions</td>
</tr>
<tr>
<td>Total net pay (Gross pay less deductions)</td>
<td></td>
<td>Number of days worked during period</td>
</tr>
</tbody>
</table>

Slide 26: Principle 9: Benefits of communicating your wage policy

• Improves workers’ understanding and acceptance of wages and benefits program
• Provides better conditions for stability, for business and industrial development
  ➔ Increase in productivity

How would you communicate wage policies to workers?

Slide 27: Principle 9: Maintaining wage clarity

The importance and benefits of communicating wage policies
• Provide clear explanations of wage elements that change
• Ensure easy access to a payroll person in case of questions
• Make corrections quickly
• Involve your workers in setting wage policies and encourage feedback
• Agree wage structure review procedures in advance
• At minimum, every worker should be given information about their base pay, work schedules, and annual leave.

Slide 28: Final Group Exercise

Participants discuss wage and incentives schedules concerns from the enterprise visit and provide:
• Three positive examples noticed during the enterprise visit concerning wage and incentives schedules
• Three practical, concrete suggestions for improved practices relating to wage and incentives schedules
• Two suggestions for involving workers in developing wage and incentives schedules
• The potential impact of these suggestions
Slide 29: Checkpoints 26 – 31

26. Be clear, fair, and consistent, when you decide what you will pay your employees.
27. Create an organizational chart with everyone, including you, on it.
28. Prepare a comprehensive job description for each job.
29. Rank jobs by comparing the skills they involve and their importance to YOUR business.
30. Do not pay any worker less than the minimum wage in your country.
31. Give every job a pay range, so that workers have the chance to improve their pay over time, even if they stay in the same job.

Slide 30: Checkpoints 32 – 36

32. Consult on your pay structure and pay levels with your workers and their representatives.
33. Adjust wages periodically in order to improve or, at least, maintain workers’ standard of living.
34. Be sure to give all workers feedback about their performance and what they can do to access or compete for cash and non-cash rewards.
35. Keep good records on work done and wages paid, and develop an easy-to-read wage slip, so that workers can check their pay calculation with you.
36. Get maximum impact from your wages and benefits program by communicating it clearly to workers.

Slide 31: Questions and comments?

Slide 32: Thank you for your attention and participation

5. Presentation text for WISE-R Module 5:

Family-friendly measures

Slide 1: Family-friendly measures

WISE-R

More Work Improvements in Small Enterprises

Slide 2: Objectives

At the end of this training session you will:

• understand family responsibilities and their link with your business and the impact on productivity;
• address maternity-related workplace issues;
• formulate and implement practical family-friendly workplace measures.

Slide 3: Contents

1. Why family-friendly measures are good for business
2. Making working time work for everyone
3. Family-friendly leave arrangements
4. Making workplace maternity protection a reality:
   a) Maternity leave and employment security
   b) Health protection
   c) Arrangements for breastfeeding
5. Helping workers with care arrangements
6. Creating partnerships and awareness raising

Slide 4: What are family responsibilities?
- Responsibilities that workers have for children, elderly, disabled, sick or other dependants
- Include unpaid activities fundamental to health and survival:
  - Providing care to dependants
  - Household, maintenance, cleaning, washing, cooking
  - Volunteer work for community services

Share an experience where your family responsibilities clashed with your work. How did it affect your work or your family?

Slide 5: What’s a family-friendly workplace?
- “A family-friendly workplace is one where employees feel that they are supported by management and their colleagues in meeting both their work commitments and their family responsibilities.
- It is one where the employer accepts that family responsibilities will have an impact on employees’ working lives, and is prepared to accommodate these needs wherever possible.”
  (“Guidelines for flexible work-life balance in Residential Aged Care”, Department of Industrial Relations, Australia, 2004.)

Slide 6: Why are family responsibilities part of working conditions?

WHO?
They affect almost all workers

WHY?
- Societal changes: women work more, lack of public health and social care services, impact of HIV/AIDS, etc.
- Clashes between work and home responsibilities are often caused by a lack of flexibility at work and at home.
- Can impact negatively on business

Slide 7: Why family-friendly measures are good for business

Family-friendly policies = win-win business strategy
- improve working relationships, morale and job satisfaction ⇒ reduce absenteeism and labour turnover
- make it easier to attract and retain talented & experienced workers ⇒ reducing direct and indirect costs to businesses
  ⇒ Increased productivity

**Slide 8: Principle 1: Making working time work for everyone**

What you can do:
- Consult workers to identify their needs
- Offer shorter working hours or flexi-time arrangements
- Schedule meetings, training, within normal working hours
- Privilege fixed shifts instead of rotating ones
- Allow workers to have some control over their working hours
- Agree with carers on what happens in case of family emergencies

**Slide 9: Principle 2: Family-friendly leave arrangements**

Fair and clear leave policies:
- Improve workers’ and business’s ability to plan ahead
- Reduce sickness and unplanned absences ⇒ avoid interruptions
- Reduce errors and accidents
- Provide a way to deal with family emergencies
- Encourage workers to stay with you
  ⇒ motivated and rested workers
  ⇒ improved productivity

**Slide 10: Principle 2: Family-friendly leave arrangements cont’d**

- **Annual leave**: paid time away from their work
- **Sick leave**: paid time off in case of sickness
- **Short emergency or care leave**: for unexpected family problems or planned care needs
- **Maternity leave**: result of pregnancy, birth and breastfeeding
- **Paternity and parental leave**: result of care around birth and after

Share opinions on what kind of leave are provided by law, and which other types of leave are offered by businesses?

**Slide 11: Principle 2: Family-friendly leave arrangements cont’d**

What you can do:
- Consult with workers
- Have clear policies on:
  - Length of leave measures and level of pay;
  - Modalities of booking;
- Keep a clear record of leave taken.

*Annual Leave:* Give a choice about when this is taken, and develop an annual leave schedule made available for everyone.

*Sick leave:* Be clear about how absences need to be reported.

*Emergency leave:* provide this leave and allow sick leave to be used officially for emergencies.
**Slide 12: Principle 3: Maternity Protection**

Key points to remember:
- Pregnancy, childbirth and breastfeeding are not illnesses, but affect people differently;
- They place extra demands on the woman;
- Harm can occur at any stage, including harm to men and women before conception, but workplace health protection can help avoid the risks;
- Medical attention and preventive health care play a vital part in maternity protection, especially if there are risks of complications.
- Healthy breastfeeding protects both mother and child.

**Slide 13: Principle 3: Maternity Protection**

1. Maternity leave - Paid leave from work taken by a woman around childbirth.
2. Employment protection – The guarantee that a pregnant or nursing worker will not lose her job.
3. Health protection for the mother and her child, before and after birth - Making sure that the workplace and the work practices are safe and healthy.
4. Arrangements for breastfeeding – Simple arrangements for mothers to breastfeed when they return to work.

