Solar PV System Installation and Maintenance

Level-IV

Learning Guide -34

Unit of Competence	**Plan and Organize Work**
Module Title	**Planning and Organizing Work**
LG Code	**EIS PIM4 M10 LO1 LG-34**
TTLM Code	**EIS PIM4TTLM 0920v1**

LO1:-Set objectives

Instruction Sheet	Learning Guide:-34

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

- Planning objectives and linking to work activities.
- Stating objectives as measurable targets
- Reflecting support and commitment of team members.
- Identifying realistic and attainable objectives

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Plane objectives and link to work activities.
- State objectives as measurable targets
- Reflect support and commitment of team members.
- Identify realistic and attainable objectives

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the Self-checks

Information Sheet-1	Planning objectives and linking to work activities.

1.1 Planning objectives and linking to work activities.

- **Objective**

An objective is a performance measure that would lead to achieving the goal. An objective should be specific, concrete, measureable, and time framed. A goal may have a few or several objectives. Keep in mind the following when developing objectives:

- ✓ Who/What?
- ✓ Expected outcomes (results of activities)
- ✓ Measures
- ✓ Criteria for achieving the expected outcomes
- ✓ Timeframe

Planning and organization makes efficient use of your time at the office by keeping you focused from beginning to completion of a project. A comprehensive plan for work activities and projects ensures you tackle all necessary steps for success. Organizational tools allow you to track the planting progress for the activity. An organizational plan also facilitates collaboration and information sharing with other team members who play a role in the completion of the activities. Tweaking your organizational method allows you to create the most effective planning system for your office.

Objective may include

- ✓ General
- ✓ Specific

- **General objective:** Statement, in more or less precise terms, of the trend of the learning activity. The statement, which defines the outcome of the learning activity, represents a particular point in the general orientation of a curriculum. (The general objective is the first level of specification of the aim from which it derives.)

- **Specific objective:** Statement which describes the trend of the learning activity. It is formulated in terms of observable behavior. (It is an interpretation of the general objective from which it derives.)

- **Planning and performance :-** Formal planning is associated with:
  - ✓ Positive financial results –higher profits, higher return on assets, and so forth.
  - ✓ The quality of planning and implementation affects performance more than the extent of planning.
  - ✓ The external environment can reduce the impact of planning on performance.
  - ✓ The planning-performance relationship seems to be influenced by the planning time frame.

- **Criticisms of formal planning:-**
  - ✓ may create inflexibility.
  - ✓ -can't replace intuition and creativity
  - ✓ .-focus attention on today's success not tomorrow's survival.
  - ✓ -reinforces success which may lead to failure.

- **Where planning starts**
  - ✓ **TOP-DOWN PLANNING**:

it is initiated at the lowest level of the organization. Planning effort begins with the board of directors and top executives of the firm. The advantage is that top managers, who are the most knowledgeable about the firm as a whole, drive plans that affect the entire organization

- ✓ **BOTTOM-UP PLANNING**:-

the advantage is that lower level management, who are most knowledgeable about customer needs and very close to people, derives plans that attract customers and satisfy their needs.

PLANNING AS A LINKING MECHANISM:

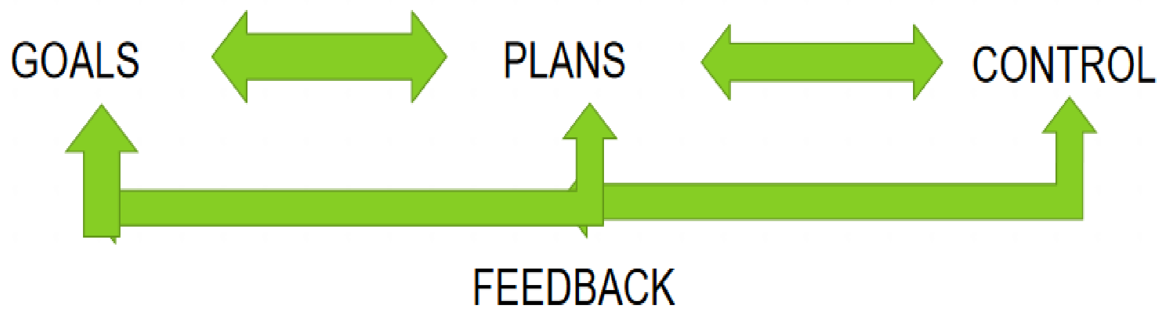

Figure 1: planning as a linking mechanism

- **WHICH IS BEST?**
  - ✓ **TOP-DOWN PLANNING**: works best when success is dependent on (the ability to make high level changes in response to general threats and pressures)
  - ✓ **BOTTOM-UP PLANNING**: works best when success is dependent on (sensitivity to customer needs and demands)
  - ✓ **OBJECTIVES**: states what is to be accomplished in singular, specific and measurable terms with a target date.
  - ✓ **GOALS**: are general targets to be accomplished that are translated into actionable objectives.(desired outcomes for individuals, groups or entire organizations)
  - ✓ **PLANS:** written documents that outline how goals are to be accomplished.
  - ✓ **TYPES OF GOALS**
    - **Financial Goals** –related to the expected internal financial performance of the organization.

- **Strategic Goals**–related to the performance of the firm relative to factors in its external environment (e.g., competitors).
- **Stated Goals** –official statements of what an organization says, and what it wants its various stakeholders to believe its goals are.
- **Real goals** –goals that an organization actually pursues, as defined by the actions of its members.

- **TYPES OF PLANS**
  - ✓ **Strategic plans** –plans that apply to the entire organization and establish the organization's overall goals.
  - ✓ **Operational plans** –plans that encompass a particular operational area of the organization.
  - ✓ **Long-term plans** –plans with a time frame beyond three years.
  - ✓ **Short-term plans** –plans covering one year or less.
  - ✓ **Specific plans** –plans that are clearly defined and leave no room for interpretation.
  - ✓ **Directional plans** –plans that are flexible and set out general guidelines.
  - ✓ **Single-use plan** –a one-time plan specifically designed to meet the needs of a unique situation.
  - ✓ **Standing plans** –ongoing plans that provide guidance for activities performed repeatedly.

Figure 2: types of planning

- **APPROACHES TO SETTING GOALS**
  - ✓ **Traditional goal-setting** –an approach to setting goals in which top managers set goals that then flow down through the organization and become sub goals for each organizational area.
  - ✓ **Means-ends chain** –an integrated network of goals in which the accomplishment of goals at one level serves as the means for achieving the goals, or ends, at the next level.

Figure 3: the down side of traditional goal setting

- **Define the nature and purposes of planning**.
  - ✓ Planning involves defining the organization's goals, establishing an overall strategy for achieving those goals, and developing plans for organizational work activities.
  - ✓ The four purposes of planning include providing direction, reducing uncertainty, minimizing waste and redundancy, and establishing the goals or standards used in controlling.

- **Classify the types of goals organizations might have and the plans they use.**
  - ✓ Goals are desired outcomes.
  - ✓ Plans are documents that outline how goals are going to be met.
  - ✓ Strategic plans apply to the entire organization while operational plans encompass a particular functional area.
  - ✓ Long-term plans are those with a time frame beyond three years.
  - ✓ Short-term plans cover one year or less.
  - ✓ Specific plans are clearly defined and leave no room for interpretation.
  - ✓ Directional plans are flexible and set out general guidelines.
  - ✓ A single-use plan is a one-time plan designed to meet the needs of a unique situation.
  - ✓ Standing plans are on-going plans that provide guidance for activities performed repeatedly

- **Compare and contrast approaches to goal-setting and planning.**
  - ✓ In traditional goal-setting, goals are set at the top of the organization and then become sub goals for each organizational area.
  - ✓ MBO (management by objectives) is a process of setting mutually agreed-upon goals and using those goals to evaluate employee performance.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions which is stated below

1. An objective is a performance measure that would lead to achieving the goal.
2. A comprehensive plan for work activities and projects ensures you tackle all necessary steps for success.
3. General objective is a Statement which describes the trend of the learning activity. It is formulated in terms of observable behaviour.
4. Specific objective is a Statement, in more or less precise terms, of the trend of the learning activity.
5. Planning and organization makes efficient use of your time at the office by keeping you focused from beginning to completion of a project.

Note: Satisfactory rating - 4 points Unsatisfactory - below 4 points

Information Sheet-2	Stating objectives as measurable targets

2.1 Stating objectives as measurable targets

Nothing happens until we plan and good plans have goals and objectives. Setting goals and objectives correctly goes a long way in helping in the achievement of them. Before we dive into how we go about setting SMART objectives we need to be aware of the difference between goals and objectives. Goals relate to our aspirations, purpose and vision. For example, I have a goal of becoming financially independent, this is a goal. Objectives are the battle plan, the stepping stones on the path towards the achievement of my goal. Therefore, a goal may have one or many objective that I would need to fulfill to achieve my goal. For example, to become financially independent I would need to 1) get out of debt, 2) improve my saving and 3) start a business.

The most well-known method for setting objectives is the S.M.A.R.T. way, the SMART approach is well understood amongst managers, but I've found poorly practiced. S.M.A.R.T refers to the acronym that describes the key characteristics of meaningful objectives, which are :

- **S**pecific (concrete, detailed, well defined),
- **M**easureable (numbers, quantity, comparison),
- **A**chievable (feasible, actionable),
- **R**ealistic (considering resources) and
- **T**ime-Bound (a defined time line).

- **Specific**

Specific means that the objective is concrete, detailed, focused and well defined. Specific means that it's results and action-orientated. Objective must be straight forwards and emphasize action and the required outcome. Objectives need to be straightforward and to communicate what you would like to see happen. To increase specificity when writing objectives use verbs which are action-orientated to describe those actions which need to be taken to fulfill objectives .

- ✓ Action verbs include**:**
  - Analyses
  - Apply
  - Change
  - Create
  - Determine
  - Differentiate
  - Identify
  - Perform

- ✓ **To help set specific objectives it helps to ask:**
  - WHAT am I going to do?
  - WHY is this important for me to do?
  - WHO is going to do what? Who else need to be involved?
  - WHEN do I want this to be completed?
  - HOW am I going to do this?

