



International
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ProAgro



Core Skills for the Agro-processing Sector in Ethiopia

Trainee Handbook

Supported by
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Opportunities for Growth in Africa

On behalf of
 **Federal Ministry
for Economic Cooperation
and Development**

Contents

About the Core Skills for the Agro-Processing Sector in Ethiopia Programme	9
List of Acronyms	10
Module 1: Working in the Agro-Processing Sector in Ethiopia.....	11
Module 1, Session 1	12
Module Overview	12
Activity 1.1: Setting Group Rules.....	12
What are Core Skills?	13
Activity 1.2: Identify the Core Skills for Agro-Processing Jobs and Professions.....	14
Activity 1.3: Setting Personal Mission, Personal and Professional Goals	15
My Personal Mission	15
My Goals	16
Activity 1.4: Personal Action Plan for Module 1	19
Module 1, Session 2	20
Why is it Great to Work?	20
What is Agro-Processing?.....	20
Stages of Agro-Processing.....	21
Activity 1.5: Job Areas and Roles in Agro-Processing	23
Activity 1.6: Video - Working in an Integrated Agricultural Park	24
Entry-Level, Technician Level and High-Level Jobs and Areas in Agro-Processing	26
Module 1, Session 3	27
Activity 1.7: The Benefits of Working in an Agro-Processing Business.....	29
Industrial Culture: Labour Law in Ethiopia - Contracts of Employment	30

Industrial Culture: Labor Law in Ethiopia: Employer and Employee Obligations	33
Module 1, Session 4	36
Activity 1.8: Agro-Processing Visit Questions for Workers.....	36
Module 2, Session 1	39
Module Overview	39
Activity 2.1: Reflection on Factory Visit – Your Top Ten Points	39
Activity 2.2: Personal Action Plan for Module 2	40
Module 2, Session 2	41
Activity 2.3: Personal Appearance in Agro-Processing.....	41
Activity 2.4: Presentation in Agro-processing Businesses	42
Activity 2.5: Personal Hygiene in Agro-processing	44
Module 2, Session 3	45
Why Agro-Processing Businesses Want Good Personal Conduct.....	46
Activity 2.6: Video: Personal Conduct in Agro-processing Businesses	47
Personal Conduct in Agro-Processing Businesses: Good Practice	48
Module 2, Session 4	49
Activity 2.7: Brand YOU!	49
Activity 2.9: Adaptability and Resilience Quiz.....	51
Activity 2.10: Examining Personal Values	55
Module 3: Working Safely and Securely	56
Module 3, Session 1	57
Module Overview	57
Session Energiser: Workplace Safety Quiz	57
Benefits of Good Occupational Safety and Health in Agro-Processing.....	59
Activity 3.1: Working Safely: Risks, Hazards, Accidents and Near Misses	60

Working Safely: Risks, Hazards, Near Misses and Accidents	61
Activity 3.2: Occupational Hazards in Agro-Processing	62
Occupational Hazards in Agro-processing	63
Activity 3.3: Hazards and Risks in the Workplace.....	64
Activity 3.4: Personal Action Plan for Module 3	65
Module 3, Session 2	67
Labor Law Ethiopia: Health and Safety Obligations.....	67
Warning and Safety Signs: Colours and shapes	69
Examples of Prohibition and Warning Signs.....	70
Module 3, Session 3	71
Activity 3.5: Warning and Safety Signs in the Training Facility	71
Module 3, Session 4	72
Using Personal Protective Equipment (PPE) in Agro-Processing.....	72
Activity 3.6: Manual Handling	73
Lifting Guidelines on Stairways	74
Important Principles of Manual Handling	75
What To Do If There Is an Accident at Work?	76
Module 3, Session 5	78
Session Energiser: Fire Safety Quiz.....	78
Fire Safety	80
Typical Emergency or Evacuation Procedures	81
Module 3, Session 6	82
Session Energiser: Waste Quiz.....	82
Activity 3.7: Resource Efficiency and Waste Reduction in the Food Production Process	83
Resources used at each stage of agro-processing	83

The Waste Hierarchy	84
Activity 3.8: How can Agro-processing Business Workers use Resources more Efficiently and Reduce Waste?	85
The Wider Environmental Impact of the Agro-Processing Sector	87
Module 3, Session 7	88
Preventing Occupational Accidents, Injuries and Diseases in Agro-Processing	88
Activity 3.9: Risk Assessment	89
Module 3, Session 8	90
Activity 3.10: Food Safety: Definitions of Key Terms	90
Impact of Good and Poor Food Safety	92
Activity 3.11: Sources of Food Contamination	93
Cross-contamination	95
Activity 3.12: Keeping Food at a Safe Temperature	96
Activity 3.13: How You Can Spread Bacteria	97
Activity 3.14: Hand Hygiene	98
Some Simple Rules for Preventing Food Safety Risks	100
GMP: Good Manufacturing Practices	101
Hazard Analysis Critical Control Point (HACCP)	104
Module 4: Working Together	105
Module 4, Session 1	106
Module Overview	106
Activity 4.2: How do we Communicate?	106
How Do We Communicate in Agro-Processing?	108
Activity 4.3: Personal Action Plan for Module 4	109
Module 4, Session 2	110
Activity 4.4: Listening Skills Quiz	110

How to Become a Better Listener.....	111
Module 4, Session 3	112
How we Communicate Non-Verbally	112
Module 4, Session 4	113
Questions for Help, Support and Feedback.....	113
Activity 4.6 Open or Closed Questions	114
Open and Closed Questions	115
Activity 4.8: Asking for Help, Support and Feedback Role-plays	116
The Importance of Including Everyone in a Team	117
Activity 4.11 Teamwork Scenarios	119
Module 5: Working Productively	120
Module 5, Session 1	121
Module Overview	121
Energizer Activity: Time Management Quiz.....	121
Activity 5.1: Prioritising Tasks.....	122
Activity 5.2: Priority Matrix Task List Scenario.....	123
Activity 5.3: Personal Action Plan for Module 5	125
Module 5, Session 2	126
Activity 5.4: Barriers and Solutions to Managing your Time.....	126
Activity 5.5: Time Management Scenario / Solution	128
Activity 5.6: The Benefits of Effective Time Management.....	129
Activity 5.7: Personal Time Study Analysis.....	130
Module 5, Session 3	132
Activity 5.8: What is a Problem?.....	132
Activity 5.9: Problem-Solving/Resolving Conflict in the Workplace	134

Trainee's name	
Location of training	
Dates / times of training	
Trainee expectations	• I will attend all sessions within this programme • I will be active and willing to participate in all sessions • I will arrive to the sessions on time and be attentive • I will ask my peers or trainer if I don't understand concepts or core skills • I will be considerate of others' right to an environment that is conducive to learning

About the Core Skills for the Agro-Processing Sector in Ethiopia Programme

Welcome to the Core Skills for the Agro-processing in Ethiopia programme!

The agro-processing sector offer a great career choice for many young people leaving education or for people looking for a change in career. As well as learning the technical skills needed to work in the industry like operating machinery, agro-processing employers want committed and enthusiastic employees with great core skills like:

- Knowing what to expect and how to behave in the workplace
- Communicating well with your co-workers, supervisors and managers
- Working together in a team
- Being able to follow instructions
- Being punctual for work and completing work on time
- Staying safe at work

This programme is an introduction to core skills for anyone who would like to work in the agro-processing sector. At the end of the programme you will have gained the core skills necessary to start looking for work in factories and businesses. The programme is short, focused and interactive meaning you will have a lot of fun while learning the skills you need to find and keep decent work.

Module No	Module Title	Guided Learning Hours	Sessions
1	Working in the Agro-processing Industry in Ethiopia	10 hours	4 x Sessions of 2.5 hours
2	Workplace Ethics	10 hours	4 x Sessions of 2.5 hours
3	Working Safely and Securely	20 hours	8 x Sessions of 2.5 hours
4	Working Together	10 hours	4 x Sessions of 2.5 hours
5	Working Productively	10 hours	4 x Sessions of 2.5 hours

This Trainee Handbook has activities for you to complete and is also to remind you of what you have learned on the core skills programme for agro-processing in Ethiopia. You can refer to your notes and the activities during and at the end of the programme.

List of Acronyms

AIDS	Acquired Immunodeficiency Syndrome
COC	Centres of Competence
FTVETA	Federal Technical Vocational Education and Training Agency
HACCP	Hazard Analysis and Critical Control Points
HIV	Human Immunodeficiency Virus
HR	Human Resources
IAIP	Integrated Agro-Industrial Park
ILO	International Labour Organization
KIs	Key Informant Interviews
LED	Light Emitting Diode
OSH	Occupational Safety and Health
PPE	Personal Protective Equipment
PPT	PowerPoint slide
RSA	Rapid Skills Assessment
SOPs	Standard Operating Procedures
ToT	Training of Trainers
TVET	Technical Vocational Education and Training
USDA	United States Department of Agriculture

Module 1: Working in the Agro-Processing Sector in Ethiopia

What you will learn in this module:

- ✓ To get to know group members
- ✓ To agree group rules for the duration of the programme
- ✓ To define core skills for the agro-processing sector in Ethiopia
- ✓ To set personal programme mission or goals
- ✓ To get to know group members
- ✓ To agree group rules for the duration of the programme
- ✓ To define the importance of having employment
- ✓ To define agro-processing
- ✓ To describe the stages of agro-processing
- ✓ To detail important aspects of working in an Integrated Agricultural Park from watching a video
- ✓ To explore job roles and areas in agro-processing businesses
- ✓ To list what must and could be included in an Ethiopian contract of employment
- ✓ To explore workers' rights and roles and responsibilities of employers and workers
- ✓ To visit a local / national agro-processing park / business



Module 1, Session 1

Module Overview

This first module is an introduction to the world of work in the agro-processing sector. During this session you will set personal and professional goals for the programme. You will gain an overview of working life in an agro-processing business, exploring the different roles at entry / operator level and identifying opportunities for progression and self-improvement. You will visit an agro-processing business and have the opportunity to ask employees questions to find out about working life and expectations.

Activity 1.1: Setting Group Rules

Make a note of some the group rules you would like to be included in this programme. Remember to defend and promote your ideas!

What are Core Skills?

Core skills are the personal skills, attitudes and attributes which are needed and desirable in all jobs and professions. They are the skills that make you a great employee! Core skills include being able to communicate well, work as part of a team, solve problems as well as have a positive and professional attitude to work and your career. Core skills do not include hard or technical skills, which are specific to individual jobs and professions.



Activity 1.2: Identify the Core Skills for Agro-Processing Jobs and Professions

What core skills do the people in the photographs need to do their job well? Make a note. You can choose more than one core skill for each image from the box.



Communication

Teamwork

Understanding work culture

Working safely

Positive attitude to work

Activity 1.3: Setting Personal Mission, Personal and Professional Goals

My Personal Mission

Make a note of or draw a representation of your personal mission for this programme on this page.

A purpose, or something you want to achieve



Turn the following broad goals given into SMART goals:

“I want to find a new job”

“I want to work with poultry”

“I want to get a promotion to supervisor”

Make a note of some of your personal and your career / professional goals in this box.

Activity 1.4: Personal Action Plan for Module 1

Module 1			
Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			

Module 1, Session 2

Why is it Great to Work?

Work is an important part of people's lives. It means more than just getting paid. It means being able to make your own choices about how you want to live your life. But it's not just about the paycheck. Work makes people happier. Whether a job is paid or unpaid, people who work tend to: Meet people and expand their social networks, feel productive and valued, develop and transfer new skills, both technical skills and core skills! Working helps you to build a solid foundation to advance your goals and future and ultimately you will be healthier and happier than people who are unemployed.

What is Agro-Processing?



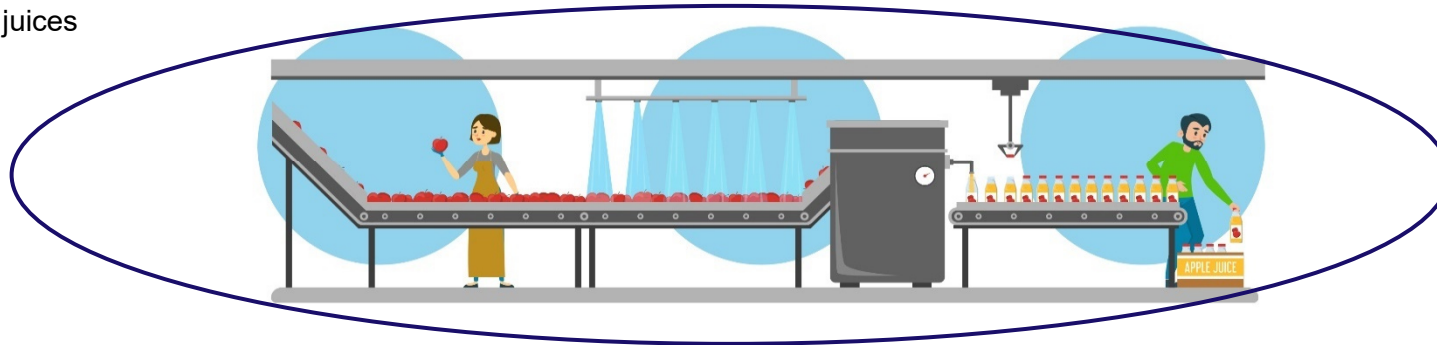
Agro-processing, also known as agri-processing means transforming products that originate from farming to produce a product usually for wholesale or retail sale for human or animals to eat, drink or use.

Stages of Agro-Processing

Primary value-added stage – for example the packaging of raw fresh produce to be sold at supermarkets



Processing / extraction stage –
for example the extraction and
packaging of juices



Preparation of foods (minimal processing) – for example
the making of jams and jellies



Activity 1.5: Job Areas and Roles in Agro-Processing

There are many different areas and types of business you can work in agro-processing in Ethiopia. Look at the photos and make a note of the different areas and types / sizes of business.















Activity 1.6: Video - Working in an Integrated Agricultural Park

Watch the video and answer the following questions.

Name some of the
fruits, vegetables
and seeds that are
processed in the
park

What processing
operations
happen to the
fruits and
vegetables?

What machines
and equipment
are used to
process the fruit
and vegetables?

What are the
stages in
processing
avocados into
oil?

What special
protective clothes
do workers wear?

Name some of
the different
areas within the
park

What are the
benefits of working
in an industrial
park?

What core skills do
you think you need
to work in an
industrial park?

Entry-Level, Technician Level and High-Level Jobs and Areas in Agro-Processing

Entry-Level Jobs

Processing operator

Food process worker

Food production worker

Poultry producer / processor

Product finisher

Stock controller

Manual packer

Mid-Level and Technical Jobs

Team leaders, supervisors, line and shift leaders

Trainer

Machine mechanic or technician

Facilities technician

Quality and compliance technician

Occupational Safety and Healthy manager

Laboratory technician

Sales representative

Production planning assistant

Food technologist

Site manager

Operations manager

High-Level Job Areas

Production management and planning

Industrial engineering

Human resource management

Purchasing

Sales and marketing management

Logistics management

Accountant

Supply chain planning

Inspection

Module 1, Session 3

Example Job Description for a Food Process Worker

Food process workers:

- Receive, check and store raw materials
- Operate conveyor and processing equipment
- Take samples and check products for dispatch
- Check boxes or bins of fruit and vegetables as they are delivered and organise weighing and storage
- Prepare and sort fruit and vegetables for processing and feed them into machines
- Handle live or slaughtered poultry and prepare for cooking or further processing
- Operate machinery for chemical treating, size grading, crushing, extracting juice, mixing, freezing and drying foods
- Operate machinery to blend flour, meal and feed
- Sterilise equipment and keep processing areas clean

Tasks

- Regulates speed of processing machinery
- Moves products from production lines into storage and shipping areas..
- Adds materials, such as spices and preservatives
- Operates processing plant
- Packages and bottles products
- Monitors product quality before packaging by inspecting, taking samples and adjusting treatment conditions when necessary
- Cleans equipment, pumps, hoses, storage tanks, vessels and floors, and maintains infestation control programmes
- Weighs, measures, mixes, and processes ingredients

Working Conditions for a Food Process Worker

If involved in the storage and conservation of seeds or grain, food process workers may take samples for analysis, keep records of silo stocks and sew bags using industrial sewing machines. Those involved in seed or grain mill work do a lot of lifting, pushing and dragging. Conditions may be dusty, noisy, hot or cold depending on the processes being carried out.