**Slide 14: Principle 3: Maternity Protection**

**EXERCISE:**
Divide in groups and try to discuss and come up with 2 measures that entrepreneurs can implement in each of the 4 areas:
1. Maternity leave;
2. Employment protection;
3. Health protection for the mother and her child, before and after birth;
4. Arrangements for breastfeeding.

**Slide 15: Maternity leave and employment protection**

- 14 weeks maternity leave;
- Includes a compulsory period of 6 weeks leave following childbirth;
- Cash benefits during leave of at least two-thirds of previous earnings.

How are the country’s requirements for maternity leave applied? Who/how to pay for it? What are the local practices?

**Slide 16: Maternity leave and employment protection**

What you can do:
- If maternity leave not paid by insurance or public funds, support alternatives: voluntary payments, workers save in advance, a salary advance to be repaid over time.
- Allow pregnant workers to work as long as they feel able to;
- Be clear with women workers that:
  - They will (or will not) receive pay or benefits;
  - Their job or a similar job will be kept at the same pay;
  - They will be able to take breastfeeding breaks for a certain period when they return.
Slide 17: Maternity health protection
Role Play: Being pregnant at a disorganised workplace

Slide 18: Maternity health protection

What does it include?
During pregnancy, childbirth and breastfeeding, some things or actions at the workplace can be hazardous.

What you can do:
1. Identify the risks (including dangerous substances)
2. Try to remove the risks:
   - Ensure regular breaks and access to drinking water
   - Tripping hazards are removed
   - Access to a toilet when needed
   - Provide a chair – no standing for long periods.

Slide 19: Maternity health protection

3. If you cannot remove a risk
   ⇨ you should reorganise so the worker is not exposed to it:
   - Lighten the work load by introducing team work
   - Reposition storage areas so carrying distances are lower
   - Re-programme long hours, shifts that have no regular pattern, and missed rest periods
   - Rotate jobs and benefit from a more flexible workforce afterwards

Can you think of any other simple actions you could take?

Slide 20: Arrangements for breastfeeding

International advice on breastfeeding:
The World Health Organization recommends:
- Breastfeeding babies, without other food, until 6 months
- Continued breastfeeding with appropriate complementary foods for up to two years
- Some precautions should be taken when mothers are HIV positive.

Why is it important for your enterprise?
- It passes on illness resistance from mother to child
- It is hygienic, chance of diseases is lower
- It increases the speed of recovery of the mother
- It lowers the risk of illnesses for the mother and child
   ⇨ Reduced absenteeism ⇨ improved productivity

Slide 21: Arrangements for breastfeeding

What you can do:
1. Provide a breastfeeding area:
   - A clean and private place
   - A table and a comfortable chair
   - Drinking and running water and soap
   - Extra free time for breastfeeding
2. Help workers to get information on mother-to-child transmission of HIV
3. Offer flexible working time arrangements

Do women commonly breastfeed in your community? If so, for how long? Is the picture different if the mother works?

Slide 22: Principle 4: Care arrangements

What you can do:
• Direct childcare facilities (e.g. nursery at work)
• Financial help with the costs of care
• Facility to leave work in the case of family emergencies
• Let workers use a telephone for emergencies
• Provide a space for children waiting for a parent
• Develop a list of child care providers and health care facilities
• Help with transport needs for workers in remote areas

What would be the best way to consult with workers on this?

Slide 23: Principle 5: The benefits of creating partnerships

Take action to create:
1) Business to business partnerships – SMEs & big companies ⇒ cost saving solutions for common challenges.
2) Links with public and charitable bodies

Some ideas for joint action:
Link with local health care clinic or community centres to:
– provide information and health screenings
– get help with your workplace risk assessments
– develop childcare services
– organize training on health (incl. HIV/AIDS)
⇒ Lower absenteeism ⇒ increased productivity

Slide 24: Final Group Exercise

Take a look at the Checklist activity you completed at the beginning of the training
Identify the following:
• Three positive examples during the initial enterprise visit or from your own enterprise;
• Three practical, concrete suggestions for improved family-friendly practices;
• One or two suggestions for involving workers in introducing/improving family-friendly measures;
• The possible impact of the measures you presented.

Slide 25: Checkpoints 37 – 43

37. Consult your workers on their family responsibilities and the difficulties they might have balancing these with workplace demands.
38. Arrange working hours with workers’ family responsibilities in mind.
39. Consider work sharing and job rotation to allow workers to fill in for each other when someone is absent.

40. Inform your workers about all of the types of leave that you provide.

41. Plan ahead for leave, so you avoid stoppages or interruptions that can cause a loss of productivity.

42. Provide all workers with maternity and paternity leave, and the right to a similar job at the same pay when they return.

43. Carry out a risk assessment (including exposure to chemicals) and discuss it with your workers.

**Slide 26: Checkpoints 44 – 51**

44. Take action to remove identified risks.

45. Ensure ready access to safe drinking water and to clean toilets, at any time, without restrictions.

46. Accommodate or reassign pregnant workers to tasks that do not require continuous standing, uncomfortable movements/postures, heavy physical effort or risk of slipping and falling.

47. In addition to normal breaks, allow at least one 1-hour break for breastfeeding mothers.

48. Provide a clean and quiet area for breastfeeding or expressing milk.

49. Help workers get information on mother-to-child transmission of HIV.

50. Offer practical support to workers with family responsibilities.

51. Create partnerships so you (and other small businesses) can help workers with care arrangements.

**Slide 27: Questions and comments?**

**Slide 28: Thank you for your attention and participation.**

6. **Presentation text for WISE-R Module 6:**

   **Create a respectful workplace**

**Slide 1: Create a respectful workplace**

**WISE-R**

**More Work Improvements in Small Enterprises**

**Slide 2: Training objectives**

At the end of the training you will be able to:

- Explain the impact of the workplace environment on the performance of workers and upon productivity;
- Mention a number of practical approaches to ensure respect within the workplace;
- Be committed to taking practical steps to create a more respectful workplace environment;
Slide 3: Principles
1. Be aware of all types of harassment
2. Make changes in the workplace to reduce the risk of harassment
3. Develop a policy for maintaining a respectful work environment including fair procedures for dealing with complaints
4. Share and explain your harassment policy with staff
5. Involve your workers in sustaining a respectful work environment
6. Be a positive model

Slide 4: What is a respectful work environment
Motivated and healthy workers avoids lost time or performance
☞ Good communication and cooperation
☞ Increased productivity

Slide 5: Creating a respectful workplace: Why bother?
The advantages:
• It’s free!
• Happy, motivated workers
• Avoids lost time or performance due to:
  – Loss of motivation
  – Stress/fear
  – Lack of communication and cooperation
• Bullying can affect workers’ health as well as their performance!
  ⇒ Increased productivity

Slide 6: Principle 1. Be aware of all types of harassment
Harassment: What is it?
• Repeated behavior that causes someone distress and has no legitimate purpose.
• Is normally a build up of actions rather than a single event

Common features:
• difference in power or strength between persons
• The perpetrator feels that they will gain something

It is present in every part of the world, in poor and rich countries, and in small, medium and large enterprises.