- Measurable

If the objective is measurable, it means that the measurement source is identified and we are able to track the actions as we progress towards the objective. Measurement is the standard used for comparison. For example, what financially independence means to me, may be totally different compared to what is means for you. As it's so often said if you can't measure it, you can't manage it! It's important to have measures that will encourage and motivate you on the way as you see the change occurring, this may require interim measures. Measurements go along way to help us to know when we have achieved our objective.

- Achievable

Objectives need to be achievable, if the objective is too far in the future, you'll find it difficult to keep motivated and to strive to attain it. Objectives, unlike your aspirations and visions, need to be achievable to keep you motivated. I do feel that objectives need to stretch you, but not so far that you become frustrated and lose motivation.

An objective is achievable if:

- ✓ You know that it is measurable
- ✓ Others have already done it
- ✓ It is in principle possible (it is clearly not unachievable)
- ✓ The necessary resources are available, or there is a realistic chance of getting them
- ✓ The limitations have been assessed.

- Realistic

Objectives that are achievable may not be realistic….. However, realistic does not mean easy. Realistic means that you have the resources to get it done. The achievement of an objective requires resources, such as, skills, money, equipment, etc. to the task required to achieve the objective. Whilst keeping objectives realistic, ensure that they stretch you. Most objectives are achievable but, may require a change in your priorities to make them happen.

You need to know:

- ✓ Is it possible to achieve this objective?
- ✓ Who is going to do it?
- ✓ Do they have the necessary skills to do the task well?
- ✓ Where is the funding coming from?
- ✓ Are the resources to achieve this objective available?
- ✓ Who will bear responsibility for what?

- Time-Bound

Time-bound means setting a deadline for the achievement of the objective. Deadlines need to be both achievable and realistic. If you don't set a time you will reduce the motivation and urgency required to execute the tasks. Timeframes create the necessary urgency and prompts action.

- **Measurable goal**s

means that you identify exactly what it is you will see, hear and feel when you reach your goal. It means breaking your goal down into measurable elements. You'll need concrete evidence. Defining the physical manifestations of your goal or objective makes it clearer, and easier to reach.

- **Measurable objectives**

are specific statements expressing the desired qualities of key services; and the expected results of the services/experience.

✓ **Steps to Writing Clear and Measurable Learning Objectives**

- Identify the Level of Knowledge Necessary to Achieve Your Objective.
- Select an Action Verb
- Create Your Very Own Objective
- Check Your Objective
- Repeat, Repeat, Repeat

✓ **Steps to Writing Clear and Measurable Learning Objectives**

- **Identify the Level of Knowledge Necessary to Achieve Your Objective**

Before you begin writing objectives, stop and think about what type of change you want your training to make. In other words, what do you want your participants to do differently when they return to work? The domains of learning can be categorized as affective (attitude), psychomotor (skills), and cognitive (knowledge). An easy way to remember this is with the acronym **ASKS**:

❖ **Attitude** —

Changes how a learner chooses to act. Compliance training is a good example of when you will have to teach to this domain. It's usually the hardest to craft objectives for this, since it's dealing with feelings, emotions, and attitudes.

❖ **Skills** —

this domain focuses on changing or improving the tasks a learner can perform.

❖ **Knowledge**

this domain focuses on increasing what participants know. Learning safety rules, troubleshooting, and quoting prices from memory are all examples of this level of learning.

✓ **Select an Action Verb**

Now that you've identified what domain you intend to focus on for your objective, it's time to start crafting your objective. To do that, it'll help to have an action verb to describe the behavior at the appropriate level of learning. Here's a list of action verbs, separated by domain..

- **ATTITUDE**
  - ❖ Advocate
  - ❖ Accept
  - ❖ Agree
  - ❖ Allow
  - ❖ Analyze
  - ❖ Approve
  - ❖ Assess
  - ❖ Believe
  - ❖ Choose
  - ❖ Collaborate
  - ❖ Comply
  - ❖ Conform
  - ❖ Convince
  - ❖ Cooperate
  - ❖ Decide To
  - ❖ Defend
  - ❖ Endorse
  - ❖ Evaluate

KNOWLEDGE

- Compare
- Define
- Describe
- Designate
- Discover
- Distinguish
- Explain
- Identify
- Itemize
- Label
- List
- Name
- Recite
- Recognize
- Recount
- Relate
- Retell
- Specify
- Spell Out
- State
- Tell
- Term
- Write

SKILLS

- Actuate
- Adjust
- Administer
- Align

- Alter
- Assemble
- Build
- Calibrate
- Change
- Copy
- Demonstrate
- Design
- Develop
- Draft
- Execute
- Form
- Handle
- Manipulate
- Measure
- Mend
- Perform
- Prepare
- Process
- Record
- Regulate
- Remove
- Repair
- Replace
- Set
- Service

✓ **Check Your Objective**

Make sure your objectives include four pieces: audience, behavior, condition, and degree of mastery. For every one, identify and label the component. Here are the **A, B, C, D's** every objective should contain:

- **Audience:** It's important that your objective identifies the people that will be doing the learning. Typically this will involve the word, “learner” or “participant.”

- **Behavior:** You’ll need to identify what the participants are going to do differently. This component will contain your action verb.
- **Condition:** This part of the objective will describe the situation of the participants.
- **Degree of Mastery:** This part of the objective is closely tied to the change in behavior, as it stipulates the degree of the change.

✓ **Managers should avoid:**

- Failing to set objectives which are specific
- having no system, method or procedure in place to track and record the behaviour or action upon which the objective is focused
- setting objectives which are unachievable
- setting objectives which are unrealistic
- not having time-frames for the achievement of the objective or objectives

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. MATCHING

A	B
1. Specific	A. time line
2. Measureable	B. numbers, quantity, comparison
3. Achievable	C. considering resources
4. Realistic	D. feasible, actionable
5. Time-Bound	E. Concrete, detailed, well defined

Note: Satisfactory rating - 4 points Unsatisfactory - below 4 points

Information Sheet-3	Reflecting support and commitment of team members.

4.1 Reflecting support and commitment of team members.

Teams are sometimes criticized for restricting productivity and holding back the efforts of individual team members. Generally, the problem is not the team, but the way it is working.

- All effective teams display the following characteristics:
  - ✓ Shared leadership
  - ✓ Shared responsibility
  - ✓ Commitment to team goals
  - ✓ Commitment to the team plan
  - ✓ Effective communication
  - ✓ Innovation
  - ✓ Responsiveness.

- **Commitment** to a common goal is one of the cornerstones of teamwork. It occurs when each member of the team focuses on achieving the team's purpose over and above their individual objectives. Commitment to team goals is created when: All team members contribute to and agree on objectives. The major benefit of team commitment is improved bottom line results. Committed employees make decisions that benefit their colleagues, team and organization. Collaboration on projects and work usually leads to better ideas and more effective performance. The qualities that make a good team player include: Willingness to help a team member in need.

- **Given that simple starting point, here are three things you can do to help build team member commitment.**
  - ✓ Look for their strengths. Chances are you see some of your **team member's** strengths already.
  - ✓ Understand their interests. Do you know what your team members care about,

both at work and outside of it?

- ✓ Know their goals.

- **Here are the exact steps you need to follow for a reflection on group work essay:**
  - ✓ Explain what **Reflection** Is.
  - ✓ Explore the benefits of **group work**.
  - ✓ Explore the challenges group.
  - ✓ Give **examples** of the benefits and challenges your group faced.
  - ✓ Discuss how your group handled your challenges

- **Commitment grows when people:**
  - ✓ Work together.
  - ✓ Feel successful at what they do.
  - ✓ Make decisions together.
  - ✓ Work through conflicts.
  - ✓ Support one another's leadership.
  - ✓ Have fun and play together.
  - ✓ Overcome obstacles.
  - ✓ Hold each other to high principles.

- Shared leadership

Although most teams have a designated leader, all team members should share some leadership responsibilities for:

- ✓ Decision making
- ✓ Monitoring progress and quality
- ✓ Resolving conflict
- ✓ Meeting deadlines and budgets.

Involving team members in leadership increases their commitment to the team and its objectives. It also improves the quality of ideas and decisions generated by the team.

- **Shared leadership is created when team processes encourage:**

- ✓ Consultative decision making
- ✓ Leadership involvement from all members
- ✓ Information sharing.

- Shared responsibility

When the whole team shares responsibility for the success of the project, the team is more responsive and more reliable and the client receives the best possible service. In addition, shared responsibility increases productivity and efficiency. Shared responsibility is created when members:

- ✓ Commit to completing tasks allocated to them and assist others to meet deadlines
- ✓ Take an interest in the work performed by other team members and share relevant information freely
- ✓ Focus on solving problems rather than placing blame.

- Commitment to team goals

Commitment to a common goal is one of the cornerstones of teamwork. It occurs when each member of the team focuses on achieving the team's purpose over and above their individual objectives. Commitment to team goals is created when:

- ✓ All team members contribute to and agree on objectives
- ✓ Team members place the success of the team above their personal success
- ✓ Team members appreciate the significance of routine or mundane tasks to the success of the project and perform them willingly
- ✓ Goals are communicated to new team members
- ✓ Project decisions are based on the established goals.

- Commitment to the team plan

The team plan outlines how the team will achieve its objectives by detailing:

- ✓ What is required
- ✓ Milestones
- ✓ Deadlines.

Commitment to the team plan is created when:

- ✓ Team members understand what they are expected to produce, the standard to which they are expected to work, the deadlines they are expected to meet and how their work impacts the rest of the team
- ✓ Team members have input into the plan
- ✓ The plan and any changes to it are communicated at the outset and reiterated regularly
- ✓ Team members minimise activities which do not contribute to the success of the team.

- **Effective communication**

Effective communication is the difference between a group and a team and is crucial to the success of any project. Effective communication exists when:

- ✓ Processes are created to facilitate the communication of relevant information within the team
- ✓ Team members actively listen to one another and to the client
- ✓ Team objectives, performance standards and the team manager's expectations are clear
- ✓ Team members have access to the information they require to do their work
- ✓ Conflicts are dealt with openly and constructively
- ✓ Team members give and receive frequent, constructive feedback.