Employment Opportunities for a Food Process Worker

Food process workers are employed in edible oils, poultry, fruit and vegetable processing businesses, as well as other food, beverage and pharmaceutical processing businesses. They also work in wineries, breweries and soft drink plants. Processing work tends to be seasonal, in line with crop harvesting times. This means that companies must regulate production to ensure that a range of products are available all year round. In some cases they operate on a reduced level for much of the year and take on temporary staff during peak periods. Food processing workers can progress to technician level positions or into management with the right experience and/or technical training.

Specializations

Fruit and Vegetable Process Worker

A fruit and vegetable process worker operates equipment to prepare canned and frozen fruit and vegetables, sauces, jams, pulps and fruit juices using a wide range of methods.

Edible Oils Process Worker

A margarine and edible oils process worker operates equipment to blend ingredients for margarine and other edible oil products.

Soft Drink and Syrup Making Machine Operator

A soft drink and syrup making machine operator operates equipment to produce syrups, fruit juices and soft drinks.

Tea and Coffee Processing Machine Operator

A tea and coffee processing machine operator assists in the processing of tea and roasted, ground and instant coffee.

Poultry Processor

A poultry processor slaughters, dresses, cuts, trims, prepares and packs poultry.

Food Process Worker

Food process workers operate machines and prepare foods for processing using a wide range of equipment and methods.

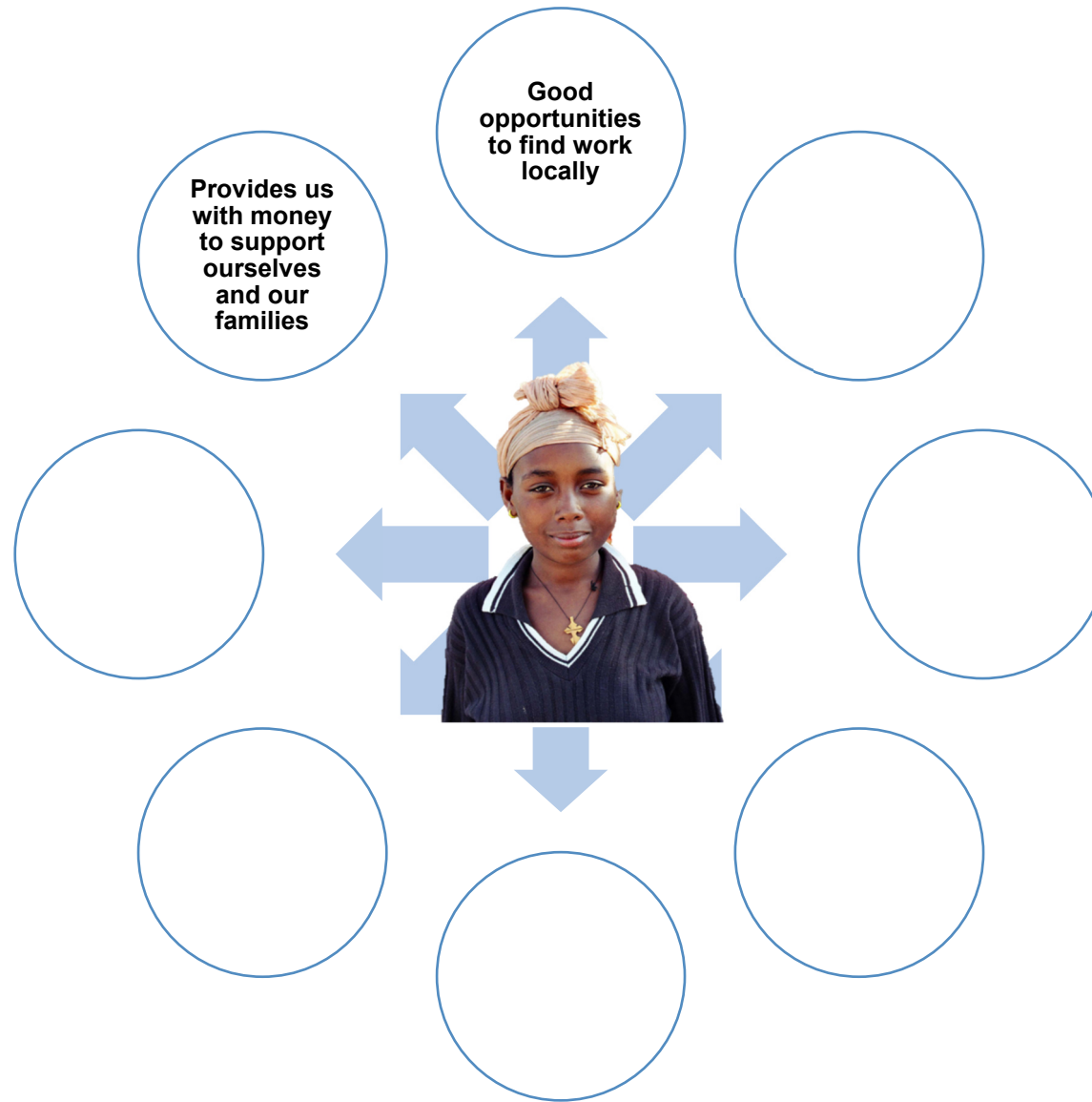
Personal requirements for a Food Process Worker

- Good communication skills
- Enjoy practical work
- High standard of personal presentation and hygiene
- Ability to follow instructions
- Ability to follow all appropriate safety standards in food production
- Knowledge of basic maths and reading comprehension skills

- Aptitude for technical activities
- Attention to detail
- Good hand-eye coordination
- Able to cope with the physical demands of the job
- Ability to work as part of a team and actively participate in team decision making
- Ability to show initiative, and to work independently without supervision
- Ability to take on responsibility, and complete tasks set through to the end on time
- Ability to share and exchange information with others

Core Skills?

Activity 1.7: The Benefits of Working in an Agro-Processing Business



Industrial Culture: Labour Law in Ethiopia - Contracts of Employment

A contract of employment is a signed agreement between an individual employee and an employer or a labour union. It establishes both the rights and responsibilities of the two parties: the worker and the company / factory. Under the Labour Law in Ethiopia, your contract of employment **must** contain the following:



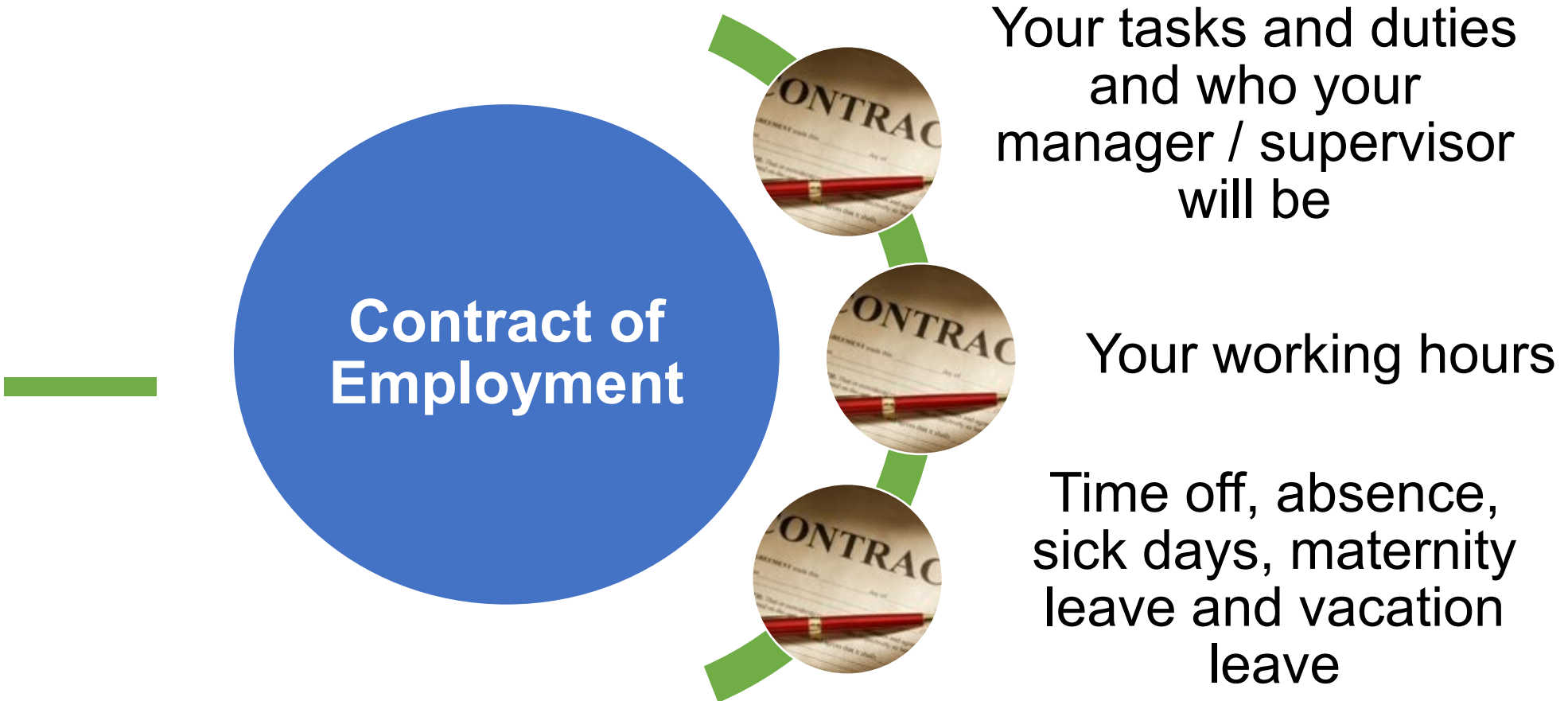
Contract of Employment

Clear so you can
understand it easily

Information about your
job and how long you
will work at the factory

How much you will
get paid

Your contract of employment **could** also give you important information such as the following



Contract of Employment

Your tasks and duties
and who your
manager / supervisor
will be

Your working hours

Time off, absence,
sick days, maternity
leave and vacation
leave

Contract of Employment

Termination terms and
conditions

Probation period

Complaints and
Grievance
procedures

Industrial Culture: Labor Law in Ethiopia: Employer and Employee Obligations

When you work for an agro-processing business, your employer and you have certain obligations that you must both fulfil. There are also acts that are prohibited by law.

Your employer **MUST**

- ✓ Ask you to do the work that is in your contract of employment
- ✓ Provide you with the tools, equipment, machinery, and protection to be able to do your job well and safely
- ✓ Pay your wages and other benefits as set out in your contract
- ✓ Deduct union dues from your regular wage, where you request in writing of such deduction, and transfer the cash into the trade union's bank account
- ✓ Respect your human dignity
- ✓ Take all the necessary occupational safety and health measures and to abide by the standards and directives to keep you safe at work
- ✓ Cover the cost of medical examination whenever such medical examination is required by law or the appropriate authority
- ✓ Keep a register containing details of your weekly rest days, public holidays and utilized leave, your health conditions except for HIV/ AIDS, and employment injury record
- ✓ Provide you, free of charge, with a certificate stating the type of work you performed, the length of service and the wage you were earning when your contract finishes or if you leave your job
- ✓ Provide you with awareness raising training when work rules are established or changed if you so wish

Your employer MUST NOT

- ✗ Restrain you in any manner from exercising your rights or take any retaliatory action against you
- ✗ Discriminate against female workers and pay them less because of their gender
- ✗ Terminate your contract of employment contrary to the provisions of the Labor Law
- ✗ Make or force you to join or not to join a trade union; or to continue or cease membership of a trade union; or to require you to quit membership from one union and join another union; or to require you to vote for or not to vote for a candidate in elections for trade union offices
- ✗ Make you carry out any task which are hazardous to your life
- ✗ Discriminate between workers on the basis of nationality, sex, religion, political outlook, HIV/AIDS disablement or disablement on any other grounds
- ✗ Unduly delay collective bargaining by withholding relevant information for the negotiation or perform any other act contrary to good faith
- ✗ Commit sexual harassment or sexual assault at the workplace
- ✗ Physically abuse anyone in the workplace
- ✗ Force you to work or discharge an obligation

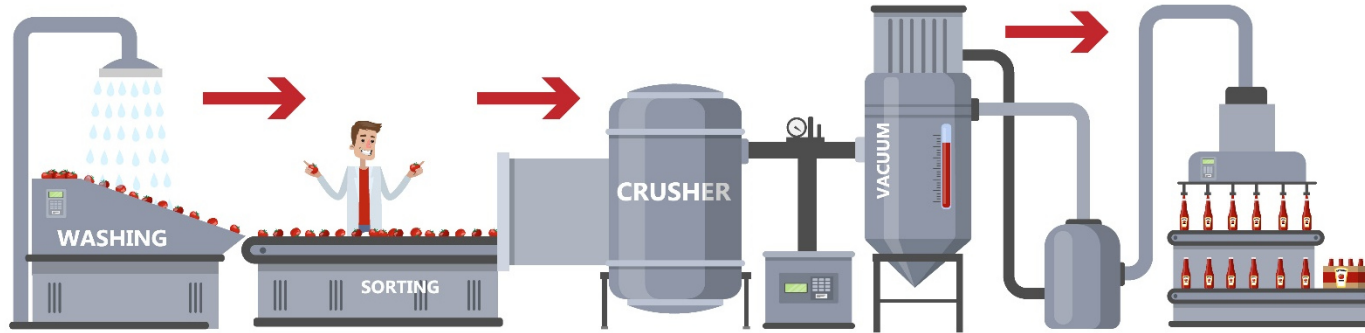
You MUST

- ✓ Perform the work specified in your contract of employment
- ✓ Follow instructions given by the employer based on the terms of the contract and work rules
- ✓ Handle with due care all equipment and tools entrusted to you for work
- ✓ Report for duty always in fit mental and physical condition
- ✓ Give help and aid when an accident occurs, or an imminent danger threatens life or property in a workplace without endangering your safety and health
- ✓ Inform your employer immediately if you see any act which endangers yourself or co-workers

You MUST NOT

- ✗ Intentionally or deliberately commit any act which endangers life or property in the workplace
- ✗ Take away property from the workplace without the express authorization of the employer
- ✗ Use or attempt to use falsified documents
- ✗ To use drugs prohibited by law or use alcoholic beverages and have impaired physical and mental status at the workplace
- ✗ Except for HIV/AIDS test, refuse to submit yourself for medical examination when required by law or by the employer for a good cause
- ✗ Refuse to observe safety and accident prevention rules and to take the necessary safety precautions
- ✗ Conduct meetings during working hours in disregard to the time assigned by the collective agreement or without obtaining the permission of the employer
- ✗ Commit sexual harassment or sexual violence at workplace

✗ Physically abuse anyone in the workplace



Module 1, Session 4

Activity 1.8: Agro-Processing Visit Questions for Workers

Make a note of the questions you will ask workers at the agro-processing business. Think about the following:

- ? Roles and responsibilities of certain workers
- ? A typical working day
- ? Duties and tasks
- ? Personal appearance and presentation in and around the park / business
- ? Personal conduct in and around the park / business
- ? Specific machinery and what it does
- ? Clocking in and out procedures
- ? Security procedures
- ? Opportunities for promotion – career options or paths
- ? Rules and regulations
- ? Reporting
- ? Benefits of working in the park / business
- ? What workers would have liked to have known before they started working in the park / business

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Module 2: Workplace Ethics

Module Learning Outcomes

- ✓ To reflect on the agro-processing business / park visit from the previous module
- ✓ To describe the 'Top Ten' takeaways from the factory visit
- ✓ To describe appropriate personal appearance and presentation in agro-processing
- ✓ To design a poster on personal appearance and presentation at work
- ✓ To detail the meaning and importance of good personal conduct in agro-processing business
- ✓ To describe organisational values that influence employee conduct
- ✓ To detail personal values and their importance to the workplace
- ✓ To list personal values that impact on workplace conduct



Module 2, Session 1

Module Overview

In module 2 you will reflect on the agro-processing business / park visit from the previous module and describe your 'Top Ten' takeaways. You will look at personal and professional conduct in the workplace and what employers expect of you when you start working in terms of your appearance, attitude and behaviours. You will look at agro-processing businesses' organisational values that can influence employee conduct and then look at your own personal values and how they are important to take into the workplace and how they impact on your attitude and behaviours while at work.