Slide 7: Who is most at risk?
Those most at risk are often:
Different: colour, race, gender, disability, personality
Isolated: physically or socially
HIV/AIDS positive (suspected)
Those that have no right or way of complaining
A few examples of harassment:
- Name-calling or making fun of someone
- Yelling/shouting, threatening to fire the employee
- Slapping or pushing
- Sexual harassment

**Slide 8: Group work and role play**

Divide into groups:
- Each group member should share one experience or real example of harassment. Ideally this should be a workplace example.
- Choose just one of these situations and work together to try to identify why that experience happened. What circumstances do you think increased the chance of this harassment happening?
- Be prepared to role play this event for the remainder of the class

**Slide 9: Principle 2: Make changes in the workplace to reduce risk**

What you can do:
1) Reduce risk through changes to the workplace
   - Reduce isolation/improve lighting etc.
   - Clarify the power or supervisors and provide training
2) Have a clear (written) policy.
   - define what you consider as harassment
   - tell workers that harassment will not be tolerated
   - set out a procedure for support and complaints

**Take action: Doing nothing is not an option!**

**Slide 10: Principle 3: Develop a policy for a respectful work environment**

3) Designate a person trusted by you and your workers to be the focal point for harassment complaints
4) Share and explain your harassment policy with staff
5) Develop a HIV/AIDS at the workplace policy

**Slide 11: Principle 4: Develop a policy for a respectful work environment**

**Group discussion:**
Consider the examples role played by the other groups in the class.
What action do you think could have been taken that would have reduced the risk of this happening?
Share these suggestions with the whole group and find out how the person who reported this experience feels about the suggestions made?

**Slide 12: Principle 5: Involve your workers in sustaining a respectful work environment**

**Why?**
- Workers’ awareness/support is essential to success
- Workers can help identify risks in your workplace
- Involvement in writing a policy - respect for policy
Some ways of involving workers:
• Consult on policies
• Workers comment box
• Ask them to create posters
• Ask them to remove offensive signs/pictures

Slide 13: Principle 6: Be a positive model

Act in the way you want your employees to act!
• Speak to workers and managers respectfully
• Don’t shout or be rude
• Be aware of power differences – can the worker really say no?
• Be objective, but supportive, if complaints are made

Do you think that this is important? What other behaviour can you ‘model’?

Slide 14: Final Group Exercise

Discuss respectful environment concerns from the enterprise you visited and provide:
• Two positive examples that they noticed during the initial enterprise visit
• Two practical, concrete suggestions for improved practices relating to creating a respectful environment
• The possible impact of the suggestions you provided

Slide 15: Checkpoint Summary 52 – 55

52. Develop (in consultation with your staff) a written policy for promoting a respectful workplace, including a fair procedure to resolve complaints of harassment.
53. Designate a person or persons trusted by you and your workers to be a focal point for harassment complaints.
55. Remove all suggestive and provocative photos, posters and other items from display in the workplace.

Slide 16: Questions and comments?

Slide 17: Thank you very much for your attention and participation
WISE-R

More

Work Improvement in Small Enterprises

Checklist & Guidelines

Conditions of Work and Employment Programme
Improving Job Quality in Africa through concerted efforts by Government, Employers and Workers
Introduction to the WISE-R Checklist

This Checklist is a tool to be used by those who have participated in WISE-R training. It is the starting point for identifying good working condition practices, and those areas where improvements can be made. It is essential to the planning of improvements and forms a record against which progress on improvements can be monitored later.

At the beginning of WISE-R training, participants take part in a Checklist Activity, during which they jointly visit a workplace/enterprise, and complete the WISE-R Checklist on the basis of what they see, and are told during that visit. At the end of the training, participants are introduced to action planning, and they are asked, as soon as possible after the training is ended, to complete the Checklist in relation to their own enterprise, and to use it to identify the improvements in working conditions that they intend to implement.

Comparing the WISE and WISE-R Checklist task

The WISE-R Checklist is based upon the same principle as the WISE Checklist. It is not a tool to be used to judge an enterprise. It is a tool to be used for the planning and monitoring of improvements.

The key difference between the WISE and WISE-R Checklist, other than the subject areas covered, is that most WISE Checkpoints can simply be observed, e.g. the height of a work surface or the waste disposal area. This is not always the case for WISE-R. For example, it is not possible to walk around an enterprise and observe the pay structure or maternity leave policies.

This is not a problem when completing the Checklist for your own enterprise. However, when completing this at another workplace, users will need to ask the enterprise owner or manager to provide some information. This request requires a degree of tact and should always be delivered with due respect to the feelings of the enterprise owner or manager.

Instructions for completing the Checklist during an enterprise visit

1. If you are using the Checklist at an enterprise other than your own, introduce yourself to the entrepreneur/manager and give him/her time to properly introduce him/herself.

2. Before touring the enterprise, ask the owner or manager some initial questions about the business. You should try to learn about the main products and production methods, the number of workers (male and female), the hours of work (including lunch break, other breaks and overtime) and any important operational or labour problems.

3. Together with the entrepreneur, define the work areas to be visited, and those that are out of bounds. In the case of a small enterprise, the whole production area can normally be checked. In the case of a larger enterprise, particular work areas can be identified for independent checking. It is clearly important to respect any requests or instructions given by the entrepreneur.
4. Read through the checklist and spend a few minutes walking around the work area (ideally accompanied by the business owner/manager) before starting to check things more carefully.

5. Read each item carefully. If necessary, ask the owner or workers questions, though always with sensitivity.

6. The Checkpoints indicate recommended practices on working conditions.
   a) If a practice has already been implemented, or if it is not needed, mark “NO” under “Do you propose action?”
   b) If you think that introducing the practice could be worthwhile, mark “YES”.
   c) Use the space under “REMARKS” to put a description of the good practices you notice or suggestions for improvements (and the location, if relevant).

7. After you have finished the tour and completed the Checklist, look again at the items you have marked “YES” and identify a few where you think action would achieve the most important benefits. You should think about both improving working conditions and improving productivity, when you make these choices. Mark these items as “PRIORITY”.

8. Make sure, when you think you have completed the Checklist, that every item is marked “NO” or “YES”, and that some items that are marked “yes”, you have marked “priority”.

9. If this is not simply a training activity, it will be important at this stage, to discuss the Checklist findings with the entrepreneur. Be careful to highlight the positive aspects of the enterprise that you have witnessed. After this, you can go through those elements where you think the enterprise could benefit from taking action.