Self-Check -3	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Choose the best answer for the following questions below

1. Which one of the following questions are the characteristic of effective team display?

A. Innovation B. Responsiveness C. Shared leadership D. Shared responsibility

E. all

2. all team members should share some leadership responsibilities for:

A. Decision making B. Monitoring progress and quality C. Resolving conflict D. Meeting deadlines and budgets E. all

3. All are Shared leadership is created when team processes encourage except :

A. Consultative decision making

B. Team conflict

C. Leadership involvement from all members

D. Information sharing.

4. Effective communication exists when:

A. Team members have access to the information they require to do their work

B. Conflicts are dealt with openly and constructively

C. Team members give and receive frequent, constructive feedback.

D. Team members actively listen to one another and to the client

E. all

Note: Satisfactory rating - 3 points Unsatisfactory – below3 points

Information Sheet-4	Identifying realistic and attainable objectives

4.1 Identifying realistic and attainable objectives

- **Attainable or Achievable**

There is little point in setting a goal that is either too difficult to achieve or beyond your capabilities, as this will only serve to de-motivate you and destroy your self-confidence. The importance of being able to accomplish a goal is equally vital when you are setting goals for others, as it is for yourself. When setting a goal you must use your knowledge and current skills as a barometer for ensuring that the goal is 'attainable. Setting yourself a goal that is too easily fulfilled will leave you feeling cheated once it is attained. This is because you didn't feel sufficient, if any, 'challenge' was present in the process of accomplishing it. The more experience you have in setting your own goals, the more adept you will become at striking the necessary balance between your goal being challenging and it being attainable. When setting 'attainable' goals in the workplace you must also ensure that sufficient resources are at your disposal and that your workload can accommodate this new requirement. If you are unable to alter either your resources or workload then you will need to alter your goal to a lower level, or address the resource constraint, so that your goal is achievable.

- **Relevant**

Goals that are relevant to your boss, your team, and your organization will receive the needed support. A relevant goal can answer 'yes' to these questions

Relevant goals drive the team, department, and organization forward. A goal that supports or is in alignment with other goals would be considered a relevant goal. It is careful analysis of what you want to achieve and where you wish to be that will determine the relevance of your goals. In the workplace, as part of this process, you will need to review any goal you establish against the organization's mission statement and your own personal objectives, as well as the role you perform. You will also have to consider whether this goal is best suited to you and your role, or whether it would be more appropriate for it to be assigned to one of your team.

- **Objectives**

  can be set which are demanding but not so much that the chance of success is small.

- **Realistic objectives** take into account the available resources such as, skills, funding, and equipment. A = **Attainable**: Is your goal a challenge but still possible to achieve? Goals must **achievable**. The best goals require you to stretch a bit to achieve them but they are not impossible to achieve. Almost certainly your goal is **realistic** if you truly believe that it can be accomplished.

- **How to Identify Objectives for Your Work Project**
  - ✓ **Based on Goals**

One way to identify objectives is to first examine a project's goals. Goals, or aims, are the long-term results of projects. They indicate what a business wants to achieve through a project. Objectives are shorter-term, practical routes to achieving goals. Project managers must first differentiate between goals and objectives, and then ensure that objectives are useful paths toward defined goals.

- ✓ **Based on Feedback**

A business manager can identify objectives by looking at data and feedback surrounding the issue that a work project is addressing. Feedback from customers, clients and employees may already include loosely defined objectives.

- **Objective Considerations**

Practical limitations may impact what types of objectives you can take on with a given project. These limitations include the skills of your project team, your project budget and the time you have to complete the project. By examining limitations, you may be able to formulate entirely new objectives.

- **Decisions from Above**

Even if you are a project manager with a high level of experience and authority, your work-project objectives may need to comply with instructions from a superior in your company. While upper management is more likely to pass along goals, which the objectives you identify will need to address, in some cases you may need to identify objectives that satisfy superiors. This may be the case with objectives that produce tangible results that a business can present to its investors. It may also take the form of an objective that an owner suggests or agrees to as a means of gauging a project's success, rather than attempting to assess the project based on abstract goals.

Self-Check -4	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. say true or false for the following questions which is stated below

1. Goals that are relevant to your boss, your team, and your organization will receive the needed support. True
2. Relevant goals drive the team, department, and organization backward. False
3. Any objective you set within the working environment should enhance a person's knowledge, skills & attributes. true

Solar PV System Installation and Maintenance

Level-IV

Learning Guide -35

Unit of Competence	**Plan and Organize Work**
Module Title	**Planning and Organizing Work**
LG Code	**EIS PIM4 M10 LO2 LG-35**
TTLM Code	**EIS PIM4TTLM 0820v1**

LO2:-Plan and schedule work activities

Instruction Sheet	**Learning Guide:-35**

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

- Identifying and prioritizing tasks/work activities
- Breaking down tasks/work activities
- Assigning task/work activities to appropriate team/person
- Allocating resources
- Coordinating schedule of work activities

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Identify and prioritizing tasks/work activities
- Break down tasks/work activities

- Assign task/work activities to appropriate team/person
- Allocate resources
- Coordinate schedule of work activities

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information Sheet 1, Sheet 2, Sheet 3, Sheet 4 and Sheet 5 in pages31, 36, 42, 46&51respectively.
4. Accomplish the Self-check 1, Self-check 2, Self-check 3, Self-check 4 and Self-check 5 in pages 35, 41, 45, 50&54respectively

Information Sheet-1	Identifying and prioritizing tasks/work activities

1.1 Identifying and prioritizing tasks/work activities

Task management is the process of managing a task through its life cycle. It involves planning, testing, tracking and reporting. Task management can help either individuals achieve goals, or groups of individuals collaborate and share knowledge for the accomplishment of collective goals. Tasks are also differentiated by complexity, from low to high.

Effective task management requires managing all aspects of a task, including its status, priority, time, human and financial resources assignments, recurrence, notifications and so on. These can be lumped together broadly into the basic activities of task management. Managing multiple individual or team tasks may require specialized software, for example workflow or project management software. In fact, many people believe that task management should serve as a foundation for project management activities.

Task management may form part of project management and process management and can serve as the foundation for efficient workflow in an organization. Project managers adhering to task-oriented management have a detailed and up-to-date project schedule, and are usually good at directing team members and moving the project forward

- **Efficiency and effectiveness are not the same**.

Someone who works hard and is well organised but spends all their time on unimportant tasks may be efficient but not effective. To be effective, you need to decide what tasks are urgent and important and to focus on these. This is called prioritising. It's important to list the tasks you have and to sort these in order of priority, and then to devote most time to the most important tasks. This avoids the natural tendency to concentrate on the simple, easy tasks and to allow too many interruptions to your work.

- **Differentiate also between urgent and important tasks:**

an urgent task may not necessarily be important! When job hunting, you won't be able to apply to every employer. You will need to carefully prioritise those you wish to apply to, based upon factors such as closing date, location, degree class required, and chances of getting in.

1.2 **plan your work and meet your deadlines in the most efficient way:**

- **Ranking tasks on a To-do list**

Here are some easy and straight forward to-do list tips that will make your job a lot easier:

- ✓ **Keep your to-do list simple**. Keep it in mind that your to-do list needs to be completely checked off till the end of the day.
- ✓ **Create your to-do list the day before**. Make sure that you start your day with total clarity of what you have to do.
- ✓ **Prioritized your to-do list and start with the most difficult task**. If you're like most professionals, you usually have more than a dozen tasks to do on a regular day but not all of them are important. Think about tasks that are urgent and important and only add those tasks to your to-do list.
- ✓ **Be strategic about your time and energy**. You've got 7–8 hours a day to finish every task on your to-do list. Plan your time and energy around every task wisely and you'll be good.
- ✓ **Limit your to-do list to a maximum of three items**. Make sure that these 3 tasks are the ones that you "really need to do".

Setting priorities at work isn't just about choosing to do one thing over another; it's about choosing to do important things first so that you can achieve your long-term goals. Once priorities are established, they help us to stay organized and on-task. Teams and organizations need to do so as well.

- **Points which are used to improve your time management increase your productivity and priorities your workload efficiently.**
  - ✓ Make a to-do list
  - ✓ Regularly review your workload
  - ✓ Concentrate on the most crucial
  - ✓ Set realistic deadlines
  - ✓ Allow time for interruptions.
  - ✓ Structure your workload.

- Tips to Effectively Priorities your Workload
  - ✓ **Make a to-do list**

Ever write down a task that you have already completed just to cross it off? We are all probably good at writing lists, but it is how you rank tasks according to importance that will help ensure you complete them. At the beginning of each day or week, create a to-do list that reflects what you want to get done. Try and set realistic expectations/goals too so you avoid disappointment if you haven't completed your tasks by the time you set. Did you know, paper based to-do lists are still preferred by many people simply because the feeling of physically crossing something off their list that is so enjoyable?

- ✓ **Regularly review your workload**

I need to review my to-do lists more often as there is normally one or two tasks that get lost at the bottom and this is why regularly reviewing your list is so important. If you find you are putting off a task each time, perhaps delegate the job to someone else? By regularly reviewing your workload, you'll likely tick off several completed list items,

- ✓ **Concentrate on the most crucial**

Follow the 80:20 rule of workloads; 80 per cent of our work contributes less than 20 per cent of its value, so focus on the most important 20 per cent in order to complete the most crucial tasks. This should increase your performance at work as the most important jobs are complete

- ✓ **Set realistic deadlines**

It is important to accurately estimate the time each task will take you to do in order to achieve and gain that sense of satisfaction at the end of your working day. If you are too optimistic, this will only lead to disappointment.

- ✓ **Allow time for interruptions**

This may be difficult to allow for as you don't know how many interruptions you will have but if you are likely to have some during a particular time of day then do the more urgent work during the times you are less likely to get interrupted. **Structure your workload**

It is best to deal with each item on your list one at a time so you don't chop and change between different tasks.

- ✓ **Don't let your inbox drive your workload**

Allocate a time to check your inbox to avoid interruptions each time you receive an email. It may help to turn your email notifications off if you receive several throughout the day. That way, you will be interrupted less and able to complete your to-do list more efficiently and teach your class!

- ✓ **Keep a log of your work**

By keeping a log of your work, you will learn how long each task you do takes which will help when you plan your week ahead, especially when setting realistic time scales for your all-important to-do list.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions which is stated below

1. Task management is the process of managing a task through its life cycle.
2. To be effective, you need to decide what tasks are urgent and important and to focus on these.
3. Task management serve as the foundation for efficient workflow in an organization.
4. Managing team tasks may require specialized software.