Activity 2.1: Reflection on Factory Visit – Your Top Ten Points

What do you remember about your visit to the agro-processing business? Your trainer will give you a category from the visit. Record the **Top Ten Points** of the most important information you learned.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Activity 2.2: Personal Action Plan for Module 2

Module 2			
Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			

Module 2, Session 2

Activity 2.3: Personal Appearance in Agro-Processing

Discuss and make notes of your first impressions of the images of these agro-processing workers.



Activity 2.4: Presentation in Agro-processing Businesses

Read this dress code policy for EthioCado and answer the questions.

Dress Code Policy at EthioCado

General

- On commencement of training or employment within EthioCado, all food processing staff will be provided with a full uniform
- Workers will be expected to wear a fresh clean approved uniform every day and must ensure that their uniform is presentable
- The uniform should be neat, clean and without holes
- Only approved badges and logos will be worn
- Workers must always wear the designated uniform, unless permission is given to the contrary
- Clothes that become contaminated / heavily soiled must be changed at the first opportunity

Footwear

- All workers will wear Steel Toe Capped Plain Black/White or Navy fully closed shoes/boots with flat heels no higher than 1.5 inches
- Suede shoes, sandals, trainers, open toe shoes or shoes with decoration must not be worn
- Permission may be given temporarily for other footwear to be worn where medical reasons prevail, always remembering health and safety regulations
- Shoes/Boots must be clean, polished and maintained to a good state of repair
- Shoes/Boots must be durable enough to withstand decontamination to minimise cross infection, i.e. must be a wipeable, smooth outer textile / leather

Hair

- Hair will be worn neat and tidy at all times, and covered with protective headwear
- All workers with long hair below collar length will wear it tied back and off the collar
- Elaborate hair accessories should not be worn

Jewellery

- Jewellery should be kept to minimal and discreet as follows:
 - A plain wedding band
 - One chain necklace
 - Stud earrings

Make-up/hands/nails

- Make up should be minimal, discreet and appropriate to the business environment
- Nail varnish, false or gel nails of any kind must not be worn and fingernails must be kept short and clean
- Hands must be clean, well-cared for and appropriate to the area of work
- All cuts must be covered with blue plasters and must follow guidelines for infection control.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Why do some agro-processing businesses ask employees to wear uniforms?

Why it is
important to
present yourself
well at work?

What aspects of personal hygiene are important in agro-processing and why?

How can you present yourself well and professionally at work?

Activity 2.5: Personal Hygiene in Agro-processing

Give some examples of appropriate personal hygiene for presenting yourself professionally at work.



Module 2, Session 3

What is Personal Conduct at Work?

Personal conduct at work is the way you act or behave on a day-to-day basis in and around the agro-processing business you work in.

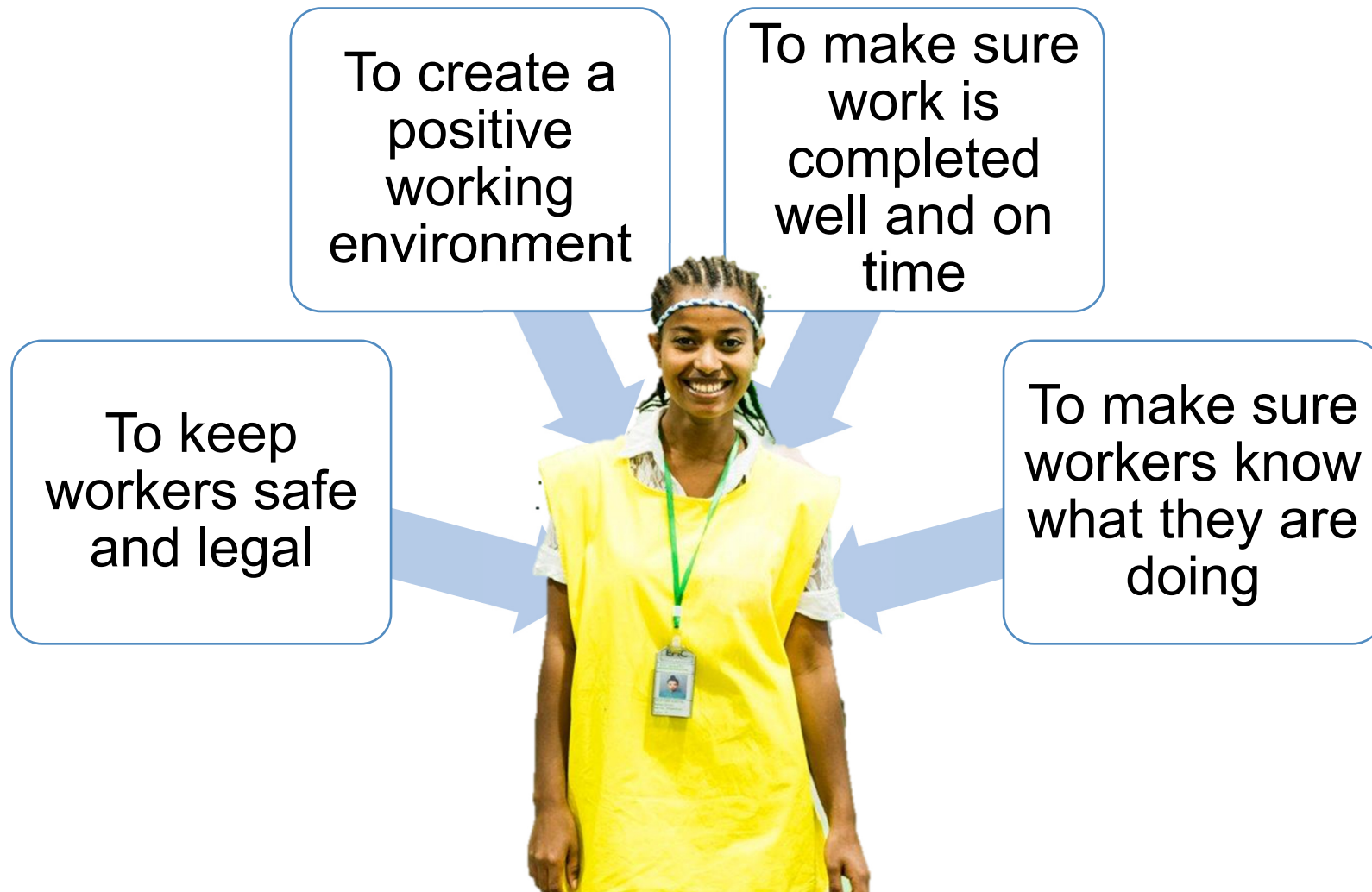


What is a Business Personal Code of Conduct?

A business personal code of conduct defines how employees should act on a day-to-day basis.

It reflects the organisation's daily operations, core values and overall company culture.

Why Agro-Processing Businesses Want Good Personal Conduct



Activity 2.6: Video: Personal Conduct in Agro-processing Businesses

Record the aspects of good personal conduct you see in the video in the chart below.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

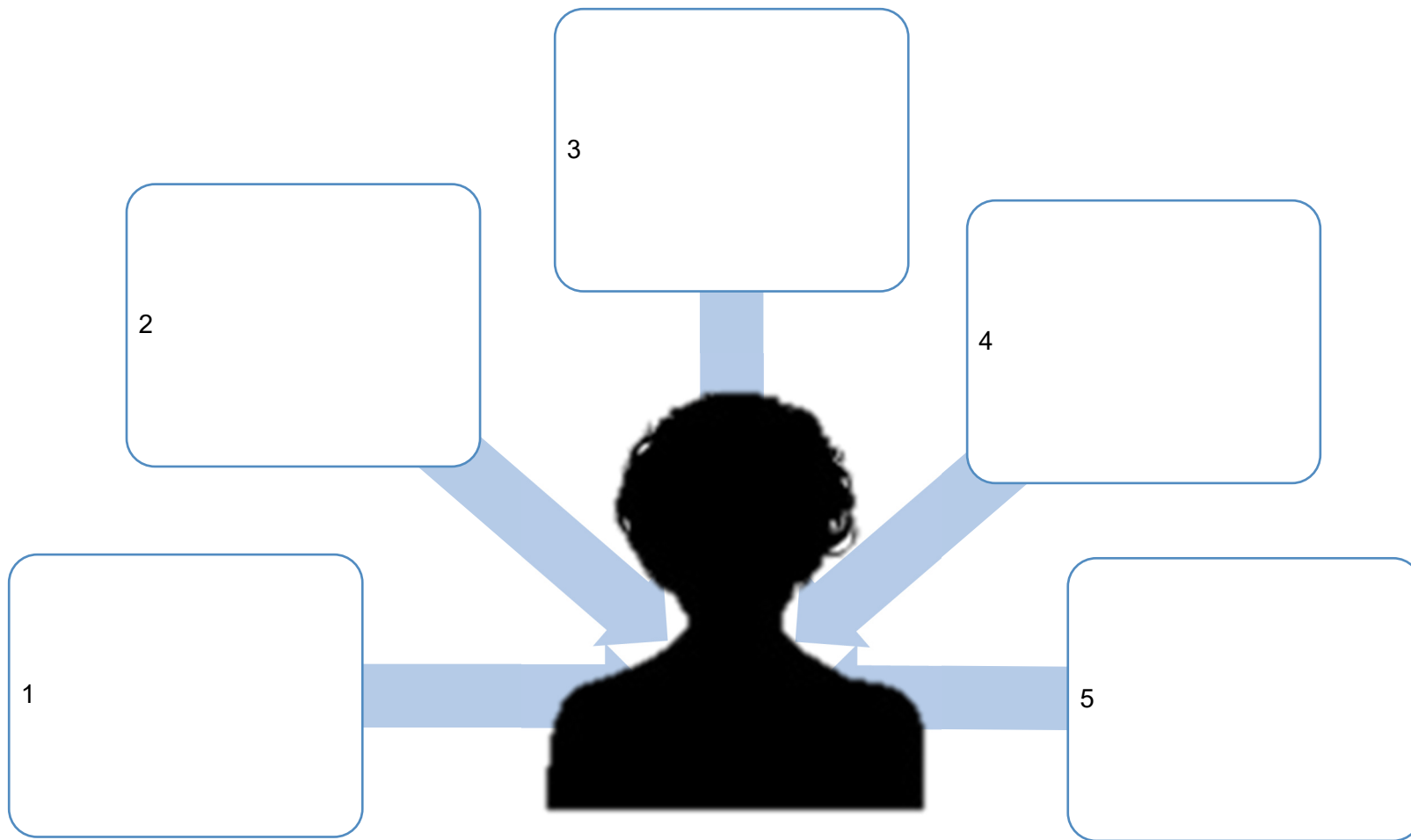
Personal Conduct in Agro-Processing Businesses: Good Practice



Module 2, Session 4

Activity 2.7: Brand YOU!

Write down or visually present 5 words that you think other people might use to describe you.



Activity 2.8: Brand YOU! Personal Values

Circle **10** of the following values that reflect what you feel are most important in your life. You can only choose 10 and no more!

Accountability, Achievement, Adaptability, Ambition, Balance, Being liked, Being the best, Caring, Caution, Clarity, Coaching, Commitment, Community Life, Compassion, Competence, Conflict management, Continuous learning, Control, Courage, Creativity, Dialogue, Ease with uncertainty, Efficiency, Positivity, Entrepreneurial nature, Environmental awareness, Ethics, Excellence, Fairness, Family, Finances, Forgiveness, Friendship, Future generations, Generosity, Health, Humility, Humour, Independence, Initiative, Integrity, Independence, Job security, Leadership, Listening skills, Openness, Patience, Perseverance, Personal contentment, Personal growth, Professional Growth, Power, Resilience, Self-discipline, Trust, Wisdom

Activity 2.9: Adaptability and Resilience Quiz

Rate yourself from 1 to 5 for the following statements depending on how little or how much you think they are true for you. (1= very little, 5 = very much)

Self-Knowledge

1. When someone gives me feedback I see it as a welcome favour	1	2	3	4	5
2. I look for opportunities to discover my strengths and weaknesses	1	2	3	4	5
3. I know what I most value in life	1	2	3	4	5
4. I know what motivates me and what brings me down	1	2	3	4	5
5. I strive to discover more about myself and how others perceive me	1	2	3	4	5
6. I know the answer to the question 'What am I really like?'	1	2	3	4	5

Total: _____

Positivity

7. I tend to have more positive thoughts than negative thoughts in a typical day	1	2	3	4	5
8. My performance is never affected by negative thoughts and emotions	1	2	3	4	5

9. When things go badly I am able to recover from my initial disappointment quite quickly	1	2	3	4	5
10. When I make a mistake I see it as an opportunity to learn and get it right next time	1	2	3	4	5
11. I smile and laugh regularly	1	2	3	4	5
12. I always appreciate the good things in life – especially when times are tough	1	2	3	4	5

Total: _____

Taking Control

13. I have a written plan for my career and lifetime goals	1	2	3	4	5
14. I write down a plan for most projects	1	2	3	4	5
15. I know how to make a realistic, measurable plan	1	2	3	4	5
16. When I encounter problems I take time to analyse the situation and explore options	1	2	3	4	5
17. I cope well with change – even when it is undesired and unexpected	1	2	3	4	5

18. I take the initiative to improve relationships with difficult people	1	2	3	4	5
--	---	---	---	---	---

Total: _____

Building Strong Connections

19. I know which people I can rely on for help and support	1	2	3	4	5
20. I am not afraid to ask for help and do not see it as a sign of weakness	1	2	3	4	5
21. I am good at making new connections with people who I like and respect	1	2	3	4	5
22. I am a confident networker	1	2	3	4	5
23. I put effort into nurturing and maintaining relationships with people in my network	1	2	3	4	5
24. I am a good communicator. I know how to actively listen	1	2	3	4	5

Total: _____

Grand Total: _____

Scoring

First look at your grand total. If your grand total is: Over 85 you demonstrate high levels of resilience. 75 – 85 you show the ability to be resilient in most situations. 60 – 75 you can cope in some situations. 50 – 60 you struggle to be resilient. Under 50 you really need to work on developing your resilience

Think about and answer the following questions to see how adaptable and resilient you are now.

How do you cope with stress?	
How do you cope in difficult situations?	
How would you cope if you had found a new job in an agro-processing business and then the business closed suddenly?	
How do you manage under pressure?	
Describe a difficult or challenging situation and how you handled it?	
Describe a situation when you have shown resilience?	
Describe a situation when you have had to adapt to change? How did you manage?	

Activity 2.10: Examining Personal Values

Complete as much of the table as you can in training time and finish for homework.

Select 3 of your ten values that are most important to you	Why do you believe this value is important to you?	Remember a time in your life that you really lived this value. What were your behaviours?	What would your reaction be if this value was not being displayed or honoured by others? Describe your thoughts, feelings and actions
1.			
2.			
3.			

Module 3: Working Safely and Securely

Module Learning Outcomes

- ✓ To become familiar with key workplace safety and health terminology
- ✓ To state the most common hazards found in agro-processing businesses and how hazards can cause harm or damage
- ✓ To list the parts of the Ethiopian Labour Law (2019) that relate to Occupational Safety and Health obligations of employers and employees
- ✓ To become familiar with key international workplace health and safety signs and their meanings
- ✓ To discover the warning and safety signs in the training facility and their meanings
- ✓ To describe Personal protective Equipment (PPE), its function and how to use it effectively
- ✓ To be able to lift and carry heavy items correctly without damaging the back
- ✓ To know and understand what to do in the event of a fire
- ✓ To practise a fire drill to evacuate safely from the training facility building
- ✓ To know and understand the environmental impact of the agro-processing industry
- ✓ To become familiar with the different types of waste generated in agro-processing and how to reduce and reuse waste
- ✓ To take steps to prevent hazards at work and to carry out a simple risk assessment in the training facility
- ✓ To learn about contamination and cross contamination
- ✓ To learn about how humans can spread bacteria
- ✓ To discover how good personal hygiene can minimise the spread of bacteria
- ✓ To learn about Good Manufacturing Practices (GMP)
- ✓ To learn about food safety and Hazard Analysis Critical Control Points (HACCP)



Module 3, Session 1

Module Overview

This module is large and thorough to make sure you are familiar with how to work safely and securely when you start to work in agro-processing. You will first become familiar with key workplace safety and health terminology and then go on to state the most common hazards found in agro-processing businesses and how hazards can cause harm or damage. Next, you will look at the parts of the Ethiopian Labour Law (2019) that relate to health and safety obligations of employers and employees. You will move on to becoming familiar with key international workplace health and safety signs and their meanings. You will then learn about being safe when processing food products, learning about Good Manufacturing Practices (GMP) and Hazard Analysis Critical Control Points. (HACCP) You will learn how Personal protective Equipment (PPE), is used and how it can protect you at work. You will discover and practise how to lift and carry heavy items correctly without damaging your back. You will then move on to knowing and understanding what to do in the event of a fire and you will practise a fire drill to evacuate safely from the training facility building. Finally, and very importantly, you will examine the environmental impact of the agro-processing industry and become familiar with the different types of waste generated in agro-processing, looking at how you can reduce and reuse waste while at work.