10. Always emphasize that any improvements made will benefit of the business and the workers.

11. It is important to spend as much time as is needed to go through the Checklist with the entrepreneur and, during this process, to identify together what changes/improvements the entrepreneur wishes to make and can realistically achieve.

If the person completing the Checklist attempts to impose suggestions/improvements on the entrepreneur, this is likely to be counter-productive. Entrepreneurs need to be active partners in WISE-R. So, it is crucial that the actions to be taken by the entrepreneur that are noted on the Checklist are those that the entrepreneur feels are achievable and that he/she is willing to commit to.

Follow-up visits

Once the improvements to be made have been agreed, it is very important to offer support to entrepreneurs in their efforts to carry these improvements forward. A plan should be prepared with the entrepreneur, setting out the timetable he/she envisages for making the improvements.

The last step in completing the WISE-R Checklist should always be to agree a date and time for a follow-up visit, emphasizing that this will be a chance to discuss progress and problems and for help to be given if necessary.

It might be appropriate to send a written letter of thanks to the entrepreneur for hosting the enterprise visit. However, this should be limited to a short note and copies of photographs taken. It is not appropriate to send a formal report or recommendations, because WISE-R recommendations should result from a participatory process with employers and employees.
**WISE-R Module 1: Understanding productivity**

**Checkpoint 1:** Assess how efficient your business is by working out the productivity ratio.

<table>
<thead>
<tr>
<th>Do you propose action?</th>
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<tbody>
<tr>
<td>❑ No</td>
</tr>
<tr>
<td>❑ Yes</td>
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</table>

If yes, what action?

**Checkpoint 2:** When you are looking for ways to improve productivity, think long term and don’t automatically try to make savings on wages.

<table>
<thead>
<tr>
<th>Do you propose action?</th>
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<tr>
<td>❑ No</td>
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<td>❑ Yes</td>
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If yes, what action?

**Checkpoint 3:** Remember that your workers are not just a cost, but a business asset that can greatly affect your productivity.

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<tr>
<th>Do you propose action?</th>
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<tr>
<td>❑ No</td>
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<td>❑ Yes</td>
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If yes, what action?
## WISE-R Module 2: Managing and motivating workers

### Checkpoint 4: Perform a job analysis and elaborate a job description to help you to find workers with the right skills for the job.

Do you propose action?
- No
- Yes
- Priority

If yes, what action?

### Checkpoint 5: Offer workers the opportunity to be trained, and so increase the skills available in your business.

Do you propose action?
- No
- Yes
- Priority

If yes, what action?

### Checkpoint 6: Make sure that new workers are introduced to your business culture, practices, and rules.

Do you propose action?
- No
- Yes
- Priority

If yes, what action?

### Checkpoint 7: Make sure that workers have the tools they need to do the job.

Do you propose action?
- No
- Yes
- Priority

If yes, what action?

### Checkpoint 8: Be clear with workers about what you want them to do and the results you expect.

Do you propose action?
- No
- Yes
- Priority

If yes, what action?

### Checkpoint 9: Give workers as much control as possible over the way they carry out their tasks.

Do you propose action?
- No
- Yes
- Priority

If yes, what action?
**Checkpoint 10:** Give workers professional responsibility for tasks, and acknowledge this in pay and/or in thanks.

Do you propose action?

<table>
<thead>
<tr>
<th>❏ No</th>
<th>❏ Yes</th>
<th>❏ Priority</th>
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If yes, what action?

**Checkpoint 11:** Plan ahead for absences by preparing junior staff to take on delegated tasks.

Do you propose action?

<table>
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<tr>
<th>❏ No</th>
<th>❏ Yes</th>
<th>❏ Priority</th>
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If yes, what action?

**Checkpoint 12:** Give praise when it is due and never deliver criticism in public.

Do you propose action?

<table>
<thead>
<tr>
<th>❏ No</th>
<th>❏ Yes</th>
<th>❏ Priority</th>
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If yes, what action?

**Checkpoint 13:** Organize regular meetings with each employee to give them feedback and orient them in their work.

Do you propose action?

<table>
<thead>
<tr>
<th>❏ No</th>
<th>❏ Yes</th>
<th>❏ Priority</th>
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If yes, what action?

**Checkpoint 14:** Have a clear discipline and grievance policy and make sure that managers, supervisors and workers, understand and apply it.

Do you propose action?

<table>
<thead>
<tr>
<th>❏ No</th>
<th>❏ Yes</th>
<th>❏ Priority</th>
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If yes, what action?
## WISE-R Module 3: Effective management of working time

<table>
<thead>
<tr>
<th>Checkpoint</th>
<th>Description</th>
<th>Do you propose action?</th>
<th>If yes, what action?</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkpoint 15</td>
<td>Avoid wasting time and resources by planning for production and delivery timelines, including advanced planning on staffing needs.</td>
<td>❏ No □ Yes □ Priority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checkpoint 16</td>
<td>Have a regular schedule for maintaining equipment, so that you avoid accidents and breakdowns.</td>
<td>❏ No □ Yes □ Priority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checkpoint 17</td>
<td>Provide job-specific training to boost expertise and efficiency.</td>
<td>❏ No □ Yes □ Priority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checkpoint 18</td>
<td>Make sure all workers get enough rest time during their working day, in between their shifts, and at the end of their working week.</td>
<td>❏ No □ Yes □ Priority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checkpoint 19</td>
<td>Provide a place for workers to rest, away from their work station and with access to drinking water and toilets.</td>
<td>❏ No □ Yes □ Priority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checkpoint 20</td>
<td>Avoid or minimize the use of irregular and unpredictable shift schedules.</td>
<td>❏ No □ Yes □ Priority</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Checkpoint 21: Minimize the use of night work and, when it is necessary, make it safer by providing supervision and adjusting the lighting and temperature in the work environment to be similar to daytime.

Do you propose action?

| ☐ No | ☐ Yes | ☐ Priority |

If yes, what action?

### Checkpoint 22: Introduce flexible working time arrangements that will help your workers to balance their responsibilities and boost your productivity.

Do you propose action?

| ☐ No | ☐ Yes | ☐ Priority |

If yes, what action?

### Checkpoint 23: Limit the use of overtime, especially on extended (e.g., 12-hour) shifts. When overtime is used, provide advance notice to workers.

Do you propose action?

| ☐ No | ☐ Yes | ☐ Priority |

If yes, what action?

### Checkpoint 24: Be clear with each worker about their normal working hours, their pay, and what pay rate they will receive for overtime work.

Do you propose action?

| ☐ No | ☐ Yes | ☐ Priority |

If yes, what action?

### Checkpoint 25: Consult with workers on the design of working time in your enterprise, and listen to the feedback they give you.