Note: Satisfactory rating - 3points Unsatisfactory – below3points

Information Sheet-2	Breaking down tasks/work activities

2.1 Breaking down tasks/work activities

Breaking work into smaller tasks is a common productivity technique used to make the work more manageable and approachable. For projects, the Work Breakdown Structure (WBS) is the tool that utilizes this technique and is one of the most important project management documents. It singlehandedly integrates scope, cost and schedule baselines ensuring that project plans are in alignment. Breaking goals into tasks is essential for managing a project. It’s easy to get started. First breaks down all the necessary work that must be completed in the project. You should define smaller component by breaking down the bigger one. keep doing it until you realize your defined component are well-detailed, do-able, and manageable. The aim of breaking down your goals is to collect the information about what needs to be done, and organize activities or deliverables into manageable component for achieving the project goal.

- **There are two types of WBS:**
  - ✓ Deliverable-Based and
  - ✓ Phase-Based.

The most common and preferred approach is the Deliverable-Based approach. The main difference between the two approaches is the Elements identified in the first Level of the WBS.

- **Deliverable-Based Work Breakdown Structure**

A Deliverable-Based Work Breakdown Structure clearly demonstrates the relationship between the project deliverables (i.e., products, services or results) and the scope (i.e., work to be executed). Figure 1 is an example of a Deliverable-Based WBS for building a house.

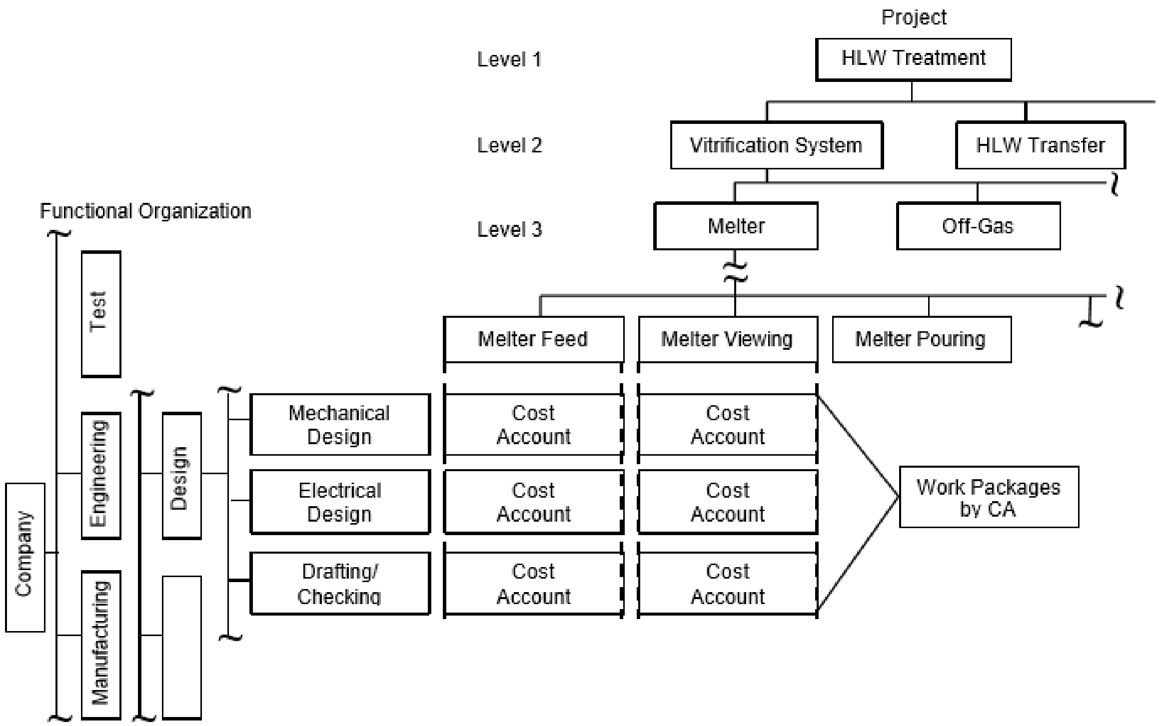

Figure 4: Sample Translation from Function to Project Deliverables

2.2 Phase-Based Work Breakdown Structure

Regardless of the type of WBS, the lower Level Elements are all deliverables. Notice that Elements in different Legs have the same name. A Phase-Based WBS requires work associated with multiple elements be divided into the work unique to each Level . A good WBS is simply one that makes the project more manageable. Every project is different; every project manager is different and every WBS is different. So, the right WBS is the one that best answers the question,

- "What structure makes the project more manageable?".
- How to Make a Work Breakdown Structure
- A good Work Breakdown Structure is created using an iterative process by following these steps and meeting these guidelines:
- **Gather Critical Documents**
  - ✓ Gather critical project documents.
  - ✓ Identify content containing project deliverables, such as the Project Charter, Scope Statement and Project Management Plan (PMP) subsidiary plans.

- **Identify Key Team Members**
  - ✓ Identify the appropriate project team members.
  - ✓ Analyze the documents and identify the deliverables.

- **Define Level 1 Elements**
  - ✓ Define the Level 1 Elements. Level 1 Elements are summary deliverable descriptions that must capture 100% of the project scope.
  - ✓ Verify 100% of scope is captured. This requirement is commonly referred to as the 100% Rule.

- **Decompose (Breakdown) Elements**
  - ✓ Begin the process of breaking the Level 1 deliverables into unique lower Level deliverables. This “breaking down” technique is called Decomposition.
  - ✓ Continue breaking down the work until the work covered in each Element is managed by a single individual or organization. Ensure that all Elements are mutually exclusive.
  - ✓ Ask the question, would any additional decomposition make the project more manageable? If the answer is “no”, the WBS is done.

- **Create WBS Dictionary**
  - ✓ Define the content of the WBS Dictionary. The WBS Dictionary is a narrative description of the work covered in each Element in the WBS. The lowest Level Elements in the WBS are called Work Packages.
  - ✓ Create the WBS Dictionary descriptions at the Work Package Level with detail enough to ensure that 100% of the project scope is covered. The descriptions should include information such as, boundaries, milestones, risks, owner, costs, etc.

- **Create Gantt Chart Schedule**
  - ✓ Decompose the Work Packages to activities as appropriate.
  - ✓ Export or enter the Work Breakdown Structure into a Gantt chart for further scheduling and project tracking.

The Work Breakdown Structure is used for many different things. Initially, it serves as a planning tool to help the project team plan, define and organize scope with deliverables. The WBS is also used as the primary source of schedule and cost estimate activities. But, its biggest contributions to a project are is use as a description all of the work and as a monitoring and controlling tool.

- **Work Packages**

The lowest Levels of each Leg and Branch of the WBS are called Work Packages. Work Packages cover information related to the deliverable, such as owner, milestones, durations, resources, risks, etc. This information is described in the WBS Dictionary.

- **Planning Packages**

there is another type of Work Package called a Planning Package. When the project management plan is approved, scope is known, but not necessarily all of the details. In order to apply the 100% Rule and capture all of the scope, Planning Packages are created. It is understood that as details are defined, the Planning Packages eventually evolve to Work Packages. In the House Project, the project manager knows that the house will have fixtures, but at the time construction begins, there is only a fixture allowance and no fixtures identified. Once the fixtures are determined, the associated Planning Package becomes a Work Package. This planning process is call Rolling Wave Planning and is a from of Progressive Elaboration.

- **It's as easy as taking 4 steps to break it down.**
  - ✓ Determine the major deliverable
  - ✓ Subdivide each component in to parts
  - ✓ Assign tasks to specific people
  - ✓ Check if you considered all that's needed

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

i. Say true or false for the following question which is stated below

1. Breaking work into smaller tasks is a common productivity technique used to make the work more manageable and approachable.

2. Breaking goals into tasks is essential for managing a project.

3. A Deliverable-Based Work Breakdown Structure clearly demonstrates the relationship between the project deliverables.

4. The lowest Levels of each Leg and Branch of the WBS are called Work Packages.

Note: Satisfactory rating - 3 points Unsatisfactory - below 3 points

Information Sheet-3	Assigning task/work activities to appropriate team/person

3.1 Assigning task/work activities to appropriate team/person

Assignment occurs when the required task falls within the unregulated care provider's role description and training, as defined by the employer/supervisor. The employer is responsible and accountable for developing role descriptions that clearly outline the tasks that can be assigned to an unregulated care provider in that agency/health authority. Employers should ensure the unregulated care provider has completed an appropriate training program and supplement this training, if needed, with on-the-job training. The unregulated care provider's supervisor is responsible and accountable for providing ongoing supervision to assess the unregulated care provider's ability to perform tasks within the role description. Unregulated care providers are accountable to their supervisor for the satisfactory performance of these tasks.

- **there are three ways to define a role which can be assigned to your tasks:**
  - ✓ Using the checklist creator
  - ✓ Using the members form field
  - ✓ Using the email form field

All of these options can be accessed via clicking the "Assign" button in a task while editing your process template, then clicking the "Roles" submenu.

- **Using the checklist creator**

The "Checklist Creator" role does exactly what it says on the tin; it assigns the person who created the checklist to a task. Using this you can pre-emptively assign yourself to the tasks in a checklist which are relevant to you, letting you see which tasks you need to complete at a glance and track them from your inbox.

- Using the members form field

The members form field is a little more complicated, as it provides the person working through the checklist a chance to record who should be assigned to a particular role. A members form field allows users to select a team member from your Process Street organization (or a particular group within it) while providing a label to indicate who needs to be chosen. For example, you could have a field with the label “HR Manager” and limit the field’s selection to only show members from the HR group in your organization.

- **Using the email form field**

Email form fields are one of the most useful features in our repertoire due to their flexibility, and this is partly due to their power in role assignments.

Any email form field in your process can be used as a role which can be assigned to any task you like. The tasks will then be assigned to whatever email address is put into the form field while working through the checklist.

3.2 Role assignment use cases

You know how role assignments work. You know why they’re useful and how they can save your team time and effort while making sure that everything is assigned to the right people to perform their tasks.

So, just to prove the point and demonstrate the span of use cases, let’s get stuck into a few core examples of role assignments in action.

- **Employee on boarding**

These assignments (especially the mentor) will vary depending on who needs to be assigned. So, rather than manually assigning each task every time, you can use role assignments.

