



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

CCMPE502

Professional Ethics

Apply professional and multicultural ethics at workplace

Competence

RQF Level: 5

Learning Hours



30

Credits: 3

Sector: ALL

Trade: ALL

Module Type: Complementary

Curriculum: **ALL TVET CERTIFICATE 5**

Copyright: © Rwanda TVET Board, 2024

Issue Date: Kigali, April 2024

Purpose statement	This module describes skills, knowledge and attitude required for a TVET graduate to apply professional and multicultural ethics at workplace. Upon completion of the module, the learner will be able to analyze social diversity at workplace, communicate in multi-cultural settings, lead a team and demonstrate professionalism and ethical behaviors at workplace.					
Delivery modality	Training delivery		100%	Assessment		Total 100%
	Theoretical content		30%	Formative assessment	30%	100%
	Practical work:		70%		70%	
	• Group project and presentation	20%				
	• Individual project /Work	50%				
			Summative Assessment			N/A

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Analyse social diversity at workplace	1.1. Workplace diversity and differences are effectively identified according to their types.
	1.2. Social diversity issues are adequately distinguished according to their impacts at the workplace.
	1.3. Factors influencing social diversity and differences are appropriately evaluated as per their types.
2. Communicate in multi-cultural settings	2.1. Effective communication is properly demonstrated in multicultural settings with respect to related guidelines, contexts and types of cultures
	2.2. Co-cultural communication is properly adapted at the workplace based on its goals and influential factors
	2.3. Cross-cultural communication is appropriately maintained at the workplace with reference to its types, technics, factors and barriers
3. Lead a team	3.1. Cooperation and teamwork spirit are effectively established at workplace with reference to characteristics and qualities of team members as well as strategies to build teamwork and its benefits
	3.2. Effective leadership is appropriately evidenced based on qualities of a good leader, leadership styles and strategies to lead a team efficiently

	3.3. Problem-solving and decision-making skills are properly shown with respect to characteristics of a good solution, procedures for fair decision making and communication rules to improve problem solving
4. Demonstrate professionalism and ethical behaviour at workplace	4.1. Professional ethical values are appropriately proved as per the occupation etiquettes
	4.2. Professional Rules and regulations are properly respected to ensure a positive working environment
	4.3. Long life learning and Continuous professional development are kept for career progression

Learning outcomes	At the end of the module the learner will be able to: 1. Analyse social diversity at workplace 2. Communicate in multi-cultural settings 3. Lead a team 4. Demonstrate professionalism and ethical behaviour at workplace	
Learning outcome 1: analyze social diversity at workplace	Learning hours: 5	
Indicative content		
<ul style="list-style-type: none">• Identification of social diversity and differences<ul style="list-style-type: none">✓ Definition of key terms<ul style="list-style-type: none">✚ Social diversity✚ Social differences✓ Types of workplace diversity<ul style="list-style-type: none">✚ Ethnicity✚ Lifestyle✚ Religion✚ Beliefs✚ Taste and preferences✚ Language• Distinction of social diversity issues at workplace<ul style="list-style-type: none">✓ Categories of social diversity issues<ul style="list-style-type: none">✚ Communication issues✚ Workplace conflicts✚ Harassment✚ Diversity and difference without inclusion✚ Generation gaps✚ Unconscious biases✓ Impacts of social diversity at the workplace<ul style="list-style-type: none">✚ Negative impacts✚ Positive impacts• Evaluation of factors influencing social diversity and differences<ul style="list-style-type: none">✓ Demographic factors✓ Social-economic factors✓ Geographical factors✓ Political factors		
Resources required for the learning outcome		
Equipment	Whiteboard, computer, internet (to find videos)	
Materials	Flip charts, markers	

Tools	Reference books, online materials, specialized materials.
Facilitation techniques	Role play, individual and group work, practical exercise, individualized work, group discussion
Formative assessment methods	Written assessment, oral assessment

Indicative content

• **Demonstration of effective communication in multicultural settings**

- ✓ Communication guidelines in multicultural settings
 - ✚ Maintaining etiquettes
 - ✚ Avoidance to use of slangs
 - ✚ Speak slowly
 - ✚ Practicing active listening
 - ✚ Take turns to talk
 - ✚ Write down differences and similarities
- ✓ Contexts cultures in communication
 - ✚ High contexts culture
 - ✚ Low context culture
- ✓ Types of cultural differences in communication
 - ✚ Eye contact
 - ✚ Touch
 - ✚ Gestures
 - ✚ Facial expressions
 - ✚ Posture

• **Adaptation of Co-cultural communication**

- ✓ Definition of co-cultural communication program
- ✓ Co-cultural communication goals
 - ✚ Assimilation
 - ✚ Accommodation
 - ✚ Separation
- ✓ Factors influencing co-cultural communication
 - ✚ Field experience
 - ✚ Situational context
 - ✚ Abilities
 - ✚ Communication approach

• **Maintaining cross-cultural communication**

- ✓ Definition
- ✓ Types of cross-cultural communication contexts
 - ✚ High context cross-cultural communication
 - ✚ Low context cross-cultural communication
- ✓ Communication techniques for multicultures
 - ✚ Changing attitudes
 - ✚ Practicing good speaking and listening
 - ✚ Adjusting intercultural language competency
 - ✚ Learning other cultures
- ✓ Factors affecting cross-cultural communication
 - ✚ Language differences
 - ✚ Cultural differences in Nonverbal communication