Do you propose action?

| ☐ No | ☐ Yes | ☐ Priority |

If yes, what action?
### WISE-R Module 4: Managing wages and benefits

<table>
<thead>
<tr>
<th>Checkpoint 26: Be clear, fair, and consistent, when you decide what you will pay your employees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you propose action?</td>
</tr>
<tr>
<td>[ ] No</td>
</tr>
<tr>
<td>[ ] Yes</td>
</tr>
<tr>
<td>[ ] Priority</td>
</tr>
<tr>
<td>If yes, what action?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint 27: Create an organisational chart with everyone, including you, on it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you propose action?</td>
</tr>
<tr>
<td>[ ] No</td>
</tr>
<tr>
<td>[ ] Yes</td>
</tr>
<tr>
<td>[ ] Priority</td>
</tr>
<tr>
<td>If yes, what action?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint 28: Prepare a comprehensive job description for each job.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you propose action?</td>
</tr>
<tr>
<td>[ ] No</td>
</tr>
<tr>
<td>[ ] Yes</td>
</tr>
<tr>
<td>[ ] Priority</td>
</tr>
<tr>
<td>If yes, what action?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint 29: Rank jobs by comparing the skills they involve and their importance to YOUR business.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you propose action?</td>
</tr>
<tr>
<td>[ ] No</td>
</tr>
<tr>
<td>[ ] Yes</td>
</tr>
<tr>
<td>[ ] Priority</td>
</tr>
<tr>
<td>If yes, what action?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint 30: Do not pay any worker less than the minimum wage in your country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you propose action?</td>
</tr>
<tr>
<td>[ ] No</td>
</tr>
<tr>
<td>[ ] Yes</td>
</tr>
<tr>
<td>[ ] Priority</td>
</tr>
<tr>
<td>If yes, what action?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint 31: Give every job a pay range, so that workers have the chance to improve their pay over time, even if they stay in the same job.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you propose action?</td>
</tr>
<tr>
<td>[ ] No</td>
</tr>
<tr>
<td>[ ] Yes</td>
</tr>
<tr>
<td>[ ] Priority</td>
</tr>
<tr>
<td>If yes, what action?</td>
</tr>
<tr>
<td>Checkpoint</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>32</td>
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<td>33</td>
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<td>36</td>
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<td></td>
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</tbody>
</table>
WISE-R Module 5: Family-friendly measures

<table>
<thead>
<tr>
<th>Checkpoint</th>
<th>Description</th>
<th>Action</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Consult your workers on their family responsibilities and the difficulties they might have balancing these with workplace demands.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Arrange working hours with workers’ family responsibilities in mind.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Consider work sharing and job rotation to allow workers to fill in for each other when someone is absent.</td>
<td>Yes/No</td>
<td></td>
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<tr>
<td>40</td>
<td>Inform your workers about all of the types of leave that you provide.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Plan ahead for leave, so you avoid stoppages or interruptions that can cause a loss of productivity.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Provide all workers with maternity and paternity leave, and the right to a similar job at the same pay when they return.</td>
<td>Yes/No</td>
<td></td>
</tr>
</tbody>
</table>
### Checkpoint 43: Carry out a risk assessment (including exposure to chemicals) and discuss it with your workers.

Do you propose action?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Priority</th>
</tr>
</thead>
</table>

If yes, what action?

### Checkpoint 44: Take action to remove identified risks.

Do you propose action?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Priority</th>
</tr>
</thead>
</table>

If yes, what action?

### Checkpoint 45: Ensure ready access to safe drinking water and to clean toilets, at any time, without restrictions.

Do you propose action?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Priority</th>
</tr>
</thead>
</table>

If yes, what action?

### Checkpoint 46: Accommodate or reassign pregnant workers to tasks that do not require continuous standing, uncomfortable movements/postures, heavy physical effort or risk of slipping and falling.

Do you propose action?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Priority</th>
</tr>
</thead>
</table>

If yes, what action?

### Checkpoint 47: In addition to normal breaks, allow at least one 1-hour break for breastfeeding mothers.

Do you propose action?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Priority</th>
</tr>
</thead>
</table>

If yes, what action?

### Checkpoint 48: Provide a clean and quiet area for breastfeeding or expressing milk.

Do you propose action?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Priority</th>
</tr>
</thead>
</table>

If yes, what action?
<table>
<thead>
<tr>
<th>Checkpoint 49: Help workers get information on mother-to-child transmission of HIV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you propose action?</td>
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<tr>
<td>☐ No</td>
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<tr>
<td>If yes, what action?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint 50: Offer practical support to workers with family responsibilities.</th>
</tr>
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<tbody>
<tr>
<td>Do you propose action?</td>
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<tr>
<td>☐ No</td>
</tr>
<tr>
<td>If yes, what action?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Checkpoint 51: Create partnerships so you (and other small businesses) can help workers with care arrangements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you propose action?</td>
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<tr>
<td>☐ No</td>
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<tr>
<td>If yes, what action?</td>
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</tbody>
</table>
### WISE-R Module 6: Create a respectful workplace

#### Checkpoint 52: Develop (in consultation with your staff) a written policy for promoting a respectful workplace, including a fair procedure to resolve complaints of harassment.

<table>
<thead>
<tr>
<th>Do you propose action?</th>
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<tbody>
<tr>
<td>❑ No</td>
</tr>
<tr>
<td>❑ Yes</td>
</tr>
<tr>
<td>❑ Priority</td>
</tr>
</tbody>
</table>

If yes, what action?

#### Checkpoint 53: Designate a person or persons trusted by you and your workers to be a focal point for harassment complaints.

<table>
<thead>
<tr>
<th>Do you propose action?</th>
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</thead>
<tbody>
<tr>
<td>❑ No</td>
</tr>
<tr>
<td>❑ Yes</td>
</tr>
<tr>
<td>❑ Priority</td>
</tr>
</tbody>
</table>

If yes, what action?


<table>
<thead>
<tr>
<th>Do you propose action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ No</td>
</tr>
<tr>
<td>❑ Yes</td>
</tr>
<tr>
<td>❑ Priority</td>
</tr>
</tbody>
</table>

If yes, what action?

#### Checkpoint 55: Remove all suggestive or provocative photos, posters, and other items from display in the workplace.

<table>
<thead>
<tr>
<th>Do you propose action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ No</td>
</tr>
<tr>
<td>❑ Yes</td>
</tr>
<tr>
<td>❑ Priority</td>
</tr>
</tbody>
</table>

If yes, what action?
1. Before going to the enterprise

1. Distribute the Checklist and the guidance - “WISE-R Checklist and instructions for use.” Ask participants to read these instructions carefully or read them together.

2. Provide additional explanation, if necessary.

3. Emphasize that the Checklist is designed in a very specific way, to highlight possible solutions, rather than problems or subject areas.