- **Blog pre-publish checklist**

Similar to employee on boarding, a blog pre-publish checklist will always need at least two people to work on it. The writer of the post and the editor who will give feedback and (ultimately) approve it for publication.

- **Vehicle inspection checklist**

A vehicle inspection is a pretty standard affair. However, an issue arises in this (and any other similar situation) if the inspection is generated by anyone other than the person carrying out the main tasks. This means that you can’t just set everything to be assigned to the role of “checklist creator”.

Self-Check -3	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. Assignment occurs when the required task falls within the unregulated care provider's role.
2. The "Checklist Creator" role to assigns the person who created the checklist to a task.
3. A vehicle inspection is not a pretty standard affair.
4. A blog pre-publish checklist will always need at least two people to work on it.

4.1 Allocating resources

Resource allocation is the distribution of resources – usually financial - among competing groups of people or programs. The money available to a business for spending in the form of cash, liquid securities and credit lines. Before going into business, an entrepreneur needs to secure sufficient financial resources in order to be able to operate efficiently and sufficiently well to promote success.

- **Financial Resources Examples**
  - ✓ **Cash**: money or its equivalent.
  - ✓ **Bank Deposits:** money placed into banks, including checking accounts and money market accounts.
  - ✓ **Holdings of Stocks:** publicly traded stocks can be easily converted to cash, and are considered financial resources of an organization.

- **Organizational Resources**

Organizational Resources are all assets that are available to a firm for use during the production process. The four basic types of organizational resources are human, monetary, raw materials and Capital. Organizational resources are combined, used, and transformed into finished products during the production process.

Organizations use different resources to accomplish goals. The major resources used by organizations are often described as follow:

- ✓ human resources,
- ✓ financial resources,
- ✓ physical resources, and
- ✓ Information resources.

- **Physical Resources ar**e:

Equipment, Materials, Supplies, Facilities, and Infrastructure that are utilized by your project, or become a part of your project deliverable. Some of the most common physical resources include raw materials, buildings and facilities, machinery, energy, and supplies

- **Technological resources**

are intangibles resources such as intellectual properties, accumulated skills and experience, software license and patent. Every technological system makes use of seven types of resources: people, information, materials, tools and machines, energy, capital and time.

- Resources of Technology:
  - ✓ Resources necessary for all thing to be able to be created and function
  - ✓ We need all seven resources in order to have technology
  - ✓ Without any single resource, technology would not exist

- Time:
  - ✓ How long something takes to do
  - ✓ Without time nothing can be created
  - ✓ You cannot speed up or slow down time

- Information:
  - ✓ Anything you need to know
  - ✓ Needed in order to understand how to do something

- Capital:
  - ✓ Forms of wealth
  - ✓ Money

- Tools and Machines:
  - ✓ Make doing work easier
  - ✓ Tools extend the natural ability of humans
  - ✓ Machines make work more efficient

- **Energy:**
  - ✓ The capacity of doing work
  - ✓ Power to make things function
  - ✓ Even as we work we put forth energy

- **Materials:**
  - ✓ Physical objects things are made of Wood, metal, plastic

- **People:**
  - ✓ Create, design, and use technologies
  - ✓ People consume technology

- **Why is Resource Allocation needed?**

Because of increasing demand for healthcare services and rising costs to provide those services,

- ✓ Continued medical advances have lead to more accurate diagnoses and better treatments
- ✓ The aging population is growing.
- ✓ More people are living with chronic disease and disabilities, including AIDS.

- **Healthcare rationing**

Rationing refers to the conscious decision to exclude certain people from a service or treatment that they need. Rationing takes many forms. Rationing occurs when a state determines who is eligible for Medical Assistance insurance. It also occurs when deciding which patient on the waiting list gets an organ transplant. Rationing is also utilized when prices are set for health insurance and health services that some people cannot afford.

Health care attempts have included efforts to:

- ✓ **Increase efficiency**. By curtailing waste and unnecessary care, providers can be more efficient. Methods include evaluating health technologies and expanding prevention programs.
- ✓ **Distribute resources equitably.** The basis of distribution is value-based and can take many forms: strict equality, access to a determined level of care,

access to an equal opportunity for care, limiting access to people responsible for their health problems, and access based on age or other factors.

- ✓ **Adopt managed care plans**. Managed care has been offered as an organizational structure that hopes to distribute healthcare resources more efficiently and wisely.

- **Ethical Issues**

A number of ethical questions arise when discussing healthcare resource allocation:

- ✓ If healthcare resources are scarce, how should they be distributed?
- ✓ Distribution choices will benefit some and not others. How should choices be made? What values should guide these choices?
- ✓ Could Americans devote more resources to healthcare if they chose?
- ✓ Does America spend too much on healthcare? What about in comparison to other countries?
- ✓ Is the current distribution of healthcare resources fair and equitable?
- ✓ Is the current distribution of healthcare resources an efficient and wise use of funding?

- **The four types of tangible resources are**
  - ✓ financial,
  - ✓ organizational,
  - ✓ physical, and
  - ✓ Technological.

The three types of intangible resources are human innovation, and reputational. As a manager or entrepreneur, you will be challenged to understand fully the strategic value of your firm's tangible and intangible resources.

Self-Check -4	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. say true or false for the following questions below

1. Resource allocation is the distribution of financial& material only among competing groups of people or programs.

2. Rationing refers to the conscious decision to exclude certain people from a service or treatment that they need.

3. Most communities have policies and guidelines to insure fairness.

Note: Satisfactory rating - 2 points Unsatisfactory - below 2points

5.1 Coordinating schedule of work activities

- **Schedule is:-**
  - ✓ Scheduling deals with the specific time and phasing of planned jobs together with the orders to perform the work, monitoring the work, controlling it, and reporting on job progress.
  - ✓ Successful planning needs a feedback from scheduling.
  - ✓ a plan of things that will be done and the times when they will be done
  - ✓ a written or printed list of things and the times when they will be done
  - ✓ a list of the times when buses, trains, airplanes, etc., leave or arrive

- Reliable schedule must take into consideration
  - ✓ A job priority ranking reflecting the criticality of the job.
  - ✓ The availability of all materials needed for the work order in the plant.
  - ✓ The production master schedule.
  - ✓ Realistic estimates and what is likely to happen.
  - ✓ Flexibility in the schedule.

- **Schedule of work activities may include:**
  - ✓ Daily
  - ✓ Work-based
  - ✓ Contractual
  - ✓ Regular

- Daily
  - ✓ Covering 1 day.
  - ✓ Generated from weekly schedule.
  - ✓ Prepared the day before.
  - ✓ Priorities are used to schedule the jobs

- Weekly
  - ✓ Covering 1 week.
  - ✓ Generated from the master schedule.
  - ✓ Takes into account current operations schedules and economic considerations.
  - ✓ Allow 10% to 15% of the workforce to be available for emergency work.
  - ✓ The schedule prepared for the current week and the following one in order to consider the available backlog.
  - ✓ The work orders scheduled in this week are sequenced based in priority.

- Scheduling Procedures (Steps)
  - ✓ Sort backlog work orders by crafts.
  - ✓ Arrange orders by priority.
  - ✓ Compile a list of completed and carry over jobs.
  - ✓ Consider job duration, location, travel distance, and the possibility of combining jobs in the same area.
  - ✓ Schedule multi-craft jobs to start at the beginning of every shift.
  - ✓ Issue a daily schedule (not for shutdown maintenance).
  - ✓ Authorize a supervisor to make work assignments (dispatching).

- Scheduling Techniques

The objective of the Scheduling Techniques is to construct a time chart showing:

- ✓ The start and finish for each job.
- ✓ The interdependencies among jobs.
- ✓ The critical jobs that require special attention and effective monitoring.

Once the vision is set, you have to develop some long-term goal (or goals), then intermediate-term goals, and so on. If you want to be President, what jobs will you have to take first to get there and when do you have to get these jobs? Where should you live? What training do you need? What political connections do you need? Then you have to set up an orderly plan for obtaining the connections and training that you need and getting into these steppingstone jobs. Finally, you need to establish short-term goals to fit clearly into a coherent plan for your entire career. Your next job (if you are now a fairly young person) should be picked not only for its salary or for its opportunities for advancement but for its chances to provide you with the training and connections you need to reach your long-term goals. The job that is superficially attractive to you because it has a high salary, offers the opportunity for immediate advancement, or is located in a desirable place may be a mistake from the standpoint of your long-term career.

Self-Check -5	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

II. Say true or false for the following questions below

1. Scheduling deals with the specific time and phasing of planned jobs together with the orders to perform the work.
2. Arrange orders by priority are one of Scheduling Procedures**.**
3. A Daily scheduling generated from annual schedule.
4. Once the vision is set, you have to develop some long-term goal for achieving specific tasks.

Note: Satisfactory rating - 3 points Unsatisfactory - below 3 points

Score = ________

Rating=__________

Solar PV System Installation and Maintenance

Level-IV

Learning Guide -36

Unit of Competence	**Plan and Organize Work**
Module Title	**Planning and Organizing Work**
LG Code	**EIS PIM4 M10 LO3 LG-36**
TTLM Code	**EIS PIM4TTLM 0920v1**

LO3:-Implement work plans

Instruction Sheet	Learning Guide:-36

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

- Team work and consultation strategies
- Identifying work methods and practices with concerned personnel
- Implementing work plans in time frames, resources and standards

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Team work and consultation strategies
- Identify work methods and practices with concerned personnel
- Implement work plans in time frames, resources and standards

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the Self-checks

Information Sheet-1	Team work and consultation strategies

1.1 Three Strategies for Making Your Team Work

- **Strategy + Teamwork = Success**

The effective teams I've coached, each member makes the others better. There is always synergy. People learn from each other, support each other, help each other. Among less effective teams we see conflict and clashing agendas, taking without giving, and lukewarm commitment. What makes our teams work, creating true teamwork? Here are three strategies I've observed among the best personal and professional teams:

- **Appreciation** -.

There is a very clear ethos in such teams that every person brings value to the others and has ideas, experiences, and skills to share. With that as an overarching framework, the focus is not arguing one's own perspectives but uncovering the value offered by each teammate. This creates a high level of interaction and engagement. Not surprisingly, people who benefit most from teamwork are ones who seek teammates with complementary strengths: ones who will make them better.