Session Energiser: Workplace Safety Quiz

Circle the correct answers in the following workplace safety quiz. There is ONE correct answer per question.

1. How many workers are injured at work every day around the world?

- (A) Just over 1000
- (B) Just over 10,000
- (C) Just over 1 million
- (D) Just over 10 million

2. Which of the following causes back injuries at work?

- (A) Lifting objects incorrectly
- (B) Being physically unfit
- (C) Poor posture
- (D) All of the above

3. What is this sentence a definition of? *"Anything in the workplace that may cause harm or death to workers or visitors"*

- (A) Risk
 - (B) Hazard
 - (C) Near Miss
 - (D) Accident
4. **It is the employers' sole responsibility to keep the workplace safe and secure for workers and visitors.**
(A) True (B) False
5. **Which of the following is an example of a chemical hazard in an agro-processing business?**
(A) Excessive noise
(B) Breathing in pesticides
(C) Working next to someone who has a virus
(D) Extremely hot working conditions
6. **Workplace prohibition signs are usually...**
(A) Red
(B) Yellow
(C) Blue
(D) Green
7. **What is considered good practice to do as a worker if there is a fire in the building?**
(A) Collect your bag before leaving the building
(B) Keep working for as long as possible
(C) Ask a co-worker to tell your supervisor
(D) Close doors and windows if you have time
8. **What does the following sign found on chemical packaging mean?**
(A) Serious health hazard
(B) Explosive
(C) Hazardous to the environment
(D) Flammable



Score: / 8

Benefits of Good Occupational Safety and Health in Agro-Processing



Activity 3.1: Working Safely: Risks, Hazards, Accidents and Near Misses

Read the descriptions and draw a line to match each one with the correct definition.

Hazard	An event that results in injury or ill health
Risk	An event not causing harm, but has the potential to cause injury or ill health
Accident	Anything in the workplace that may cause harm to people
Near Miss	The likelihood that harm will be caused to people

Working Safely: Risks, Hazards, Near Misses and Accidents



Hazard: Anything in the workplace that may cause harm to people



Risk: The likelihood that harm will be caused to people

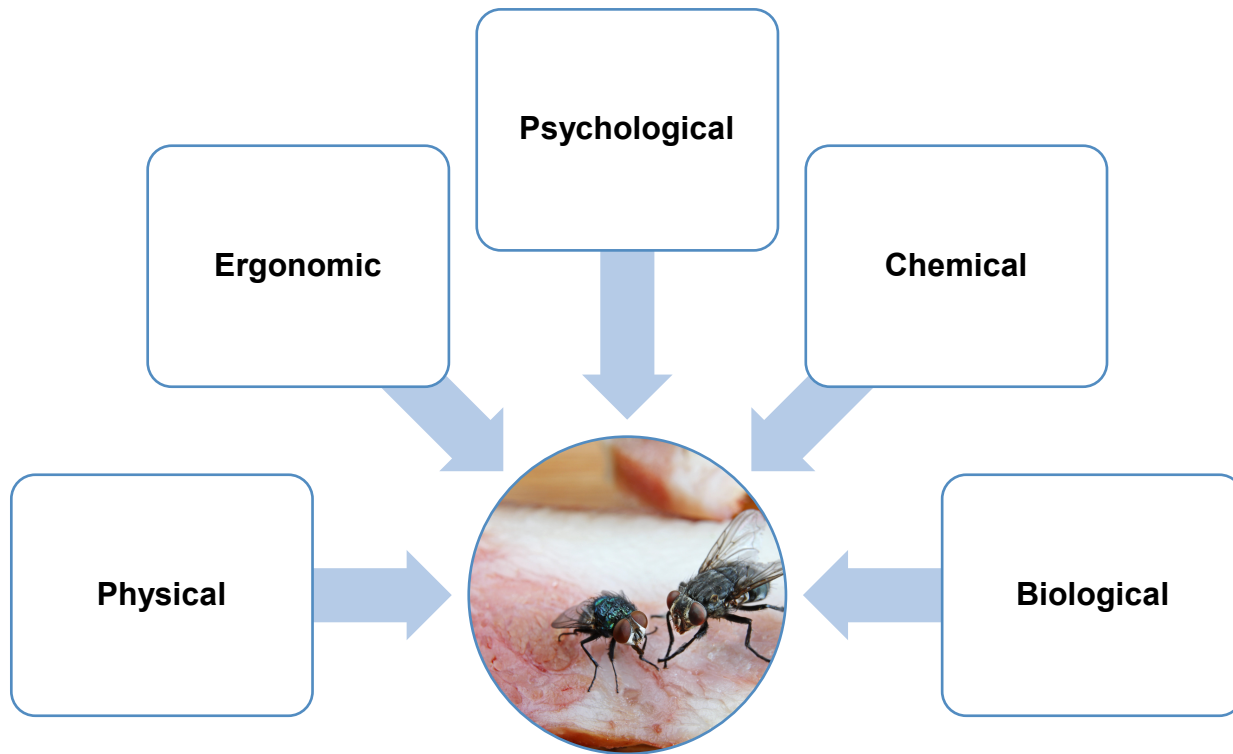


Near Miss: An event not causing harm, but has the potential to cause injury or ill health



Accident: An event that results in injury or ill health

Activity 3.2: Occupational Hazards in Agro-Processing



• _____
• _____
• _____
• _____
• _____

Occupational Hazards in Agro-processing

Physical	Ergonomic	Psychological	Chemical	Biological
• Dangerous machinery and equipment • Excessive noise and vibration • Improper lighting • Insufficient ventilation • Extreme heat • Poor air quality • Blocked exits • Untidy work area • Absence of health facilities (lack of running or drinking water etc.) • Poor waste disposal	• Poor ergonomic design of workstations and work conditions • Badly designed machine stations • Repetitive motions • Awkward posture, stooping / bending over • Lifting issues • Long working hours • Manually operated machines	• Stress • Strain • Excessive physical workload • Abuse / Harassment / discrimination • Fatigue	• Excessive exposure to refrigerants • Inhaling dust from machines • Exposure to dangerous chemicals • Use of cleaning chemicals	• Exposure to food bacteria • Exposure to viruses • Exposure and handling of infectious waste • Handling live birds • Exposure to dust and feces • Exposure to mold • Exposure to vermin and other pests / infestations

Activity 3.3: Hazards and Risks in the Workplace

List some of the types of hazards you are likely to come across when working in agro-processing. Beside each hazard, note the risks these create to yourself and co-workers or visitors.

An example has been given to get you started.

Hazard	Risk
Exposure to food bacteria	You, your co-workers and customers could get very ill

Activity 3.4: Personal Action Plan for Module 3

Module 3			
Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			

Module 3

Session / Action	Action 1	Action 2	Action 3
Session 6			
Session 7			
Session 8			

Module 3, Session 2

Labor Law Ethiopia: Health and Safety Obligations

Employers MUST

- Tell workers about any workplace hazards
- Assign a safety officer to workers and establish an occupational health and safety committee
- Provide workers with protective equipment, clothing and other materials and instruct them how to use them
- Record and report employment accidents and occupational diseases
- Arrange, and pay for the medical examination of newly employed workers and for those workers engaged in hazardous work
- Make sure the workplace is safe and does not pose a health and safety threat to workers
- Take precautions to make sure that the work is not the source or cause of health and safety hazards to workers
- Is liable for employment injuries sustained by workers irrespective of fault apart from: If the injury is intentional, if the worker does not follow OSH instructions, if the worker is intoxicated
- Give the injured worker timely First Aid and take the worker to nearest medical facility if needed
- Pay injury benefits and medical service expenses where appropriate
- Offer alternative work to women workers in case of pregnancy or during lactation not hazardous to the health of the unborn or nursing child arising from exposure to hazards at work and return to their previous jobs at the appropriate time

Employees MUST

- Follow the work rules on OSH
 - Tell the employer if any machinery is faulty and report any incidents and accidents relating to the fault
 - Report hazards which s/he cannot prevent
 - Report any workplace incident or injury
 - Use all safety wear, devices and appliances supplied to them
 - Follow all health and safety instructions
- 

Employees must NOT!

- Interfere with, remove, displace, damage or destroy any safety devices or other appliances for his / her protection or the protection of others
- Obstruct any method or process that is there to minimise a hazard

Warning and Safety Signs: Colours and shapes



for prohibition / danger / fire fighting

for caution / warning

for mandatory signs and to give information such as the location of a telephone

for no danger / first aid / emergency exit or escape



Prohibitions



Warnings



Information

Examples of Prohibition and Warning Signs

Prohibition Signs



No smoking

No naked
flames

No access
for
pedestrians

Warning Signs



Caution

Risk of
electric
shock

Forklift
operating
area

Mandatory Signs



Hard hats
only

Eye protection
should be worn

Ear protection
should be worn

Information Signs



First Aid

Emergency
exit

Stretcher

Module 3, Session 3

Activity 3.5: Warning and Safety Signs in the Training Facility

Record the signs you see in the department of the training facility you have been allocated. Do you know what they mean?

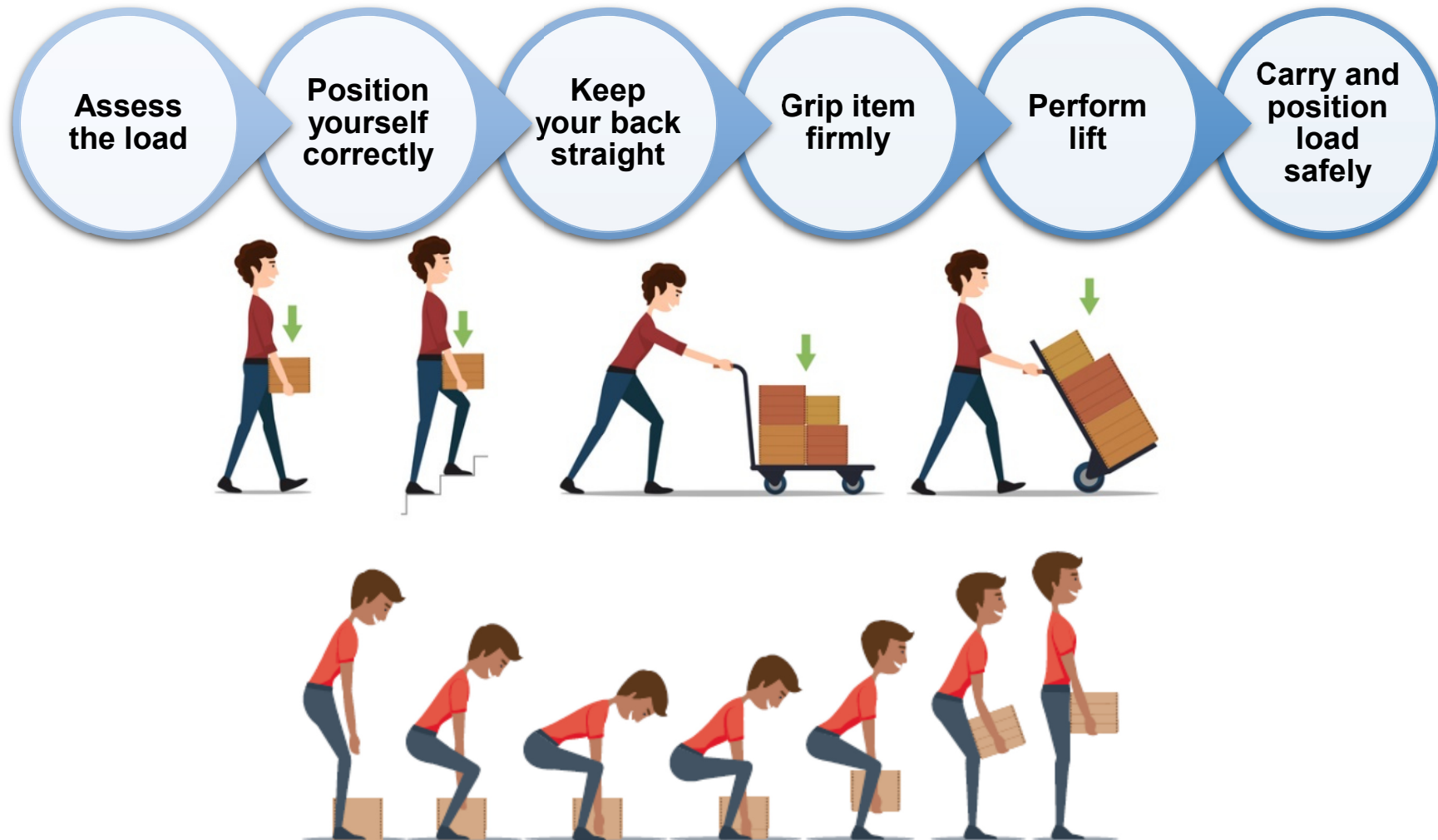
Module 3, Session 4

Using Personal Protective Equipment (PPE) in Agro-Processing

- Wear gloves / gauntlets
- Wear goggles or glasses
- Wear ear coverings
- Wear foot protection
- Wear clothes coverings
- Wear face shields
- Wear hard hats
- General mandatory
- Pedestrian route



Activity 3.6: Manual Handling



Lifting Guidelines on Stairways



Use the handrail



Turn on the lights



Make sure that stairways are free from obstacles



When carrying objects up and down stairs, be sure the path is clear and hold onto the handrail, if possible



If wearing footwear such as heels or sandals, use extra caution when going up and down stairs

Important Principles of Manual Handling

Task

Evaluate the job to be done

Does it involve stretching, twisting or bending?

Can machinery be used to help or use team handling?

Individual

Look at your own capabilities

Are you strong or fit enough?

Are you trained?

Load

Look at the load

If it is too heavy can it be split or lightened?

If unstable can handles be fitted or the load made safer?

Environment

Control the environment where the task takes place

Is the floor slippery or un-even?

Can the layout or floor condition be improved?

What To Do If There Is an Accident at Work?

Giving First Aid

Accident	Action
Fall 	1. Do not move the person, as they could have broken a bone and staff could aggravate the situation by moving the person 2. Alert someone who is qualified to give First Aid on site 3. Report the incident in the appropriate way
Faint 	1. Make sure the injured person is made comfortable by placing a blanket over him / her and use a pillow if there is no neck injury (If appropriate and if you have access to these) 2. Check to see if there is any identification on the person to identify if he / she is diabetic. It could be that they have not taken their insulin shot 3. Contact the site's First Aider
Slip 	1. Find out from the person if they are in pain 2. Make the person comfortable 3. Avoid touching the aggravated area 4. Do not ask them to walk if there is a foot or ankle injury – the person injured should keep their shoes and socks on! 5. The First Aider should examine the area if appropriate to determine if there are any broken bones
Burns 	1. Cool the burn under cold running water for at least ten minutes 2. After the burn has been cooled, cover it with cling film or a clean plastic bag 3. Call the emergency services if necessary 4. Do not try to remove anything that is stuck to the burn as it may cause more damage
Cuts 	1. Stop any bleeding by applying pressure to the area using a clean and dry absorbent material – such as a bandage, towel or handkerchief – for several minutes 2. If the cut is to a hand or arm, raise it above the person's head to help reduce the flow of blood. 3. If the injury is to a lower limb, lie down and raise the affected area above the level of the heart 4. When the wound has stopped bleeding, clean it and cover it with a dressing to help stop it becoming infected

Accident Reporting – Good practice

Take care of the affected person first

Before the reporting process begins, take care of the person affected by the accident. Ask them if they sustained any injuries and if they need immediate medical attention. Arrange for emergency medical care if needed.

Collect important data immediately

After an accident is reported or witnessed, collect important data and information as soon as possible. You may use paper forms to collect this data, or your company may download reporting software that helps streamline the data collection and accident reporting process.