4. Mention that at the end of the session (after the visit) participants will work on the completed Checklist in groups.

NOTE: It is important to dedicate time to reading the Checklist together during the training to ensure a common understanding and avoid problems at the enterprise.

Ensuring a respectful visit

The entrepreneur has kindly agreed to allow participants into his enterprise and it is important that she/he is treated with respect and thanks for this.

It is extremely important that participants understand that some of the WISE-R checkpoints in the checklist cannot be easily observed. Participants may have to rely on information given by the entrepreneur or workers to enable them to complete these checkpoints.

Participants need be encouraged to put themselves in the position of this entrepreneur and to understand that she/he might feel unsure about allowing the visit. Questions should always be asked in a way that is sensitive to the feelings of the entrepreneur. Participants should not demand information in a way that makes the entrepreneur or the workers uncomfortable.

2. At the enterprise

   (60 minutes plus transport time to and from the premises)

1. Introduce the visitors and the enterprise owner/manager and any workers who will cooperate in the visit. (10 MIN)

2. Try to talk with the enterprise owner/manager to get familiar with the enterprise activities, before starting to walk through the enterprise

3. Ensure any necessary safety precautions are taken and that everyone is informed about areas that represent particular risks or are off limits. (20 MIN)

4. Walk round the enterprise together so that participants can complete the Checklist. Allow some time at the end for questions and answers. (20 MIN)
3. **After the enterprise visit (debriefing in groups)**  
**90 MIN (45 MIN preparation + 45 MIN debriefing)**

Divide the participants into groups and ask them to do the following:

1) Prepare a brief profile of the enterprise visited, describing the following aspects:
   a. Key features of the enterprise;
   b. The positive aspects that impressed you;
   c. The aspects that you felt could benefit from improvements.

2) Analyze the questions that were asked during the visit and decide:
   d. Which were the most important questions?
   e. Were the answers given satisfactory?
   f. What did you learn from these questions?

3) Ask participants to fill out the Checklist and present 5 recommendations for action to be taken by the enterprise. You should choose those that you think are most important and/or urgent.

Each group is requested to present their results in plenary.
WISE and WISE-R are action-orientated training programmes, so a key measure of success (though not the only measure) is the number of improvements made and the impact they have on the enterprise and those who work there.

WISE is also about encouraging participants to take action *themselves* and in a timely way. Realistically, this means that improvements should be completed within a short time following participation in WISE/WISE-R training (a maximum of six months). When improvements are scheduled to be carried out later than this, it is easy for them to be forgotten or disregarded. In fact, experience has shown that successful WISE and WISE-R improvements generally result from action taken immediately after participation in initial training.

Emphasis should be placed on these two points, both during the training and during the process of action planning.

**How to achieve a good Action Plan**

The Action Plan included in WISE-R is a very simple and effective planning tool. Once completed, it provides a record of the actions that the enterprise proposes to take, when they will be taken, and who will be responsible for ensuring implementation.

An initial Action Plan can be completed independently by participants, and later discussed with a WISE/WISE-R trainer to ensure that the plans are clear and realistic. Alternatively, the two can work together on the initial plan. However, it is important that the Action Plan is the result of a *participatory process* involving employees, who should be encouraged to identify, discuss and agree upon priorities and low-cost actions to improve their working conditions and productivity.

A participatory process for action planning is very important, as few workplace improvements can be achieved or maintained without the cooperation of workers. Furthermore, if actions are formulated by the employees themselves, workers are more likely to embrace them fully and invest time in ensuring their implementation.

The following steps are advised for action planning:

1) Hold a WISE/WISE-R training course. For larger enterprises, it may be helpful for a number of workers and managers to participate;

2) The training should include an enterprise visit, where participants get the opportunity to complete a Checklist exercise;

3) At the end of the training, participants are introduced to the action planning process. They are encouraged to create an Action Plan for their enterprise as soon as they return to work;

4) Before leaving the training, participants should be encouraged to arrange a meeting with their WISE/WISE-R trainer or the person who will support them in implementing improvements. This person can also assist with the action planning if needed.

5) The Action Plan should be discussed with workers and managers and jointly approved;
6) Copies of the Action Plan should be shared and ideally displayed in the workplace;

7) The Action Plan must be implemented and progress monitored. A *WISE/WISE-R* Workplace Committee can be formed to track progress on the actions;

8) A *WISE/WISE-R* network of those who have completed the training can be formed. This provides a forum for those working in or responsible for different enterprises to share ideas and to support each others’ efforts.

### The advantages of an Action Plan

The Action Plan facilitates communication and a common understanding of what needs to be done in an enterprise. It identifies the people responsible for taking action and fixes a timeline within which this action should be completed.

### Monitoring the Action Plan

The Action Plan should be monitored regularly, ideally on a weekly or monthly basis, by an internal *WISE/WISE-R* Workplace Committee. Having a fixed date/time for the Committee to meet (e.g. the first Monday of the month) can be very helpful to maintaining momentum.

In addition, the *WISE/WISE-R* trainer or the support worker should arrange follow-up visits to the enterprise, to provide encouragement, assistance, and record progress on the Action Plan. The first appointment should, ideally, be made at the end of the training.

### The actions have been completed: what next?

Completion of all actions on the Action Plan does not imply that *WISE/WISE-R* can be forgotten about. On the contrary, this is just the beginning of a continuous process that maintains an enterprise focus on improving working conditions and, of course, on improving productivity. *WISE/WISE-R* success stories have shown that active *WISE/WISE-R* Workplace Committees (and networks) can help ensure sustainable improvements in the workplace.

A framework for an Action Plan is included with this guide. As mentioned before, the format of this can easily be adapted to the needs of an individual enterprise. However, the core elements, such as the activity proposed, timeframe (beginning and end date of action), the responsible person, and the expected results, should not be omitted, as this can make follow-up difficult.
WISE-R Action Plan

Enterprise name:  
Contact / Responsible person:  

<table>
<thead>
<tr>
<th>Ref</th>
<th>WISE-R</th>
<th>Current situation</th>
<th>Action/Activity</th>
<th>TIME</th>
<th>Responsible person</th>
<th>Results expected</th>
<th>Resources</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>START</td>
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<td></td>
<td></td>
<td>END</td>
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</tr>
</tbody>
</table>

NOTES:

1. It is important to know the WISE-R module reference and/or Checkpoint reference (to facilitate later analysis of which issues are being actively addressed by participants. By noting the reference of the module or Checkpoint, you will also save space in the table. Suggested referencing for the WISE and WISE-R modules are given below.