- **Strengths**–

Among successful money management teams at financial organizations, one sees a clear division of labor, with some members focusing on research, others on portfolio construction and management, and still others on trade execution and position management. This is not so different from athletic teams, where team members playing particular positions possess distinctive strengths that suit them for those positions. A general rule I've found among successful teams is that everyone is better than everyone else at something. That lays the groundwork for sharing and the aforementioned appreciation.

- **Communication**–

A major part of what makes teams work is unlocking the value within each member. That means that each member must be able to communicate their perspectives clearly and effectively. Indeed, what we see among the best money management teams, is that each team member acts as a leader within the sphere of his or her expertise and experience. Here are three of Mackay's reasons why teamwork is important and why we believe it is vital to strategy management:

- ✓ Teamwork can make a project that seems insurmountable achievable by dividing responsibilities. Pull together a team with complementary skills to surround and attack the problem from every angle.
- ✓ Conflicting points of view can cause any company to stall in their work to achieve objectives. Establishing a common purpose can help break down barriers to success.
- ✓ Each employee has unique talents, both functionally and personally. In a team setting people will contribute their respective expertise and a team will always be stronger than any one individual.

Teamwork is the joint action of people working toward the same end goal. When people talk about teamwork, they mean more than just completing a task, however: they mean the work that comes from people working together effectively. The strength of a team comes from supporting each other, communicating well, and doing your share. Other characteristics that define a team include similar skills, autonomy, defined roles, defined leadership, and the resources to meet the joint goal. For example, imagine a group of people all pulling a rope. Not only do they share a goal, but they are using the same or similar skills. You perform team building exercises when your team needs to work on improving their role definitions or their communication skills. A team includes a designated authority figure who resolves their differences and makes decisions. Regardless of enmity between members, with a good leader, a team can accomplish their goals. Your business efficiency can be greatly improved by looking at current working practices, and making improvements where possible.

- How to assess your working practices

Look at your staff and try to get an understanding of the tools they use for their tasks and how they approach them. It may also be worth thinking about:

- ✓ staff morale - make sure you address any concerns they have, as a workforce will only be efficient if they are motivated
- ✓ training - staff should be aware of the tools available to them through training
- ✓ flexible time management - you should explore working arrangements that suit individuals
- ✓ The assessment can provide a framework for improving working practices and embedding new, more efficient ways of working.

- Establish a Vision of Effective Teamwork

Bringing a team together starts with a solid understanding of what you're trying to accomplish and what it's going to take to get there. A clear vision of the organization's bigger goals is essential for building effective teams and teamwork. Every individual needs to know how he or she is contributing to moving toward those objectives with each day's task. By thinking through the structure of each project and providing detailed plans and schedules, leaders show how the team is doing its part to accomplish the organization's mission. The goals should be distinct, measurable, and based on a realistic timetable. It's up to the project manager to set a meaningful agenda and establish conditions that will give the group a chance to succeed.

- Take Team-building into Account during Hiring

If an organization takes collaboration between employees seriously, that should show through in the hiring process. Every business tries to recruit people with experience and education in the field. However, when making decisions about new employees, management can also take into account whether they will make valuable additions to the group.

Asking smarter questions during interviews can have a big effect on choosing the right new hires. Make questions about candidates' experiences with effective teamwork in the workplace part of the routine interview process. That way, you can find out whether the person is likely to fit in with the overall vision.

- **Clarify Roles and Responsibilities**

One of the greatest barriers to effective teamwork is confusion about where each member's duties begin and end. Each person needs to understand what's expected of him or her, including specific tasks, deadlines, and time commitments. Each worker should feel in charge of a piece of the project and know why it matters in the big picture.

- Promote Communication and Collaboration

Once the team members all know what's expected of them individually, they still have to work together and share ideas to complete the project. There are a number of ways leaders can get their people to start talking to each other and cooperating more productively:

- ✓ Each individual needs to understand how the different roles involved in a project fit together and make each other possible.
- ✓ Employees should have ample opportunities to ask questions, give advice and ask for help when they need it.
- ✓ Use collaborative tools to pass along information, feedback, and updates.
- ✓ Effective teamwork calls for workers to trust one another and bring their individual skills to the table to solve problems.

- Hold Everyone Accountable

Open and honest communication is also important when leaders are providing feedback on the efforts of team members. The majority should be constructive, but management must also be ready to address areas where the team is falling short. This should not be about criticizing people on a personal level. Instead, everyone has to watch out for each other, spotting where things could be done better or more efficiently. To gain the benefits of effective teamwork, a leader needs to keep a close eye on the results coming from each worker. When a team member falls behind on an assigned task, the project manager should be able to catch the problem in real time. By staying constantly aware of the progress toward individual and shared goals, he or she can make adjustments and corrections as necessary.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

II. Choose the best answer for the following questions below

1. Teamwork is the joint action of people working toward the same end goal.
2. Business efficiency can be greatly improved by looking at current working practices, and making improvements.
3. Open and honest communication is also important when leaders are providing feedback on the efforts of team members.
4. Effective teamwork calls for workers to trust one another and bring their individual skills to the table to solve problems.

Note: Satisfactory rating - 3points Unsatisfactory - below 3 points

Information Sheet-2	Identifying work methods and practices with concerned personnel

2.1 Identifying work methods and practices with concerned personnel

Work methods are the physical actions employed to perform a task. Evaluating and modifying work methods to prevent discomfort and injury is one of several components of an effective ergonomics program. Work methods are also called work practices. The work methods used for a task include each physical step performed during the process of the work. The physical way in which a task is performed can have a substantial impact on the level of ergonomic risk associated with the job.

- **Explore new ways of working**

Technology can help staff work in different ways. Don't be afraid to try non-traditional methods. For example, you can consider offering:

- ✓ **home working** - removing the need to commute may increase staff time spent on the job
- ✓ **flexible working** - this can lead to greater staff satisfaction and increased performance levels
- ✓ **sabbaticals** - an unpaid break can be a good option if you wish to reduce staff but retain skills for periods of growth
- ✓ **flexible contracts** - working from different locations or different hours

- **Work methods and practices**
  - ✓ Legislated regulations and codes of practice
  - ✓ Industry regulations and codes of practice
  - ✓ Occupational health and safety practices

In order to correctly intervene, archaeologists must well-define project objectives and then use appropriate methods and working techniques. Research is integral to any intervention though there is no single recipe, but it is up to the archaeologist to identify and use the best methodology available. The scientific method, as implied by its etymology, is a means of arriving at reliable knowledge. Irrespective of the concrete methodology chosen, it will have to meet some minimum conditions if it is to respond effectively to the challenges that working under water presents.

- ✓ Effective Methods for Improving Your Work
  - Set Aside Time for Learning.
  - Fine Tune. Start by paying attention,
  - Get Inspired.
  - Learn From the Masters
  - Invite Criticism
  - Take a Class
  - Surround Yourself with Smart People.

- ✓ **The working method will have to be:**
- ✓ **Clearly explained**. It will need to be understood by the team working under water, often taking turns, which will have to take individual decisions.
- ✓ **Rapid to implement. There is a limit to the time that can be spent under water.**
- ✓ **Straightforward to implement**. Working under water is hard enough without the addition of further complications.

A basic rule is that not everything that can be done on land ought to be done on the working platform, and things that can be done on the surface ought not to be done under water. Furthermore every contingency will need to be exhaustively planned for, so that problems can be resolved under the best possible conditions. If there is anything besides discipline and orderliness that ought to characterize the operations of an underwater archaeological excavation, it is planning for possible incidents that might affect the safety of individuals and the site itself. Some of the most effective employee development methods include:

- **Training**

This method includes developing employee skills through a combination of lectures, hands-on-exercises, videos, podcasts, simulations, and individual/group-based assignments.

- **Task/job rotations**

Employees could volunteer to rotate roles with colleagues on a shift/team, to put some of those new skills into practice. Employers can also encourage job sharing as a method for employees, who have indicated their desire to get practical experience, to develop some additional skills.

- **Coaching**

When talking about various employee development methods and their benefits, we can't stress the importance of helping employees polish their skills through coaching. This method of skills development typically involves senior staffers working one-on-one with less experienced individuals.

- **Mentoring**

This method involves senior leaders/management taking junior staff under their wing to help develop important skills that the mentored individual might lack. The more formal mentoring programs are typically used for senior executive/leadership roles, while less formal structures might be implemented amongst junior management as well.

- **Workshops/Committees/Working-Groups**

These are methods that give employees an opportunity to interact with peers/colleagues from within and external to the organization.

- **Simulations**

These are becoming very popular due to both how engaging and effective they have become. In its simplest form, a simulation could be role-playing a customer service interaction, for example, learning how to diffuse an irate and confrontational client in person, or responding to an emergency situation such as mock first aid scenarios.

- **Conferences**

Much like workshops and committees, conferences are a useful way to network and gain exposure to a vast knowledge base of both interdisciplinary and outside industries.

- **On-the-job development**

Employees who have attended some basic training on a technical skill (whether it be in operating a new machine, or learning new financial analysis methods) will often find on-the-job development a great method to hone those skills.

- **Self-study**

This can be accomplished through different methods: reading/researching, taking classes, etc. outside of work hours.

The subject doesn't always relate to the skills that an organization needs, but rather something new that they believe will improve their performance.

- **360-degree performance review**

This method involves getting feedback about an employee, from a cross-section of peers, subordinates, supervisors and external vendors, and then identifying skills development opportunities based on those inputs.

- **Career planning**

While this method is usually viewed as something that is "employer-driven**"** – where HR decides which employee should fill what role – it shouldn't be so! Employees can also suggest future/alternative career paths for themselves, to their supervisors/managers, and initiate career planning discussions.