Investigate the cause of the accident

The data you collect helps you to identify the "why", "what" and "how" questions related to the accident. These details help you to investigate further to determine the root cause of the accident.

In some cases, you may need to take videos or photographs to capture the environmental conditions and damage to the area or equipment.

Record your observations about injuries sustained from the accident

Write down whether the affected person sustained any injuries from the accident. Include the severity of the injuries and what they look like if they are visible.

Collect eyewitness accounts

If the accident occurred in front of other people, make sure to interview them and write down their account of what happened



Module 3, Session 5

Session Energiser: Fire Safety Quiz

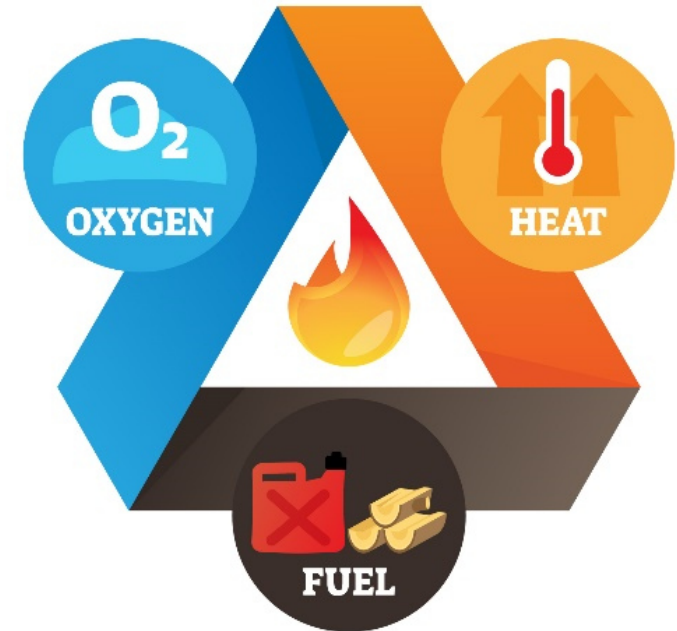
Circle the correct answers in the following workplace safety quiz. There is ONE correct answer per question

1. **Even when there are no signs of a fire, you should respond to every fire alarm as if it were real.**
(A) True
(B) False

2. **The primary function of a fire escape is to exit a building in case of fire.**
(A) True
(B) False

3. **Fire escape doors should be locked at all times.**
(A) True
(B) False

4. **When you discover a fire, you should...**
(A) Sound the fire alarm and call the fire department
(B) Use a fire extinguisher to put out the fire, even without training
(C) Stay in the building until you figure out a way to extinguish the fire
(D) Run out of the building without warning others of the fire



5. Which of the following should you do if you are unable to evacuate a burning building?

- (A) Open the doors and windows to let the smoke out
- (B) Break windows
- (C) Breathe through your mouth
- (D) Stay low under the smoke

6. What can you do to help prevent a fire at work?

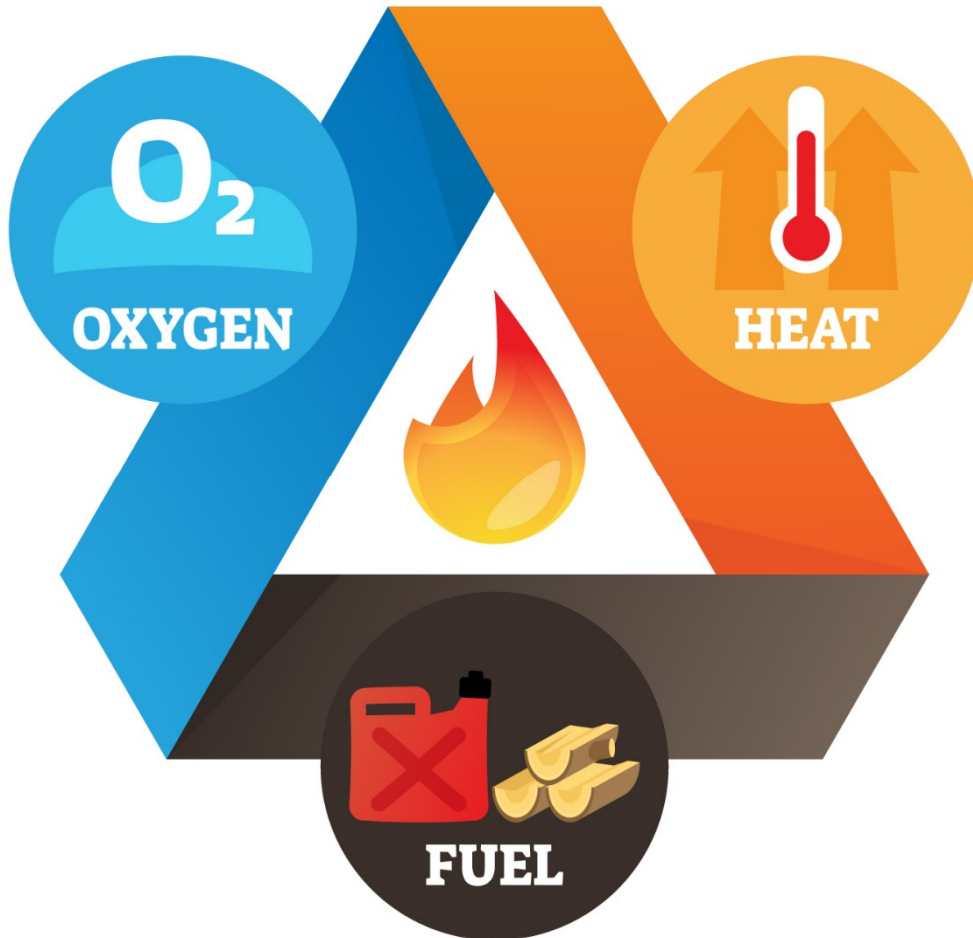
- (A) Avoid using electrical equipment near flammable gases, vapours, and liquids
- (B) Clutter your workspace with paper and other combustibles
- (C) Use electrical wires near flammable gases and liquids
- (D) Avoid cleaning up oil and chemical spills

7. Before an emergency occurs, you should...

- (A) Be able to recognize the sound/signal of a fire or evacuation alarm
- (B) Know the person to contact in an emergency
- (C) Know the location of the fire alarms and how to use them
- (D) All of the above

8. Which of the following should you NOT do during a fire emergency?

- (A) Evacuate a building through designated exit routes
- (B) Keep fire doors shut to prevent the fire from spreading
- (C) Crawl low under the smoke while breathing only through your nose
- (D) Re-enter the building without the permission of authorities



Reduce the Risk of Fire

- ✓ Fire can be prevented by controlling possible ignition sources (heat) and by proper storage of flammable materials
- ✓ Always ensure fire exits are kept clear, never place anything in front of a fire exit as this may stop someone getting out in the event of an emergency
- ✓ Familiarise yourself with the fire escape routes and the specific fire procedures for your workplace
- ✓ Ensure fire exit doors are kept closed at all times
- ✓ Smoking is only allowed in designated smoking areas

Typical Emergency or Evacuation Procedures

Step	Action
1	Keep calm – you need to be able to think clearly. Make sure you have the following information: • Where the fire is • What type of fire it is (what is burning) • How big the fire is
2	Sound the fire alarm.
3	Notify your supervisor / manager and inform Security. All fires are to be reported immediately.
5	Close the doors and windows in your designated work area and switch off any electrical equipment, before proceeding to the assembly area.
6	If the fire is in the designated work area and is too big to control, leave the area and make sure that nobody is left. Only use the appropriate firefighting equipment if you trained and confident that can use it safely.
7	Once the alarm has been activated, evacuate the area and proceed to the Nominated Assembly Point.
8	Do not wait to clear your locker or take your belongings.
10	Close the doors and windows before leaving and make sure the door is closed behind you.
11	Walk briskly – do not run. Remove high-heeled shoes as they slow you down. Calmly assist co-workers and visitors who may need help.
12	If there is a lot of smoke, cover your nose and mouth with a wet towel and crawl on hands and knees.
13	Walk your way towards the ground floor and the outside of the building.
14	Once outside the building, make your way to the assembly point and await further instructions from your nominated Fire Marshal.

Module 3, Session 6

Session Energiser: Waste Quiz

Circle the correct answers in the following workplace safety quiz. There is ONE correct answer per question

1. Addis Ababa produces over 3500 tonnes of waste every day:

True
False

2. There are three key factors everybody should consider about when thinking about how to deal with waste – the 3 Rs. Fill in the gap below:

→ Reduce

→

→ Recycle / Recover

3. One third (1.3 billion tons) of food produced globally is wasted every year.

True
False

4. How much of Addis Ababa's trash does the new Reppie plant recycle to make green energy?

- (A) 100%
- (B) 80%
- (C) 50%
- (D) 30%

5. Food waste produces 3.3 billion tons of carbon dioxide, a greenhouse gas that contributes to climate change.

True
False

Activity 3.7: Resource Efficiency and Waste Reduction in the Food Production Process

The term 'resource' in agro-processing encompasses:

- **Raw materials used to create products** (Poultry, as well as fruits, vegetables, grains, seeds and nuts)
- **Energy resources to process products** (Basic human work for tilling, harvesting and processing, water, fossil fuels such as coal, gasoline, diesel as well as electricity and natural gas, renewable energies such as biofuel, solar and wind energy etc.)
- **Land** (Soil)
- **Packaging**
- **Labelling**
- **Transportation**

Resources used at each stage of agro-processing

Primary value-added stage – for example the packaging of raw fresh produce to be sold at supermarkets:

- Raw materials, fruits and vegetables
- Human work for picking and packaging crops
- Packaging such as cardboard boxes or plastic crates
- Appropriate labelling
- Transportation to the supermarket (Includes human resources, gasoline, or diesel)

Processing / extraction stage – for example the extraction and packaging of juices

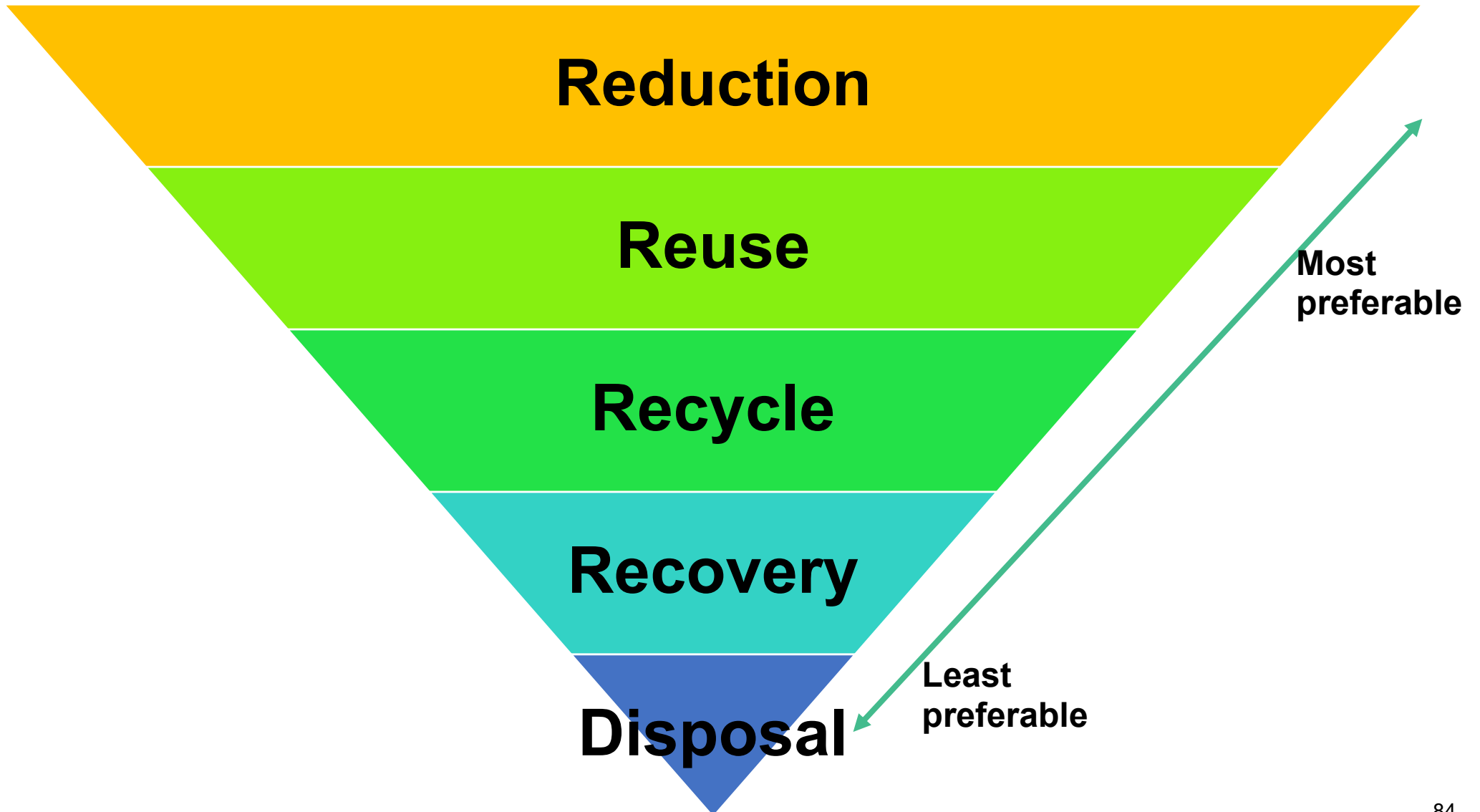
- Human work for manual extraction
- Energy for operating factory and machinery
- Human work for operating / supervising machinery
- Packaging such as glass / plastic bottles, jars cartons and cans
- Appropriate labelling

Preparation of foods (minimal processing) – for example the making of jams and jellies

- Human work for manual preparation of foods
- Energy for operating factory and machinery
- Human work for operating / supervising machinery
- Packaging such as glass / plastic bottles, jars cartons, labels



The Waste Hierarchy



Activity 3.8: How can Agro-processing Business Workers use Resources more Efficiently and Reduce Waste?

Agro-Processing Efficiency and Waste Reduction

Agro-processing transforms raw materials and other inputs into finished products and in most factories, there is ample opportunity for energy and material efficiency improvements. Relatively small changes to the manufacturing process can have a large impact on resource use. Identifying 'low hanging fruit' – low-cost measures that can reduce both the environmental impacts and costs of manufacturing – is a win-win situation.

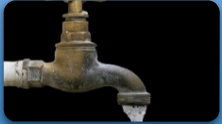
Typical improvement measures may include:

- Making sure processing machines are well serviced and operating effectively
- Ensuring food and raw materials are of good quality and not rejected
- Making sure the processing is carried out well so the finished product is of good quality
- Reducing the use of operating fluids and supplies, including water
- Improving cleaning and conditioning processes
- Recycling of production wastes
- Making sure raw materials and processed goods are stored well and at the correct temperature so there is less spoilage
- Making sure that goods are transported appropriately to avoid spoilage or breakages

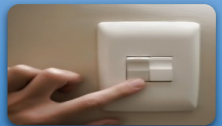




Harvest rainwater for irrigation of crops



Turn off taps after use / report dripping taps / use low flow taps



Turn off lights in storerooms when not occupied



Opening a window, or building door is a simple energy saving technique



Clean and maintain machines to make sure they work well and save energy and lifespan



Ask if you don't understand your work tasks as making mistakes = waste



Ask if you can shut off machinery and equipment when not in use

The Wider Environmental Impact of the Agro-Processing Sector



Destruction of natural habitats and ecosystems to clear land that will be used for agriculture



Use of water to intensively irrigate crops



Harvesting crops represents a significant amount of nutrients, water, and energy being taken from the land



Energy use in agro-processing businesses (Heavy machinery etc.)



Dealing with waste (food and poultry bedding etc.)