WISE:
1 – Materials Storage and Handling; 2 – Workstation Design; 3 – Machine Safety; 4 – Control of Hazardous Substances; 5 – Lighting; 6 – Welfare Facilities; 7 – Premises; 8 – Work Organization.
WISE-R:

2. Note here the steps that the participant proposes to take in order to achieve an improvement in working conditions. It is important to be as specific as possible when describing this. Describing an action in general terms can make follow-up difficult.

3. This is the department/person responsible for implementing the action. This needs to be someone within the enterprise. If a department is responsible, the department should identify a responsible person, and that person’s name should be included.

4. This is where you note the results you expect to be achieved once the action has been implemented. This result can relate to improved working conditions, employee satisfaction or an impact on productivity, and often it will relate to more than one of these. Try to be as specific as possible here, as this will facilitate follow-up.

5. This is where you note the resources that are needed for the implementation of the action. Resources can be financial or non-financial, such as wood for shelving. Try to be specific. If possible, write down the estimated cost (where there is no cost, write ‘0’). Entering this information can be helpful with efforts to encourage the entrepreneur to implement the planned actions. Also, as WISE-R seeks to encourage low-cost improvements, completing this section can serve to demonstrate that the WISE-R approach is a realistic one.
The tables in these guidelines are designed to be used for monitoring the implementation of WISE-R Action Plans. This is an extremely important step in the WISE-R (and WISE) training process, as it helps to assure that the training delivered is having real, enterprise-level, impact and to provide lessons learned to improve future training.

It is recommended that the tables are updated during (or immediately after) follow-up enterprise visits.

The description and importance of each heading in the tables is detailed below.

**Detailed description of table headings:**

<table>
<thead>
<tr>
<th>N°:</th>
<th>An identification number or reference you give to the enterprise. This will help you to present the results in subsequent graphs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of enterprise</td>
<td>The name of the enterprise. It is recommended that you put the enterprise names in alphabetical order.</td>
</tr>
<tr>
<td>Date of training</td>
<td>The date that the enterprise training was conducted. It is important to keep this in mind during follow-up visits.</td>
</tr>
<tr>
<td>Number of employees</td>
<td>The total number of employees working in the enterprise. This provides an indication of the total number of beneficiaries of any improvements.</td>
</tr>
<tr>
<td>Number of employees trained</td>
<td>The total number of employees that have benefited from WISE/WISE-R training. This is divided by gender (female/male). It is important to disaggregate the data to gain an overview of the gender balance of participants.</td>
</tr>
<tr>
<td>% employees trained</td>
<td>The total number of employees trained divided by the total number of employees in the enterprise. This provides the level of reach of the training within the enterprise.</td>
</tr>
<tr>
<td>% of females trained</td>
<td>This is the number of female employees trained divided by the total number of persons trained. It provides an indication of the gender balance of participants.</td>
</tr>
<tr>
<td>Time dedicated to training</td>
<td>The total number of hours that were dedicated to the enterprise training. This facilitates analysis of the intensity of training and a comparison with the delivery % (see later).</td>
</tr>
<tr>
<td>N° actions planned</td>
<td>The total number of actions planned as mentioned in the Action Plan elaborated by the enterprise.</td>
</tr>
<tr>
<td>N° actions implemented V1</td>
<td>The total number of actions implemented as witnessed during the first follow-up visit (V1). These are the actions mentioned in the Action Plan. If additional actions are witnessed, they should be included in the column “Actions implemented not planned.” During the follow-up visits, it is important always to ask the entrepreneur whether he/she can see the claimed improvements.</td>
</tr>
<tr>
<td>N° actions implemented V2</td>
<td>The total number of actions implemented as witnessed during the second follow-up visit (V2). These are the actions mentioned in the action plan. If additional actions are witnessed, they should be included in the column “Actions implemented not planned.” During the follow-up visits, it is important always to ask the entrepreneur whether he/she can see the claimed improvements. During a second visit, a double check of the improvements noted during the first visit should be made. Some may no longer be present and, if so, this should be noted.</td>
</tr>
</tbody>
</table>
The total number of actions implemented but not mentioned in the initial plan. During the follow-up visits improvements that are WISE-R orientated, but not mentioned in the Action Plan, you will often come across. This is because WISE–R is about making continuous improvements. It is important to record these improvements so that they are included in the final total of improvements achieved.

This is the final total number of actions implemented. It is the sum of the actions implemented during the first follow-up visit + actions implemented during the second follow-up visit (and any other visits conducted) + any actions implemented but not mentioned in the Action Plan.

This is the final delivery percentage, meaning the number of actions implemented during the period of monitoring (not including the unplanned improvements) divided by the number of actions planned. This provides an indication of how completely the Action Plan has been implemented.

This is the total number of actions planned for each topic divided by the total number of actions implemented.

Add up the actions per WISE-R topic and verify whether this number equals the number of Total Actions Implemented (4th column).

Calculate the percentages of actions that have been completed per topic. This provides interesting data for analyzing the popularity of topics.

The suggested referencing for WISE-R (and WISE) modules is as follows:

**WISE**: 1 - Materials Storage and Handling; 2 - Workstation Design; 3 - Machine Safety; 4 - Control of Hazardous Substances; 5 - Lighting; 6 - Welfare Facilities; 7 - Premises; 8 - Work Organization.

**WISE-R**: 1WR – Productivity; 2WR - Managing; 3WR - Working Time; 4WR Wages and Benefits; 5WR - Family-friendly measures; 6WR - Respectful Workplaces
### TABLE 1: FOLLOW-UP VISITS

<table>
<thead>
<tr>
<th>N°</th>
<th>Name of enterprise</th>
<th>Date of training</th>
<th>Number of employees</th>
<th>N° persons trained</th>
<th>% M employees trained</th>
<th>% F employees trained</th>
<th>% employees trained</th>
<th>Time dedicated to training</th>
<th>N° act plan’d</th>
<th>N° act impl V1</th>
<th>N° act impl V2</th>
<th>N° act imp NOT plan’d</th>
<th>Total impl</th>
<th>%</th>
</tr>
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<tbody>
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</tbody>
</table>

*Total*

### TABLE 2: ANALYSIS OF ACTIONS PER TOPIC

<table>
<thead>
<tr>
<th>N°</th>
<th>Name Company</th>
<th>N° actions planned</th>
<th>Total impl</th>
<th>WISE-R 1</th>
<th>WISE-R 2</th>
<th>WISE-R 3</th>
<th>WISE-R 4</th>
<th>WISE-R 5</th>
<th>WISE-R 6</th>
<th>Test total</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

*Total*

<table>
<thead>
<tr>
<th>%*</th>
<th>%</th>
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<th>%</th>
<th>%</th>
</tr>
</thead>
</table>

* %*
Implementation Evaluation Form for WISE and WISE-R training

In order to improve WISE and WISE-R implementation in the future, and to improve the WISE+ training package, it is important to get as much feedback as possible from those who have participated in training or been involved in its delivery.