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

III. Say true or false for the following questions below

1. Work methods are the physical actions employed to perform a task.
2. The physical way in which a task is performed can have a substantial impact on the level of ergonomic risk associated with the job.
3. Employees could volunteer to rotate roles with colleagues on a shift/team is called Coaching.
4. Mentoring involves senior leaders/management taking junior staff under their wing to help develop important skills that the mentored individual might lack**.**

Note: Satisfactory rating - 3 points Unsatisfactory - below 3 points

Information Sheet-3	Implementing work plans in time frames, resources and standards

3.1 Implementing work plans in time frames, resources and standards

A work plan is a detailed accounting of how an individual or group proposes going about accomplishing a specific task, approaching a project or pitching a new business concept. sometimes referred to as a statement of work, all a work plan generally includes an introduction or overview of a project or job, a breakdown of how individual project-related tasks will be accomplished, a timeline for completion and cost projections for implementation. People use work plans for different purposes, each carrying a slightly different definition of content depending on the circumstances. As mentioned, you can create an implementation plan for any organizational undertaking of any size or scope. Implementation is commonly used for discrete projects, technology deployment within a company, and inventory planning (this is an example where differentiated planning is helpful). You can even create an implementation plan for personal use (i.e., for career planning) if it will help you organize and take actionable steps toward your goal(s).

A project implementation plan is the plan that you create to successfully move your project plan into action. This document identifies your goals and objectives (both short and long-term), lists the project tasks, defines roles and responsibilities, outlines the budget and necessary resources, and lists any assumptions. A project implementation plan sometimes includes a rough schedule, but teams usually set the hard timeline in the execution plan. In the following sections, we'll delve deeper into each component of an implementation plan and show you how to write your own.

3.2 The need for planning

The establishment or improvement of systems for data collection requires careful planning to ensure that the implementation proceeds in comprehensive, cost-effective and timely ways. This involves a range of tasks that can be encompassed within a

project cycle framework from identification and analysis of needs, through project formulation and budgeting, to system design, implementation, monitoring and appraisal. Identification and analysis of needs is a crucial phase of the project cycle. Infrastructure requirements, mainly policy, legal and institutional frameworks, are often not given enough emphasis. These issues are sometimes more important for sustaining a Fisheries Information System than more obvious requirements such as assessment of the required information technology.

- **The most important considerations are:**
  - ✓ The information system policy must be formulated at a high government level, as it will eventually have to provide support for the fisheries policy at this level.
  - ✓ A legal framework ensuring the active participation of fishermen in providing information must be available in an early stage of development.
  - ✓ ·The institutional framework needs to be analyzed and then altered to facilitate the active involvement of all fisheries stakeholders and institutions.
  - ✓ In designing a functional Fisheries Information system, budgeting must consider the current and future personnel and capital assets for a sustainable system.
  - ✓ In the implementation phase, considerable attention and resources must be directed towards continuous training of all staff involved. Often, this is only superficially considered.
  - ✓ It is always advisable to start with a pilot system and then expand when the core system has been appraised and proved stable.

3.3 Components of an Implementation Plan

The following are the key components of and questions that drive a successful implementation plan:

- **Define Goals/Objectives:**

What do you want to accomplish? The scope of these goals will depend on the size of your undertaking.

- **Schedule Milestones:**

While task deadlines and project timelines will be formally set in the execution plan, it’s a good idea to outline your schedule in the implementation phase.

- **Allocate Resources:**

One of the core purposes of an implementation plan is to ensure that you have adequate resources (time, money, and personnel) to successfully execute. So, gather all the data and information you need to determine whether or not you have sufficient resources, and decide how you will procure what's missing.

- **Designate Team Member Responsibilities:**

Assign roles. This doesn't necessarily mean you must define who will execute each individual task, but you should create a general team plan with overall roles that each team member will play.

- **Define Metrics for Success:**

How will you determine whether or not you are successful? What data (whether quantitative or qualitative) will you use to measure your results, and how will you accrue the necessary data?

- **Define How You Will Adapt:**

Make a plan for how you will adapt, if necessary, to changes in your plan. Be sure to consider factors outside your control that could significantly alter the schedule or success of your project, and create emergent strategies ahead of time, so you don't get derailed down the road — doing so helps build a culture of flexibility, agility, and fast action.

- **Evaluate Success:**

In addition to defining your metrics for success, decide how often you will evaluate your progress (e.g., quarterly reviews).

- **Implemented Work plans in accordance with set time frames, resources and standards Work plans**

✓ Daily work plans

✓ Project plans

- ✓ Program plans
- ✓ Resource plans
- ✓ Skills development plans
- ✓ Management strategies and objectives
- ✓ Standards
- ✓ Performance targets
- ✓ Performance management and evaluation systems
- ✓ Occupational standards
- ✓ Employment contracts
- ✓ Client contracts
- ✓ Discipline procedures
- ✓ Workplace assessment guidelines
- ✓ Internal quality assurance
- ✓ Internal and external accountability and auditing requirements
- ✓ Training Regulation Standards
- ✓ Safety Standards

Self-Check -3	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. A work plan is a detailed accounting of how an individual or group proposes going about accomplishing a specific task.

2. A project expansion plan is the plan that you create to successfully move your project plan into action.

3. Identification and analysis of needs is a crucial phase of the project cycle.

Note: Satisfactory rating - 2 points Unsatisfactory - below 2 points

Solar PV System Installation and Maintenance

Level-IV

Learning Guide -37

Unit of Competence	**Plan and Organize Work**
Module Title	**Planning and Organizing Work**
LG Code	**EIS PIM4 M10 LO4 LG-37**
TTLM Code	**EIS PIM4TTLM 0920v1**

LO4:-Monitor work activities

Instruction Sheet	Learning Guide:-37

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

- Monitoring and comparing work activities with set objectives
- Monitoring work performance
- Reporting deviations from work activities
- Coordinating recommendations with appropriate personnel &set standards.
- Complying reporting requirements
- Observing timeliness of report
- Establishing and maintaining files

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Monitor and compare work activities with set objectives
- Monitor work performance
- Report deviations from work activities
- Coordinate recommendations with appropriate personnel &set standards.
- Comply reporting requirements
- Observe timeliness of report
- Establish and maintain files

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the Self-checks

Information Sheet1	Monitoring and comparing work activities with set objectives

1.1 Monitoring and comparing work activities with set objectives

- **Objectives**

In order to compared with set objectives, learn and develop you may have asked, as part of an appraisal, to be mentored by a more experienced colleague. In this way you can learn while working and be influenced by, and gain experience from, someone who may have already undertaken your role. A mentor has to be carefully selected so that they can work with you effectively. It is a great idea if you are employed on a programmed and are working with an experienced mentor who can guide, advice and move you steadily forward in your development.

Monitoring and evaluation of projects can be a powerful means to measure their performance, track progress towards achieving desired goals, and demonstrate that systems are in place that support organizations in learning from experience and adaptive management. Used carefully at all stages of a project cycle, monitoring and evaluation can help to strengthen project design and implementation and stimulate partnerships with project stakeholders.

At a sector level monitoring and evaluation can:

- ✓ improve project and programmed design through the feedback provided from mid-term, terminal and ex post evaluations
- ✓ inform and influence sector and country assistance strategy through analysis of the outcomes and impact of interventions, and the strengths and weaknesses of their implementation, enabling governments and organizations to develop a knowledge base of the types of interventions that are successful (ie what works, what does not and why)
- ✓ provide the evidential basis for building consensus between stakeholder

At project level monitoring and evaluation can:

- ✓ provide regular feedback on project performance and show any need for 'mid-course' corrections
- ✓ identify problems early and propose solutions
- ✓ monitor access to project services and outcomes by the target population;
- ✓ evaluate achievement of project objectives
- ✓ measure the impact of the project on various indicators (including those relating to project objectives and other areas of concern)
- ✓ incorporate stakeholder views and promote participation, ownership and accountability

Monitoring is the systematic and routine collection of data during project implementation for the purpose of establishing whether an intervention is moving towards the set objectives or project goals. In this case, data is collected throughout the life cycle of the project. The data collection tools are usually embedded into the project activities in order to ensure that the process is seamless. There are several types of monitoring in M&E and they include process monitoring, technical monitoring, assumption monitoring, financial monitoring and impact monitoring.

- **Process monitoring/ physical progress monitoring**

In process monitoring, routine data is collected and analyzed in order to establish whether the project tasks and activities are leading towards the intended project results. It authenticates the progress of the project towards the intended results. This kind of monitoring measures the inputs, activities and outputs. In other words, process monitoring answers the questions "what has been done so far, where, when and how has it been done?" Most of the data collected during project implementation usually serves this kind of monitoring.

- **Technical monitoring**

Technical monitoring involves assessing the strategy that is being used in project implementation to establish whether it is achieving the required results. It involves the technical aspects of the project such as the activities to be conducted. In a safe water project for example, physical progress monitoring may show that there is little or no uptake of chlorination as a water treatment strategy. Technical monitoring may establish that this could be a result of installing chlorine dispensers at the water source and women are too time constrained that they have no time to line up to get chlorine from the dispensers. This may prompt a change of strategy where the project might opt for household distribution of bottled chlorine.

- **Assumption monitoring**

Any project has its working assumptions which have to be clearly outlined in the project log frame. These assumptions are those factors which might determine project success or failure, but which the project has no control over. Assumption monitoring involves measuring these factors which are external to the project. It is important to carry out assumption monitoring as it may help to explain success or failure of a project[1]. For example, a project that was promoting the use of contraceptives may realize that uptake of use of contraceptives has dropped. The drop in use of the contraceptive could however, be attributed to increased taxation on the importation of contraceptives in the country which makes them more expensive, rather than on project failure.

- **Financial Monitoring**

Just like the name suggests, financial monitoring simply refers to monitoring project/ program expenditure and comparing them with the budgets prepared at the planning stage. The use of funds at the disposal of a program/project is crucial for ensuring there are no excesses or wastages. Financial monitoring is also important for accountability and reporting purposes, as well as for measuring financial efficiency (the maximization of outputs with minimal inputs).

- **Impact Monitoring**

Impact monitoring is a type of monitoring which continually assesses the impact of project activities to the target population. Indeed, impacts are usually the long term effects of a project. However, for projects with a long life span or programs (programs have no defined timelines) there emerges a need for measuring impact change in order show whether the general conditions of the intended beneficiaries are improving or otherwise[2]. In this case, the manager monitors impact through the pre-determined set of impact indicators. Monitoring both the positive and negative impacts, intended and un-intended impacts of the project/program becomes imperative. For example, in a Water and Sanitation program, there may be a need to monitor the change in Under 5 Mortality in the program area over time. In this case, rather than being identified as an impact evaluation, this would be identified as impact monitoring.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

IV. Say true or false for the following questions below

1. Technical monitoring involves assessing the strategy that is being used in project implementation to establish whether it is achieving the required results.
2. Impact monitoring is a type of monitoring which continually assesses the impactof project activities to the target population.
3. Financial monitoring simply refers to monitoring project/ program expenditure and comparing them with the budgets prepared at the planning stage.
4. In process monitoring, routine data is collected and analysed in order to establish whether the project tasks and activities are leading towards the intended project results.