- ✚ Power distance
- ✓ Cross-cultural communication barriers
 - ✚ Linguistic misinterpretations
 - ✚ Stereotypes
 - ✚ Prejudice
 - ✚ Ethnocentrism
 - ✚ Emotional display

Resources required for the learning outcome

Equipment	Whiteboard, computer, internet (to find videos)
Materials	Flip charts, markers
Tools	Reference books, online materials, specialized materials, scholarly materials.
Facilitation techniques	Role plays on workplace scenarios, individual and group work, practical exercise, individualized work, group discussion, simulation.
Formative assessment methods	Written assessment, oral assessment




















Indicative content

- **Establishment of cooperation and teamwork spirit**
 - ✓ Definitions
 - + Team
 - + Teamwork spirit
 - + Cooperation
 - ✓ Importance of teamwork
 - ✓ Characteristics of an effective and cooperative team member
 - ✓ Qualities of a good team member
 - ✓ Description of traits of a non-effective and non-cooperative team member
 - + Attendance problem
 - + Poor contribution
 - + Stressful environment
 - ✓ Strategies for building a teamwork spirit
 - ✓ Benefit of teamwork spirit
- **Evidencing effective leadership skills**
 - ✓ Qualities of an effective leader
 - ✓ Different leadership styles
 - + Authoritarian leadership style
 - + Persuading leadership style
 - + Consulting leadership style
 - + Joining leadership style
 - ✓ Strategies to lead a team
- **Showing problem-solving and decision-making skills**
 - ✓ Characteristics of a good solution
 - ✓ Steps of problem-solving to work and community-related problems
 - ✓ Communication as a tool for problem solving
 - ✓ Communication rules to improve problem solving
 - ✓ Procedures for fair decision making

Resources required for the learning outcome

Equipment	Whiteboard, computer, internet (to find videos)
Materials	Flip charts, markers
Tools	Reference books, online materials, specialized materials, scholarly materials.

Facilitation techniques	Role plays on workplace scenarios, individual and group work, practical exercise, individualized work, group discussion, simulation.
Formative assessment methods	Written assessment, oral assessment

Learning outcome 3: Demonstrate professionalism and ethical behaviours	Learning hours: 10
Indicative content	
<ul style="list-style-type: none"> • Proving professional ethical values at the workplace <ul style="list-style-type: none"> ✓ Concept of professional ethics <ul style="list-style-type: none">  Terms definition (Ethics, Professionalism, Professional ethics)  Importance of Professional Ethics  Ethical principles and values ✓ Professional qualities <ul style="list-style-type: none">  Moral qualities  Physical qualities  Interpersonal qualities ✓ Professional attitudes and behaviours <ul style="list-style-type: none">  Work Commitment and passionate  Technical competence and Professional skills  Professional manners ✓ Code of ethics for the occupation <ul style="list-style-type: none">  Definition of the term's "occupation", "occupation etiquettes"  Key principles, responsibilities and consideration within the occupation  Mechanisms for ensuring compliance with professional codes of ethics  Consequences of ethical misconduct  Ethical issues within the occupation • Creating a positive working environment <ul style="list-style-type: none"> ✓ Compliance with organization rules and regulations <ul style="list-style-type: none">  Policies and procedures (internal)  Legal and regulatory compliance  The third-party compliance ✓ Strategies for creating a positive working environment • Keeping Long life learning and Continuous professional development <ul style="list-style-type: none"> ✓ Key terms definitions <ul style="list-style-type: none">  Long life learning  Continuous professional development ✓ Importance of Long-life learning and Continuous professional development ✓ Implementation of Long-life learning and Continuous professional development 	
Resources required for the learning outcome	
Equipment	Whiteboard, computer, internet (to find videos)

Materials	Flip charts, markers
Tools	Reference books, online materials, specialized materials.
Facilitation techniques	Role play, individual and group work, practical exercise, individualized work, group discussion
Formative assessment methods	Written assessment, oral assessment

References:

1. Axtell, R. E., & Parker Pen Company. (1993). Do's and taboos around the world. New York: Wiley.
2. House, R. J., & Global Leadership and Organizational Behavior Effectiveness Research Program. (2004). Culture, leadership, and organizations: The GLOBE study of 62 societies. Thousand Oaks, CA: Sage Publications.
3. Meyer. E. (2014). The culture map: Breaking through the invisible boundaries of global business. Public Affairs.
4. Schwartz, S. (2006). A theory of cultural value orientations: Explication and applications. *Comparative Sociology*, 5, 137-182.
5. R.S.Naagarazan 2006, Professional Ethics and Human Values, New Age International Publishers, India
6. Gordana Dodig-Crnkovic 2004, Professional Ethics in Science and Engineering, Department of Computer Science and Emälardalen University
7. Vee, C. and Skit more, R.M. (2003) Professional ethics in the construction industry. *Engineering Construction and Architectural Management* 10(2):pp. 117-127. Copyright 2003 Emerald.
8. AAT Code of Professional Ethics Version 2.0 January 2014