Chemical pollution from use of fertilisers and pesticides for crops

Module 3, Session 7

Preventing Occupational Accidents, Injuries and Diseases in Agro-Processing

Hazard	Risk	Prevention
Physical: Untidy work area Machine electrical cable laying across the floor in the work area	Co-workers may trip over the cable	• Plug in the machine as close to where it needs to be as possible • Reposition the cable off the floor • Ask a supervisor to tape or fix the cable to the floor
Biological: Exposure to biological agents There has been a national outbreak of a very contagious virus	Workers could transmit the virus to co-workers, and many could become ill	• Ensure the correct PPE is worn such as face masks • Make sure that social distancing rules are applied and adhered to • Handwashing protocols to be enforced

Activity 3.9: Risk Assessment

Location: _____ Names: _____

Potential Hazard	Who is at risk?	Level of risk: low medium high	Staff responsibilities to eliminate the risk (Who? How?)
1			
2			
3			
4			
5			

Module 3, Session 8

Activity 3.10: Food Safety: Definitions of Key Terms

Missing words

Human	Sale	Safe
Serving	Area	Contamination
Consume	Food	Person

Term	Description
Food Safety	Is about ensuring food and drinks are _____ to _____
Food Hygiene	Are the actions required to make sure _____ and _____ are free from _____ and are safe to consume
Food Handler	Any _____ employed in a food premises, who at any time may be involved in the preparation, processing, cooking or _____ of food and drinks
Food premises	Any _____ where food or drink for _____ consumption or an ingredient of food or drink for human consumption is manufactured, processed, prepared, stored, displayed, handled, served, distributed, sold or offered for sale.

Impact of Good and Poor Food Safety

Good food safety



- Happy customers
- Better productivity
- Meet legal requirements
- Good working conditions
- Reduced risk of food poisoning

Poor food safety



- Complaints from customers
- Food poisoning
- Bad reputation
- Loss or closure of business
- Fines

Activity 3.11: Sources of Food Contamination

Contamination is the presence of any unwanted microorganisms or foreign matter in food – what does this mean? Basically, anything in your food that has the potential to harm someone!

Give some examples of the following types of contamination.



Physical



Chemical



Biological



Allergenic

Cross-contamination

Cross-contamination is the transfer of microorganisms between food, premises, equipment or surfaces.

There are two ways that cross-contamination occurs. It can either happen directly (i.e., food to food) or indirectly (via a third-party).

Direct contamination: raw  cooked

Indirect contamination: raw  surface  cooked

Tips for avoiding cross-contamination

- ✓ Physically separate the handling of raw and cooked products
- ✓ Wash hands thoroughly between handling raw and cooked products
- ✓ Ensure the use of separate equipment and utensils
- ✓ Ensure cleaning and disinfection procedures are followed
- ✓ Never use dirty cloths on dirty surfaces
- ✓ Have separate refrigeration units for raw and cooked foods
- ✓ Store raw foods on lower shelves



The most commonly contaminated food is **raw meat** and therefore it should be handled carefully to avoid cross-contamination (Poultry processing).

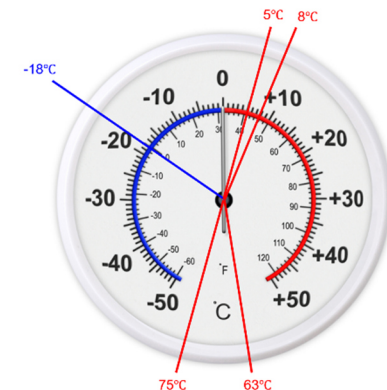
Activity 3.12: Keeping Food at a Safe Temperature

The 'danger zone' is the temperature range where bacteria grows. The danger zone for food is between 5c and 63c.

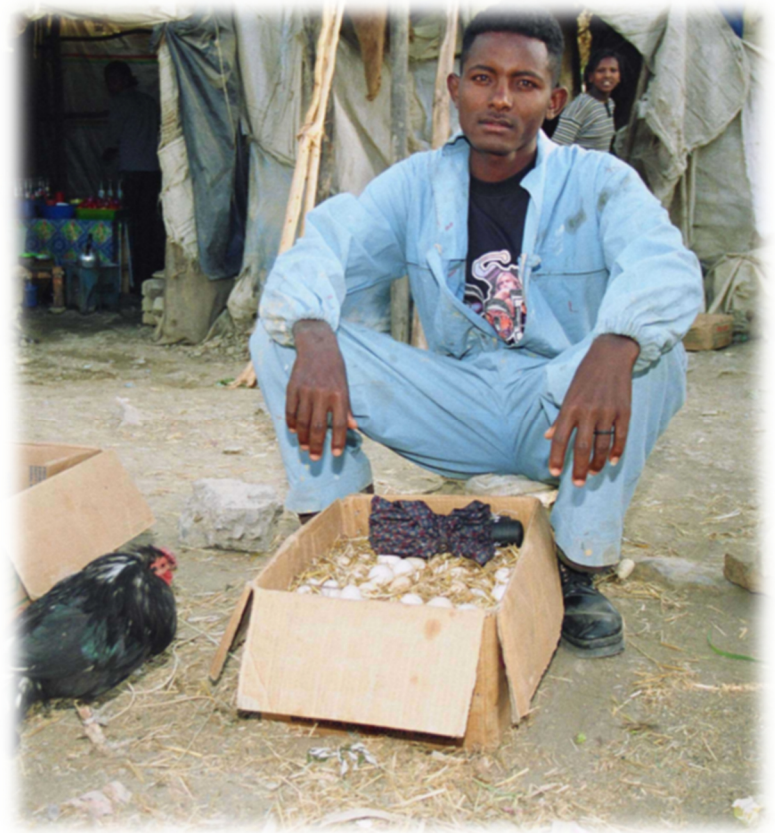
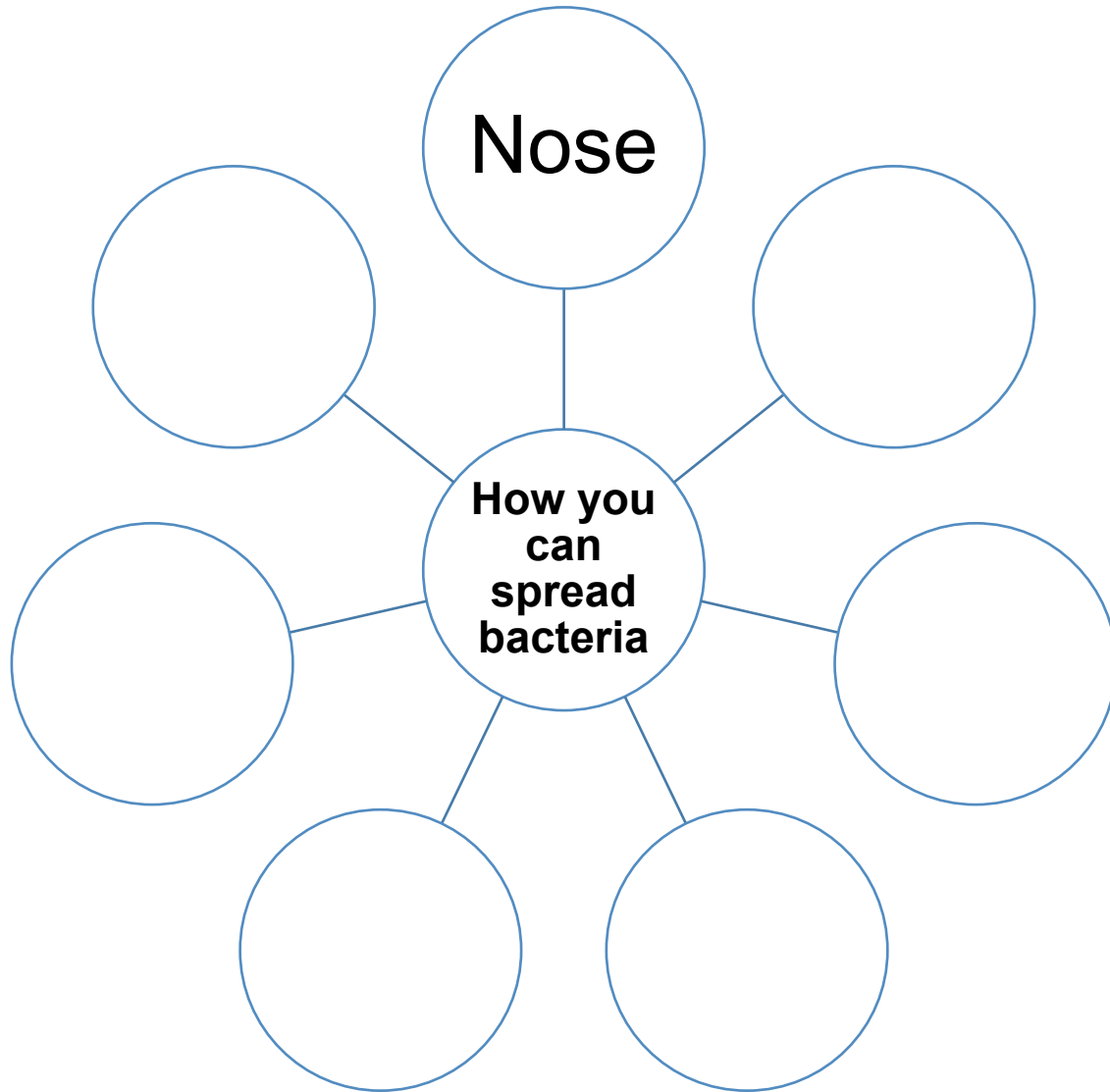
Here are the temperatures you need to be aware of. Read through the explanations and fill in the space with the relevant temperature from the box below.

75c	8c	-18c
5c	63c	3c

Temperature	Description
	Recommended temperature for storage of frozen food. Food poisoning bacteria become dormant when frozen
	Maximum temperature to keep food cool
	Ideal temperature to keep food cool
	Maximum temperature for delivery, whilst stored and whilst prepared
	Minimum hot holding temperature
	Core temperature which needs to be achieved for at least 30 seconds when cooking / heating food

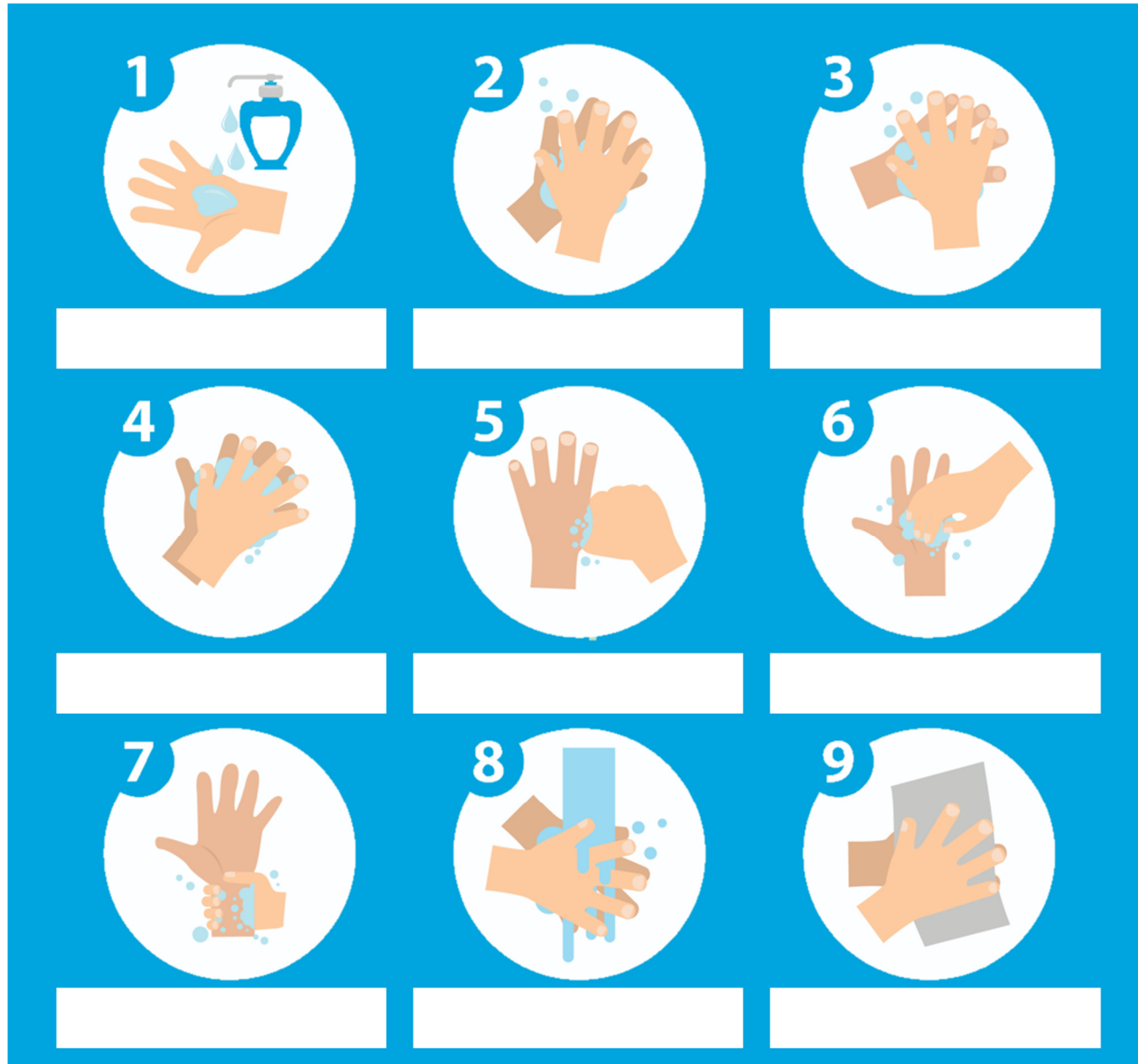


Activity 3.13: How You Can Spread Bacteria



Activity 3.14: Hand Hygiene

Label the diagram with the correct stage of effective hand washing.



The correct handwashing style:

1. Wet your hands with water and apply enough soap to cover your hands
2. Rub your hands together palm to palm
3. Use 1 hand to rub the back of the other hand and clean in between the fingers. Do the same with the other hand
4. Rub your hands together and clean in between your fingers
5. Rub your thumb using your other hand. Do the same with the other thumb
6. Rub the tips of your fingers on the palm of your other hand. Do the same with other hand
7. Wash each wrist
8. Rinse your hands with water
9. Dry your hands with a paper towel



Hand Washing Study USA 2018

A study conducted by USDA found consumers fail to correctly wash their hands 97 percent of the time, with the most common mistake being **not washing hands long enough**.

The observational study in 2018 involved placing 383 participants in test kitchens and monitoring them through cameras.

The study revealed only 3 percent of participants followed all the necessary steps to properly wash their hands.

"You can't see, smell or feel bacteria," said Carmen Rottenberg, acting deputy under secretary for food safety at the USDA. "By simply washing your hands properly, you can protect your family and prevent that bacteria from contaminating your food and key areas in your kitchen."

The most common mistake? **Not washing with soap and water for the minimum 20 seconds**. Other bad behaviours included **not getting hands wet** or **failing to use soap**.¹

Wash your hands properly! This simple action can keep bacteria and viruses away!

¹ Extracted from: <https://eu.usatoday.com/story/news/nation-now/2018/06/29/usda-study-most-people-dont-wash-their-hands-correctly/745048002/>

Some Simple Rules for Preventing Food Safety Risks

Storing food	Stock rotation ensures food is used in date order and is not wasted. Stock should be rotated on a first-in-first-out basis (i.e., where the oldest stock is used in preference to newer stock) Damaged stock should be removed Newly received goods should be put to the back Record the receipt-date and use-by date on goods as they are received Record use-by date on non-perishables when they are opened Stored spoiled products in a container away from fresh foods and mark them Do not smoke in locations where food is stored
Food Handling	Prepare and keep raw and cooked food separately Care for your personal hygiene and cleanliness of your clothing Cover all sores and cuts with a waterproof dressing
Disposing of waste	Use the correct waste bins for different types of waste both inside and outside Close inside bins should be closed when not used Regularly empty inside bins and clean and disinfect according to business processes and procedures Wash your hands as a priority after any waste disposal
Cleaning	Use cleaning chemicals according to business processes and procedures Do not use dirty cloths on dirty surfaces Follow cleaning routines according to business requirements ‘Clean as you go’

GMP: Good Manufacturing Practices

GMP is a part of Quality Assurance which ensures that products are consistently produced and controlled to the quality standard appropriate to their intended use.

Good Manufacturing Practices (GMPs) are the basic operational and environmental conditions required to produce safe foods. They ensure that ingredients, products and packaging materials are handled safely and that food products are processed in a suitable environment.