Please take a few minutes to give feedback, comments and suggestions.

Mark responses with an X, as shown below.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>X</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

WISE

1. MATERIAL HANDLING & STORAGE
1.1 What was your general impression of the presentation given?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

1.2 Do you consider the topic relevant for your job/company?

<table>
<thead>
<tr>
<th>A little</th>
<th>Reasonable</th>
<th>A lot</th>
</tr>
</thead>
</table>

1.3 Which aspect of the training needs improvement for this topic?

<table>
<thead>
<tr>
<th>Content</th>
<th>Photographs</th>
<th>Exercises</th>
<th>None</th>
</tr>
</thead>
</table>

1.4 Please elaborate on how the presentation of this topic can be improved:

2. WORKSTATION DESIGN
2.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

2.2 Do you consider this topic relevant for your job/company?

<table>
<thead>
<tr>
<th>A little</th>
<th>Reasonable</th>
<th>A lot</th>
</tr>
</thead>
</table>
2.3 Which aspect of the training needs improvement for this topic?

| Content | Photographs | Exercises | None |

2.4 Please elaborate on how the presentation of this topic can be improved:

---

3. MACHINE SAFETY

3.1 What was your general impression of the presentation?

| Needs Improvement | Reasonable | Good | Excellent |

3.2 Do you consider this topic relevant for your job/company?

| A little | Reasonable | A lot |

3.3 Which aspect of the training needs improvement for this topic?

| Content | Photographs | Exercises | None |

3.4 Please elaborate on how the presentation of this topic can be improved:

---

4. HAZARDOUS SUBSTANCES

4.1 What was your general impression of the presentation?

| Needs Improvement | Reasonable | Good | Excellent |

4.2 Do you consider this topic relevant for your job/company?

| A little | Reasonable | A lot |

4.3 Which aspect of the training needs improvement for this topic?

| Content | Photographs | Exercises | None |

4.4 Please elaborate on how the presentation of this topic can be improved:

---

5. LIGHTING

5.1 What was your general impression of the presentation?

| Needs Improvement | Reasonable | Good | Excellent |

5.2 Do you consider this topic relevant for your job/company?

| A little | Reasonable | A lot |

5.3 Which aspect of the training needs improvement for this topic?

| Content | Photographs | Exercises | None |

5.4 Please elaborate on how the presentation of this topic can be improved:
6. WELFARE FACILITIES

6.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

6.2 Do you consider this topic relevant for your job/company?

<table>
<thead>
<tr>
<th>A little</th>
<th>Reasonable</th>
<th>A lot</th>
</tr>
</thead>
</table>

6.3 Which aspect of the training needs improvement for this topic?

<table>
<thead>
<tr>
<th>Content</th>
<th>Photographs</th>
<th>Exercises</th>
<th>None</th>
</tr>
</thead>
</table>

6.4 Please elaborate on how the presentation of this topic can be improved:

7. PREMISES

7.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
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</table>

7.2 Do you consider this topic relevant for your job/company?

<table>
<thead>
<tr>
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<th>A lot</th>
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</thead>
</table>

7.3 Which aspect of the training needs improvement for this topic?

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<tr>
<th>Content</th>
<th>Photographs</th>
<th>Exercises</th>
<th>None</th>
</tr>
</thead>
</table>

7.4 Please elaborate on how the presentation of this topic can be improved:

8. WORK ORGANISATION

8.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

8.2 Do you consider this topic relevant for your job/company?

<table>
<thead>
<tr>
<th>A little</th>
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<th>A lot</th>
</tr>
</thead>
</table>

8.3 Which aspect of the training should be improved for this topic?

<table>
<thead>
<tr>
<th>Content</th>
<th>Photographs</th>
<th>Exercises</th>
<th>None</th>
</tr>
</thead>
</table>

8.4 Please elaborate on how the presentation of this topic can be improved:
# WISE-R | More Work Improvements in Small Enterprises

## 1. PRODUCTIVITY

1.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

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<th>Reasonable</th>
<th>A lot</th>
</tr>
</thead>
</table>

1.3 Which aspect of the training should be improved for this topic?

<table>
<thead>
<tr>
<th>Content</th>
<th>Photographs</th>
<th>Exercises</th>
<th>None</th>
</tr>
</thead>
</table>

1.4 Please elaborate on how the presentation of this topic can be improved:

## 2. MANAGING AND MOTIVATING

2.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
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</table>

2.2 Do you consider this topic relevant for your job/company?

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<tr>
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<th>Exercises</th>
<th>None</th>
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</thead>
</table>

2.4 Please elaborate on how the presentation of this topic can be improved:

## 3. WORKING TIME

3.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
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<th>Excellent</th>
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<th>A lot</th>
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3.3 Which aspect of the training should be improved for this topic?

<table>
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<tr>
<th>Content</th>
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<th>Exercises</th>
<th>None</th>
</tr>
</thead>
</table>

3.4 Please elaborate on how the presentation of this topic can be improved:
4. **WAGES AND INCENTIVES**

4.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

4.2 Do you consider this topic relevant for your job/company?

<table>
<thead>
<tr>
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<th>Reasonable</th>
<th>A lot</th>
</tr>
</thead>
</table>

4.3 Which aspect of the training should be improved for this topic?

<table>
<thead>
<tr>
<th>Content</th>
<th>Photographs</th>
<th>Exercises</th>
<th>None</th>
</tr>
</thead>
</table>

4.4 Please elaborate on how the presentation of this topic can be improved:

---

5. **FAMILY-FRIENDLY MEASURES**

5.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
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</table>

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<tr>
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<th>A lot</th>
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<tr>
<th>Content</th>
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<th>Exercises</th>
<th>None</th>
</tr>
</thead>
</table>

5.4 Please elaborate on how the presentation of this topic can be improved:

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6. **RESPECTFUL ENVIRONMENT**

6.1 What was your general impression of the presentation?

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
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6.2 Do you consider this topic relevant for your job/company?

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6.3 Which aspect of the training should be improved for this topic?

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<tr>
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<th>Photographs</th>
<th>Exercises</th>
<th>None</th>
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</table>

6.4 Please elaborate on how the presentation of this topic can be improved:
### GENERAL ASPECTS OF TRAINING

1. The time provided for the training was:

<table>
<thead>
<tr>
<th>Adequate</th>
<th>Too little</th>
<th>Too long</th>
</tr>
</thead>
</table>

2. The teaching materials used were:

<table>
<thead>
<tr>
<th>Insufficient</th>
<th>Reasonable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

3. The trainers managed to communicate the message:

<table>
<thead>
<tr>
<th>Not very well</th>
<th>Quite well</th>
<th>Well</th>
<th>Very well</th>
</tr>
</thead>
</table>

4. General comments (how to improve the use of training time, materials, educative aspects, etc.)