The 5 P's of Good Manufacturing Practices (GMP)



People

Comprehend
roles and
responsibility



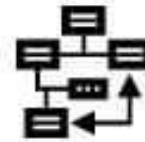
Products

Clear
specifications at
every phase of
production



Processes

Properly
documented,
simple, and
consistent



Procedures

Guidelines for
undertaking
critical processes



Premises

Cleanliness and
equipment
calibration at all
times

1. **People:** All employees are expected to strictly adhere to manufacturing processes and regulations. A current GMP training must be undertaken by all employees to fully understand their roles and responsibilities. Assessing their performance helps boost their productivity, efficiency, and competency.
2. **Products:** All products must undergo constant testing, comparison, and quality assurance before distributing to consumers. Manufacturers should ensure that primary materials including raw products and other components have clear specifications at every phase of production. The standard method must be observed for packing, testing, and allocating sample products.
3. **Processes:** Processes should be properly documented, clear, consistent, and distributed to all employees. Regular evaluation should be conducted to ensure all employees are complying with the current processes and are meeting the required standards of the organization.
4. **Procedures** A procedure is a set of guidelines for undertaking a critical process or part of a process to achieve a consistent result. It must be laid out to all employees and followed consistently. Any deviation from the standard procedure should be reported immediately and investigated.
5. **Premises:** Premises should promote cleanliness at all times to avoid cross-contamination, accidents, or even fatalities. All equipment should be placed or stored properly and calibrated regularly to ensure they are fit for the purpose of producing consistent results to prevent the risk of equipment failure.

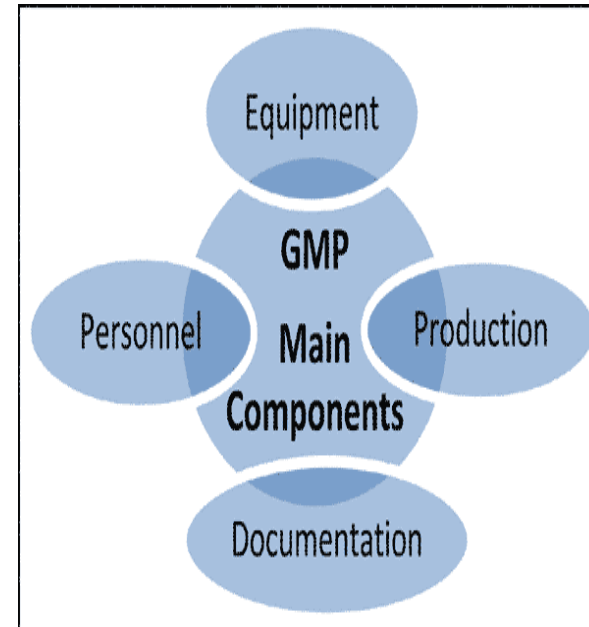
What are the 10 Principles of GMP?

1. Create Standard Operating Procedures (SOPs)
2. Enforce / Implement SOPs and work instructions
3. Document procedures and processes
4. Validate the effectiveness of SOPs
5. Design and use working systems
6. Maintain systems, facilities, and equipment
7. Develop job competence of workers
8. Prevent contamination through cleanliness
9. Prioritize quality and integrate into workflow
10. Conduct GMP audits regularly²

² Extracted from: <https://safetyculture.com/topics/gmp/>

Why do we have to follow GMP?

- ✓ Final testing of the product cannot ensure the Quality efficiency and safety
- ✓ Conformance to the predetermined specification
- ✓ To minimize contamination e.g.: microbial contamination
- ✓ To eliminate error
- ✓ To produce product of consistent quality
- ✓ Government requirement (e.g. EFDA (for milk products), MoA (Honey export))
- ✓ Ensure quality product.
- ✓ Reduce rejects, recalls.
- ✓ Satisfied customers.
- ✓ Company image and reputation.



Hazard Analysis Critical Control Point (HACCP)

- ✓ HACCP is a management system in which food safety is addressed through the analysis and control of
 - biological,
 - chemical, and
 - physical hazardsfrom raw material production, procurement and handling, to manufacturing, distribution and consumption of the finished product
- ✓ HACCP has been recognized as an effective and rational means of assuring food safety from primary production through final consumption, using a “farm to table” methodology
- ✓ HACCP was developed by Pillsbury Company along with NASA in the 1960s
- ✓ It was originally developed as a microbiological safety system to ensure food safety for astronauts
- ✓ HACCP is not **"zero risk"** and does not eliminate the possibility of a hazard getting into the food product

There are seven principles of HACCP:



Module 4: Working Together

Module Learning Outcomes

- ✓ To know and understand why communication is important to succeed at work
- ✓ How we communicate verbally, vocally and non-verbally
- ✓ What the communication process is and how it works
- ✓ To understand what some of the barriers to communication are and how to overcome them
- ✓ To understand the importance of listening as a communication skill
- ✓ To discover how good Trainees' listening skills are currently
- ✓ To describe how to become a better listener
- ✓ To describe what non-verbal communication is
- ✓ To list how we communicate non-verbally
- ✓ To design a poster for positive non-verbal communication at work
- ✓ To examine why asking questions at work is a positive thing
- ✓ To discover the use of open and closed questions
- ✓ To carry out a series of roleplays to put asking questions into practice
- ✓ To discover how to deal with conflict effectively
- ✓ To describe ways of managing cultural differences
- ✓ To examine how teams work together successfully
- ✓ To discover the various roles within teams
- ✓ To examine why it is important to include everyone in the team
- ✓ To examine own role in a teamwork activity



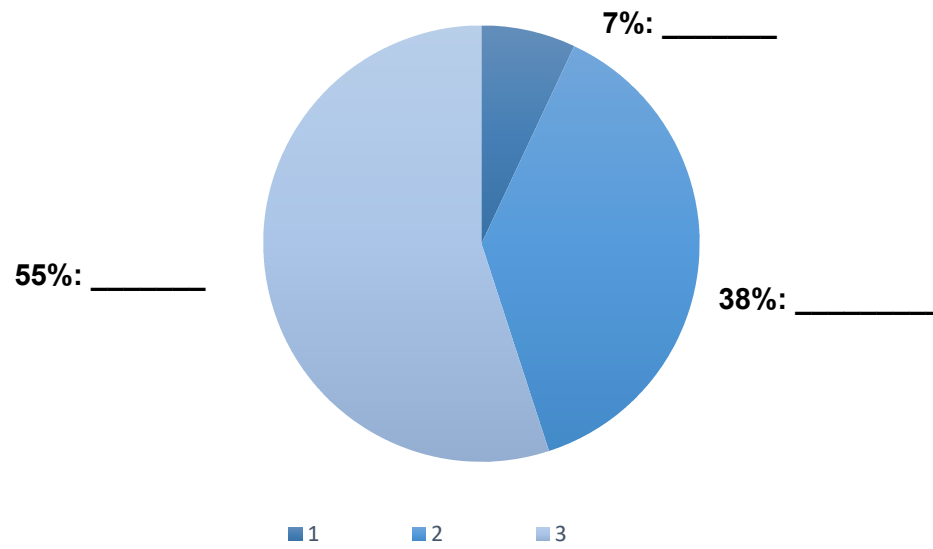
Module 4, Session 1

Module Overview

In this module you will know and understand why communication is important to succeed at work and how we communicate verbally, vocally and non-verbally. You will understand the importance of listening as a communication skill, examine how well you listen (or not!) and learn how to become a better listener. You will look at the importance of non-verbal communication is and design a poster for positive non-verbal communication at work. You will discover the power of asking good questions in the workplace to help guide you in your role and discover the use of open and closed questions. You will bring this module on communication together by carrying out a series of roleplays. Finally you will examine how teams work together successfully and discover the various roles within teams are important in their own right and how it is important to include everyone in the team. You will carry out a teamword activity to find out your important role within a team to finish the module.

Activity 4.2: How do we Communicate?

Label the percentages in the pie chart with the forms of communication: **Verbal** | **Vocal** | **Non-verbal**



How Do We Communicate in Agro-Processing?

The ability to communicate information accurately, clearly and as intended, is one of the most important core skills and something that should not be overlooked. Communication skills are needed in almost all aspects of life: Professionally, if you are applying for jobs or looking for a promotion with your current employer, you will almost certainly need to demonstrate good communication skills. Communication skills are needed to speak appropriately with a wide variety of people whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor your language to your audience, listen effectively, present your ideas appropriately, write clearly and concisely, and work well in a group. Many of these are core skills that most employers are looking for.



Activity 4.3: Personal Action Plan for Module 4

Module 4			
Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			

Module 4, Session 2

Activity 4.4: Listening Skills Quiz

Complete the following quiz by putting a cross ✕ in the box that represents what you do most often in the listening situations.

Question	Always	Sometimes	Never
1. I do other things when speaking on the phone if I'm busy			
2. When someone is talking to me I am thinking of my reply			
3. When someone is talking to me I am thinking of my own opinion			
4. If I don't fully understand what someone is saying to me, I ask them questions so I am clear			
5. I interrupt other people with my own ideas and opinions			
6. I finish other people's sentences			
7. If I am busy I will ask someone to be quick when they speak to me			
Final score			

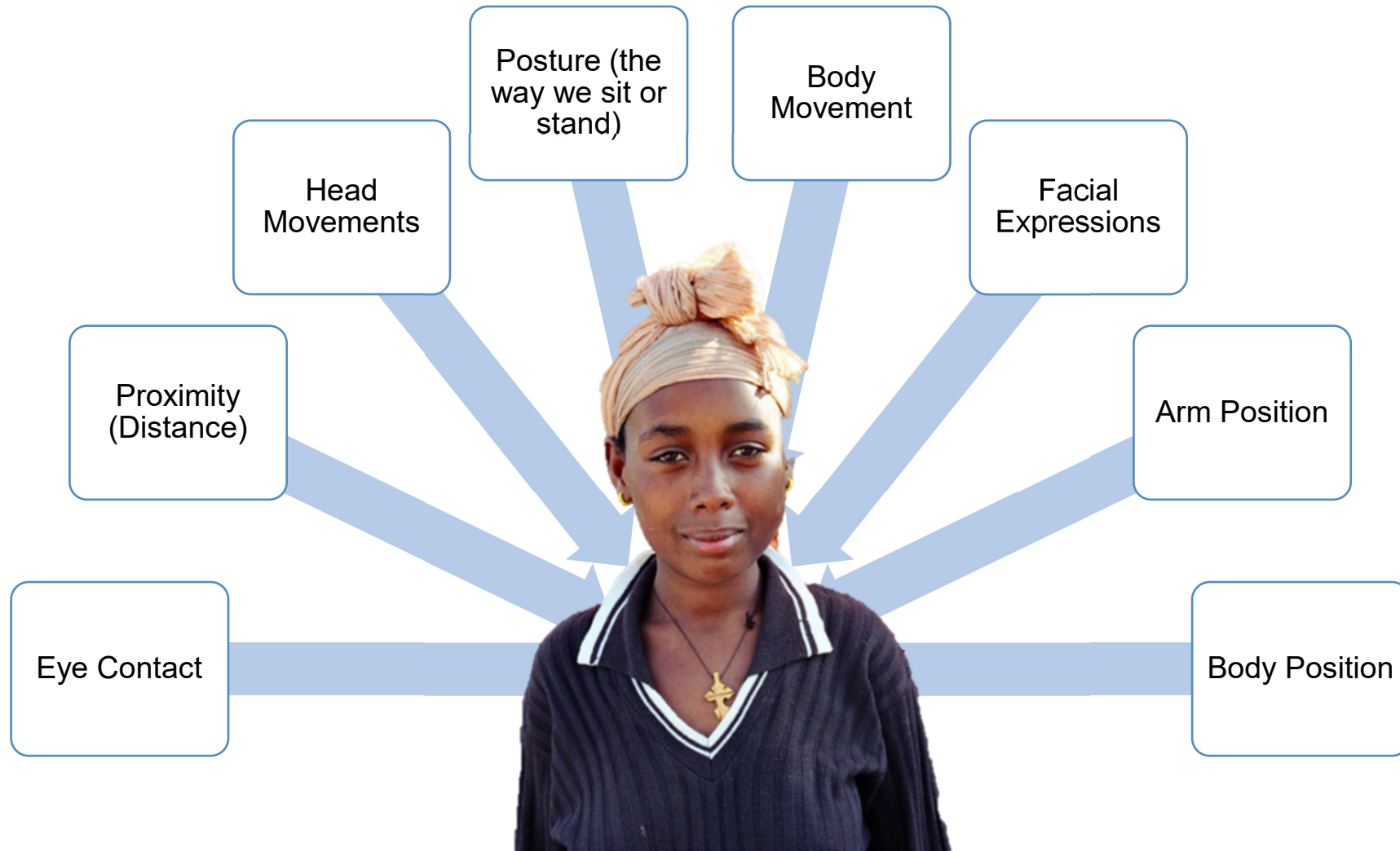
Scores: **Always** answer = 0 | **Sometimes** answer = 1 | **Never** answer = 2

How to Become a Better Listener

1. Pay Attention	✓ Make sure you are not distracted and look at the speaker face on ✓ Look at the speaker in the eyes if appropriate ✓ Let the message / instruction come in ✓ Watch the speaker's body language (what s/he does with her face, arms and how they stand etc.)
2. Show the speaker you are listening	✓ Use your own body language and gestures to show that you are listening, lean in subtly to the listener ✓ Nod occasionally, smiling at appropriate times and using other facial expressions ✓ Make sure that your way you are standing or sitting seems 'open' and interested in what the speaker is saying ✓ Encourage the speaker to continue by giving small verbal comments like yes, and "I understand."
3. Give feedback to the speaker	✓ Reflect back to the speaker to make sure you have heard correctly. <i>"What I'm hearing is..."</i> and <i>"Sounds like you are saying..."</i> are good ways to do this ✓ You can also ask questions if you are not clear on certain points such as: <i>"What did you mean by..."</i> <i>"Is this what you mean?"</i>
4. Do not interrupt!	✓ Allow the speaker to finish each point before asking questions

Module 4, Session 3

How we Communicate Non-Verbally



Module 4, Session 4

Questions for Help, Support and Feedback

Why ask Questions at Work?

- Provides you with immediate feedback
- The answers you receive will help you understand a particular problem or situation
- Means empowering the other person in the conversation – this is seen as respectful
- You can find out information that will help you do your job better!
- Helps you to learn important information from your managers and experienced co-workers
- Can show that you are willing and ready to learn
- Helps you to learn and grow as an employee
- Improves your relationships with co-workers and managers
- Shows you are open to change

How to Ask Meaningful Questions for Help, Support and Feedback

Meaningful questions should always:

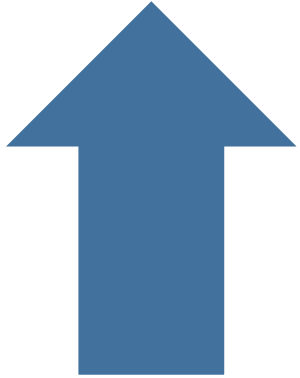
- Show respect
- Be genuine for a particular need or piece of knowledge etc.

Ask yourself:

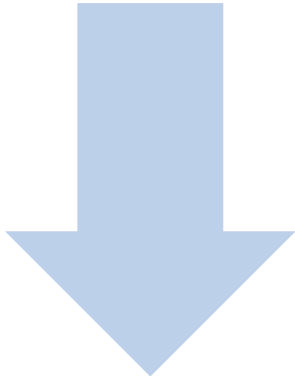
- Do I need a **definite and correct answer** for something?
- Do I need some **advice**?
- Do I need an experienced or educated **opinion** on something?

Activity 4.6 Open or Closed Questions

Which questions are open and which are closed? Write your answers on the lines.



A **closed** question can be answered with a 'yes' or 'no' and is useful in certain situations



An **open** question asks for the person you are speaking to, to give more information rather than just a 'yes' or 'no'

Which questions are open and which are closed? Write in the correct answer.

A. Was the team meeting OK? _____

B. What happened at the team meeting? _____

A. Tell me; what happened next? _____

B. Did X happen? _____

A. Was that part good? _____

B. Could you tell me a bit more about that part? _____

Open and Closed Questions

Open Questions are good for...	Closed questions are good for...
Starting a conversation: <i>"What exactly would you like me to do first?"</i> Finding out more detail: <i>"What should I do if I can't start the machine?"</i> Finding out the other person's opinion or issues: <i>"What would you do in my shoes / if you were me in this situation?"</i>	Checking your understanding, or the other person's: <i>"Did you say you would me to do XX first?"</i> Concluding a discussion or making a decision: <i>"I'll ask Alem if I can observe her on the canning line, is that Okay?"</i>

Activity 4.8: Asking for Help, Support and Feedback Role-plays

Roleplay 1

Trainee A:

You have just started working in an integrated agricultural park that has a modern electronic clock-in system. You feel nervous as you can't remember how to use the system correctly and you cannot clock into work. You have a queue of people behind you, and they are looking frustrated! Ask the person in the queue behind you for some assistance!

Trainee B:

You are queuing in line to clock into the park behind a new starter. You can see she is having a few problems with the clock in system, but you also have a long queue of people behind you that want to clock in! And you will be late for work if you don't clock in the next three minutes!

Roleplay 2

Trainee A:

You have just started working for an avocado oil producer. You have been given your daily targets for bottling up the processed oil and feel you are going to struggle to complete your daily target. You need some advice! You are going to ask your supervisor as they are friendly and approachable.

Trainee B:

You are the line supervisor for the avocado oil packaging line in avocado oil processing business. One of your new workers is consistently behind with their daily targets and looks like they could do with some help.

The Importance of Including Everyone in a Team

How Women could be Discriminated Against in Agro-Processing Businesses

- Unequal pay
- Lack of access to jobs due to family commitments
- Lack of access to jobs due to mobility or migration issues (commitments to reside in one place)
- Gender bias
- Gender stereotyping of certain job roles
- Workplace harassment
- Sexual harassment
- Due to limited access to training, female workers are more likely to have precarious terms of employment and hence be vulnerable to lay-offs
- Since female workers, especially youth, have less access to networking, it is often difficult for them to get job opportunities once they are laid off



Under the **Ethiopian Labour Law 2019**, employers must not discriminate against any employee.

Employers must not: ✖

Discriminate between workers on the basis of Nation, sex, religion, political outlook, HIV/AIDS disablement or disablement on any other grounds.

Employees must not: ✖

Commit sexual harassment or sexual violence at the workplace; Physically abuse anyone in the workplace.

The Benefits of Gender Equality in the Workplace

Individuals

- Equal opportunities for all
- Gives all workers a voice
- Ensures fair representation
- Gives men and women access to diverse employment
- Increases earning potential

Businesses

- Access to larger pool of employees
- Brings the business more innovation and creativity
- Increased engagement and retention amongst staff
- Leads to a more productive, secure and better organized working environment
- Improves the businesses reputation



You should be respectful to all programme participants, and this applies as a key core skill when you start working in workplace teams in agro-processing businesses!

Activity 4.11 Teamwork Scenarios

Scenario 1

You work in a small team of four people maintaining machinery in a large edible oil business. One team member is continuously going missing on their shift - what impact does this have on the team, on the clients who are expecting their goods and on the factory itself?

Scenario 2

You are working with four other people in a packing team for a poultry producer. Your team has a target to pack a large number of crates with hens ready for transport to a laying shed. The laying shed team are expecting all the crates by lunchtime. Halfway through the morning, one of your team members gets an urgent call to attend a family emergency. What can the other members of the team do to help and make sure the target is achieved?



Module 5: Working Productively

Module Learning Outcomes

- ✓ To take a self-inventory of your own time management skills and identify how to improve
- ✓ To understand the barriers to managing your time effectively
- ✓ To learn to distinguish urgent tasks from important tasks and plan accordingly
- ✓ To identify common barriers to time management and how to overcome these barriers
- ✓ To complete a personal time study in order meet personal goals
- ✓ To identify typical problems or issues at home and at work
- ✓ To recognise steps to solve workplace problems, issues and resolve conflict
- ✓ To use a problem-solving method to solve a workplace issue / conflict
- ✓ To practise the key core skills of working together, positive communication and problem-solving by actively taking part in practical group activities



Module 5, Session 1

Module Overview

In this final module you will firstly take a self-inventory of your own time management skills and identify how to improve your time management skills. You will learn how to distinguish urgent tasks from important tasks and plan accordingly. You will identify common barriers to time management and how to overcome them, including how to complete a personal time study in order meet personal goals. You will go on to identify typical problems or issues at home and at work and recognise steps of how to resolve them. You will study how to use a problem-solving method to solve a workplace issue, extending this to be able to identify and resolve conflict in the workplace. To finalise the programme, you will practise the key core skills of working together, positive communication and problem-solving by actively taking part in practical group activities.

Energizer Activity: Time Management Quiz

Respond to the following statements by circling yes (Y) or no (N) with what is usually true for you. Score 1 point for each 'yes' answer and 0 points for a 'no' answer. Add up your points. The higher the points you have, the better you are with time management!

Question	Yes / No	Score
I work out how many hours I need a day to complete my tasks.	Y / N	
I meet deadlines I set for myself.	Y / N	
I begin working on long projects or tasks the earliest that I can.	Y / N	
I have a daily list of things to do.	Y / N	
I do not let my personal and social life get in the way of my work duties.	Y / N	
I spend time before a project or task mapping out what I need to get done and by when.	Y / N	
I set myself specific goals for each day.	Y / N	
I begin my day with the most important project or task.	Y / N	

I complete most of my tasks when I am alert and focused.	Y / N	
I feel like I am usually on top of my tasks and duties.	Y / N	
Final score		

Activity 5.1: Prioritising Tasks

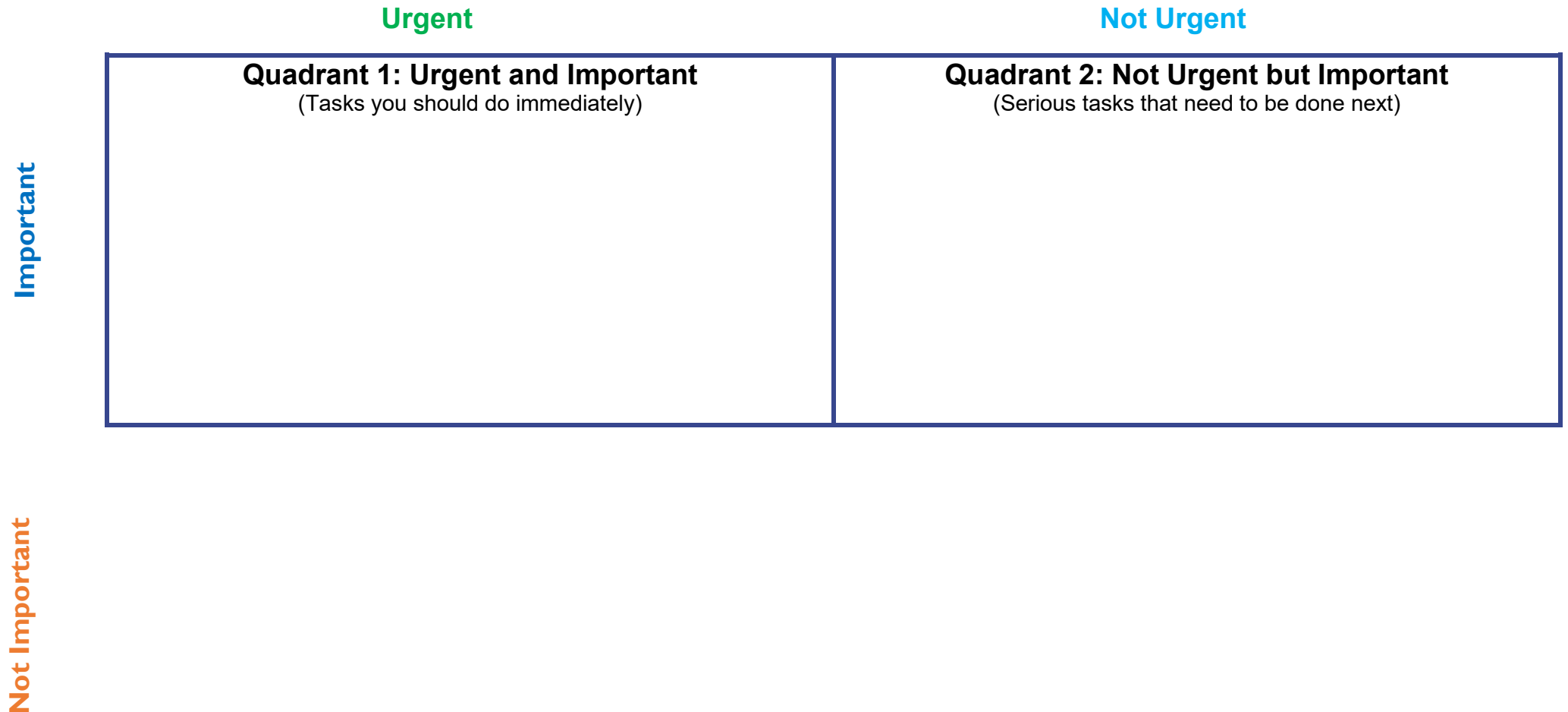
Think about which tasks are more urgent or important to complete more quickly than others. Think about this then write A, B or C in the 'Priority' column.

A = Most urgent | **B** = Less urgent | **C** = Least urgent

Task	Priority (ABC)
Read the children a bedtime story before bed	
Take the children to school	
Make injera for tomorrow morning	
Watch the big match on TV	
Go for a walk	
Make dinner for tonight	
Go shopping for weekly spices	
Mend ripped jeans	
Wash clothes for family to wear for a party at the weekend	
Visit a friend	

Activity 5.2: Priority Matrix Task List Scenario

You work as a food process worker in a large fruit and vegetable business and have a list of tasks that you must complete today. You work a nine-hour shift and have half an hour for your lunch break. Read through the tasks your trainer gives you and decide as a group which quadrant in the matrix they should go into and plot them on the matrix in one of the group's workbook. All group members should be involved, and their opinions heard and valued.





Quadrant 3: Not Important but Urgent

(Tasks that can be done a little later)

Quadrant 4: Not Urgent or Important:

Do not bother to do these tasks unless all of your other Quadrant 1-3 tasks are completed and you have the time

Module 5

Session / Action	Action 1	Action 2	Action 3
Session 1			
Session 2			
Session 3			
Session 4			

Activity 5.3: Personal Action Plan for Module 5

Module 5, Session 2

Activity 5.4: Barriers and Solutions to Managing your Time

In the space provided, identify common time management barriers and suggest solutions for overcoming those barriers.

Time Management Barrier	Potential Solutions
Procrastination	• Do the worst task/ the task you are dreading first to get it out of the way • Break tasks into smaller bite-sized pieces or chunks so they are more manageable • Plan to do these tasks when you are at your highest energy level / feel good • Give yourself a reward when you complete one of these tasks such as make yourself drink or rest for 10 minutes with your eyes closed • Change your work environment • Ask another person to check that you are working on / have completed the task • Remove distractions. Turn off your phone • Try to make it fun
Interruptions	

Time Management Barrier	Potential Solutions
Distractions	
Not setting limits	
Not Prioritising	

Activity 5.5: Time Management Scenario / Solution

Scenario

Zala works as a quality checker in a busy fruit and vegetable processing factory in Addis Ababa. She has three young children. One of them is not well and she has been up most of the night with him for the last week. Zala also has elderly parents. Their health is failing and she has to go to see them over in another part of the city when she finishes work to take them food.

At work there is a big consignment of bottled juice going to a client. Her supervisor has given her the task of examining over 1000 juice labels for misspellings or defects, and incorrect labelling / packaging in the next week and return the rejected bottles for repackaging / relabelling. She is behind with her tasks and not on target to complete them.

What advice do you have for Zala to help her get her work tasks done to meet her target by the end of the week?

Barriers	Potential Solutions

Activity 5.6: The Benefits of Effective Time Management

Benefits of Managing your Time

- You can get more done each day
- You can gain control over your life
- You can reduce your stress and improve your health
- You can 'add more time' to your daily routine, thereby having time to do the things you really enjoy

Activity 5.7: Personal Time Study Analysis

Identify your activities for one week for at each time of the day.

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12am							
1am							
2am							
3am							
4am							
5am							
6am							
7am							
8am							
9am							

10am							
11am							

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9am							
10pm							

Module 5, Session 3

Activity 5.8: What is a Problem?

What is your group's definition of the word 'problem'? Note your ideas in the box below.

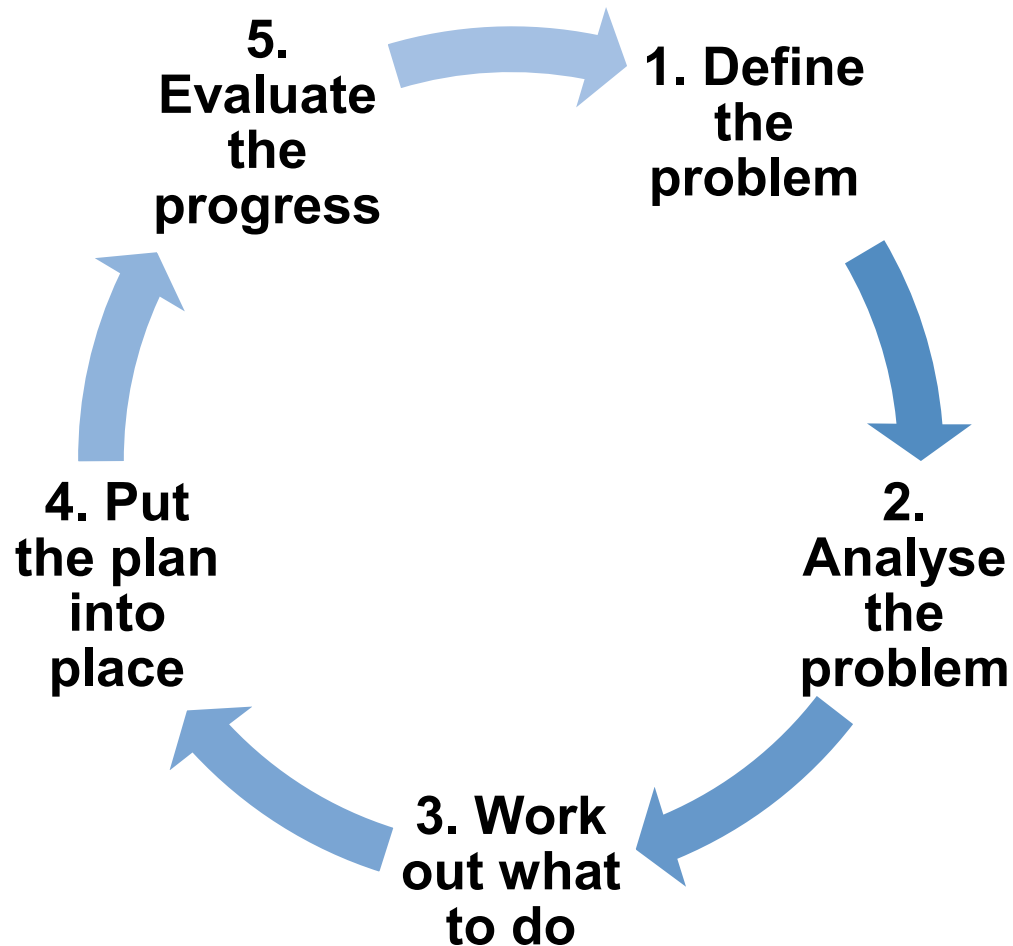
A problem is...

- _____

“Problems are the gifts that make us dig out and figure out who we are, what we’re made for, and what we’re responsible to give back to life.”

Tony Robbins

Activity 5.9: Problem-Solving/Resolving Conflict in the Workplace



Problem-Solving / Conflict Resolution Scenario:

Amadi has been working as an extruder operator in an edible oil factory. He really enjoyed his job up until a short while ago and was always being praised for his good work.

6 months ago the factory employed a new technician manager and ever since he has been there Amadi has had an issue with his relationship with him. Amadi is always on time to work and produces the best work he can and meets his targets, but he feels like his manager doesn't think this is good enough.

His manager always seems to be irritated with Amadi, shouting at him and criticising his working practices. It is making Amadi really depressed and as he feels like he is being bullied at work. He is losing a lot of weight as he has no appetite and has started to dread going to work because of the actions of his boss.

Steps	Actions
1. Define the problem: Ask yourself – is there actually a problem here? What is it exactly? How big is the problem or issue?	
2. Analyse the problem: Focus on finding out <i>why</i> this is happening	
3. Work out what to do: Look at your options of how you could solve the issue and choose the most appropriate one for the situation	
4. Put the plan into place with commitment: Examine if you are doing what you committed to do to solve the issue. Ask yourself how do I know that I am committed to solving this issue?	