Note: Satisfactory rating -3 points Unsatisfactory - below 3points

Information Sheet-2	Monitoring work performance

2.1 Monitoring work performance

Monitoring employee performance works best with an established routine. Carry out regular one to one meetings, team meetings or recording performance data. Monitoring styles need to be adapted to suit the situation and individual. Performance monitoring can have a big impact on organizations, teams and individuals. Under-management can lead to a lack of direction and isolation, micro-management can cause frustration and resentment. Finding the right balance is essential for success.

In today's workplace, performance improvement and the role of performance management is an increasingly popular topic. Why the intense focus on performance management now? Business pressures are ever-increasing and organizations are now required to become even more effective and efficient, execute better on business strategy, and do more with less in order to remain competitive. While human resources professionals clearly understand the importance of optimal performance management, they often face significant internal obstacles. When someone mentions performance management or reviews at your organization, what is the typical response? Do employees and managers alike cringe? Do they avoid performance management related tasks? Do visions of tracking down incomplete appraisal forms come to mind? This can be changed.

- **To keep an eye on how involvement with your employees is working, you should:**
  - ✓ Check how supportive management are by asking employees and their representatives if they have been encouraged to get involved and been given time to participate.
  - ✓ Check that employees know who their representatives are and whether they have been asked for their views about health and safety matters.

- ✓ Look into organizational arrangements for involving the workforce in health and safety and whether they have changed to allow employees greater opportunity to be involved in consultation.
- ✓ Collect information on health and safety issues and ideas for addressing them that have been raised as a result of employee involvement to see if there have been improvements in managing them.
- ✓ Think about other measures beyond health and safety - involving your workforce in health and safety could result in additional benefits, for example in productivity, as things improve.

- **Easy Ways to Monitor Your Employees' Performance**
  - ✓ Use employee monitoring software that tracks staff's activity on their work computers
  - ✓ Use task and project management software to help employees stay on track
  - ✓ Monitor only a few employees at a time with selective control
  - ✓ Incorporate daily/weekly planning sessions to help managers communicate expectations
  - ✓ Encourage participation in a "photo of the workday" exercise

2.1 Monitoring methods

- Observe your team

One of the most effective and straightforward ways to monitor performance is observation. Watch how they interact with one another, with you and with the clients/ customers (if you have any). By simply observing an employee you can see what their strengths and weaknesses are. Likewise if a team member is struggling with a task, it can be very beneficial to go through it with them. By observing how they are attempting to complete it you will be able to identify ways they can improve and communicate how they could do it better.

- **Create work plans**

Within regular one to one meeting a work plan should provide a focus. Work plans should be created in consultation with the employee and include clear tasks, time cases and the resources required. Each one to one should include discussion of the work plan. What progress has been made since last time? Did they meet their targets? If not, why? Listen to the feedback you are given. Ask questions and encourage the individual to consider how they can work effectively and reach their potential. Make sure the employee is aware they are accountable for their actions. Engage them in deciding and agreeing on targets and timescales for their work plans.

- **Encourage the use of self-monitoring tools**

Project plans, checklists and activity logs are all great ways of monitoring performance. This is beneficial not just as a tool for project management but also so employees themselves can monitor their own goals and deadlines.

- **Carry out regular reviews**

By regularly checking in with employees you can begin to create a strong understanding of strengths and weaknesses. If they are struggling to achieve a particular goal but regularly achieve others, would it be worth adjusting their work plan and concentrating on areas they perform well in. Do they require training? Perhaps they would benefit from a mentor or would work better in a team? By reviewing progress regularly you will be able to pick up on these subtleties and provide your employees with the support and guidance they need to reach their potential for themselves and the organization.

- **Feedback**

Give and encourage feedback as often as possible. Don't wait until meetings, one to ones and reviews. Encourage your team to come and speak to you and keep them motivated by keeping on top of their progress and letting them know when they are doing well. Always remain constructive.

- **Training**

Engage in Learning's Performance Management Pathway courses will introduce you to ways to develop a motivated, high performance workforce and how to set achievable expectations. The monitoring performance module will assist you in exploring the benefits of observing and recording performance data to achieve consistent performance improvement.

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. Performance monitoring can have no impact on organizations, teams and individuals.
2. One of the most effective and straightforward ways to monitor performance is observation.
3. Work plans should be created in consultation with the employee and include clear tasks, times scales and the resources required.
4. Project plans, checklists and activity logs are no impact for monitoring performance.

Note: Satisfactory rating -3 points Unsatisfactory - below 3points

4.1 Reporting deviations from work activities

Workplace deviation refers to behaviour that violates organizational norms. It occurs for many reasons. Perhaps an employee feels she has too much work and purposely works slower to prove the point. Or maybe there's a person who spreads workplace gossip to sway opinions or advance because of personal financial pressures. Whatever the cause, workplace deviation can severely affect the office environment. Employees feel unappreciated and disrespected and productivity goes down. The result is a loss of business.

Quality risk Management was mainly designed to be used prospectively when manufacturing operations are defined and validated. Therefore, potential deviations are identified and avoided by implementing risk control measures and preventive actions. QRM is based on the identification of product attributes and operational parameters which are critical to manufacturing operations in order to identify in advance their associated risks. This guidance document describes how this information may be used as criteria for the categorization and treatment of events, and eventually, deviations.. Under this approach, a sequence of steps may be identified when handling events and possible deviations:

- **Event detection**
- **Decision making process / deviation categorization**
- **Deviation treatment**
- **Root cause investigation**
- **Disrespect**

Interpersonal deviance is when employees are disrespectful to co-workers, clients and superiors. Perhaps this person makes loud, personal phone calls or shows daily outrage over small issues. Another form of disrespect is using other people's things without asking, such as borrowing supplies from a co-worker's desk for a few days or taking files from a desk and giving them to someone without asking permission.

- **Poor Management**

A deviant boss or management team can make employees miserable. When difficult deadlines or tasks are given to employees, morale goes down and other workplace problems ensue. This is also referred to as organizational deviance.

- **Stealing**

Stealing occurs when an employee takes property from an associate or credit for a co-worker's idea. Employee theft ranges from taking tips that are not yours to claiming a sale you didn't make. Employees in this deviance category cannot be trusted with property or confidential information.

- **Absences**

Consistent tardiness or absences shows a lack of commitment. If an employee repeatedly makes excuses for rolling in an hour late to work, or mysteriously disappears for hours during the day, he is being deviant. His physical absence can cause other employees to fall behind on their work, miss deadlines and become resentful.

- **Personal Aggression**

Another form of workplace deviance is intimidation. It might take the form of berating an employee, using personal aggression to scare or motivate, or sexually harassing an associate. For example, in some cases a supervisor might purposely criticize an employee in front of others as a way of embarrassing the employee. This form of deviance hurts morale, creates employee anxiety and destroys trust.

Self-Check -3	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. Workplace deviation refers to behaviour that violates organizational norms.
2. Quality Risk Management was mainly designed to be used prospectively when manufacturing operations are defined and validated.
3. Interpersonal deviance is when employees are disrespectful to co-workers, clients and superiors.
4. Stealing occurs when an employee takes property from an associate or credit for a co-worker's idea.

Note: Satisfactory rating - 3 points Unsatisfactory - below 3 points

Information Sheet -4	Coordinating recommendations with appropriate personnel &set standards.

6.1 Coordinating recommendations with appropriate personnel &set standards.

The co-coordinator is a person-oriented leader. This person trusts, accepting, dominant and is committed to team goals and objectives. The co-coordinator is a positive thinker who approves of goal attainment, struggle and effort in others. The co-coordinator is someone tolerant enough always to listen to others, but strong enough to reject their advice. Coordination requirements are stated in laws. Regulations and policy. Early on, the technical team learned that there was no single reference source that documented the standards and requirements for coordination. To guide its work of evaluating past coordination practices and to serve as a discussion guide for interviews, a compilation of coordination requirements was prepared.

The need to coordinate efforts stems from numerous situations, some of which are illustrated as follows:

- **Coordination is a process**

Coordination is best imagined as a series of parallel and interdependent processes (data is transformed into analysis that informs decision making that delivers more effective services). Process is important for a number of reasons. It obliges a coordinator to think in terms of inputs and outputs; and it reminds the coordinator that she designs and facilitates them. Consider an everyday ‘coordination meeting': A process perspective forces the coordinator to ask:

- ✓ What do I need to make this meeting deliver its output?
- ✓ Who needs to be present?
- ✓ How do I manage the meeting to ensure that the output is achieved?
- ✓ How does the output from this meeting feed into the next (phase of the) process?

- **Coordination meetings**

Meetings are a critical aspect of coordination, provided you plan them in order to add value. To prepare for effective meetings, it helps to think concretely in terms of before, during, and after the meeting. Surprisingly, most of the coordinator's time investment actually lies up-front i.e. before a meeting. As investment in meeting stakeholders before a meeting, ensuring that all are ready and that the right individuals are present for effective decision making etc. The book 'Making Meetings Work' (Forsyth, 1996) lists a number of very practical things to remember: Process is important for a number of reasons. It obliges a coordinator to think in terms of inputs and outputs; and it reminds the coordinator that she designs and facilitates them. Consider an everyday 'coordination meeting':

- **A process perspective forces the coordinator to ask:**
  - ✓ What do I need to make this meeting deliver its output?
  - ✓ Who needs to be present?
  - ✓ How do I manage the meeting to ensure that the output is achieved?
  - ✓ How does the output from this meeting feed into the next (phase of the) process?

Self-Check -4	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. The co-coordinator is a person-oriented leader.
2. Meetings are a critical aspect of coordination, provided you plan them in order to add value.
3. Coordination is a data transformed into analysis that informs decision making that delivers more effective services.

Note: Satisfactory rating - 2 points Unsatisfactory - below 2 points

6.2 Complying reporting requirements

Compliance refers to the reports created by companies in order to comply to rules, standards, laws and regulations set by regulatory bodies and government agencies. In general, compliance means conforming to a rule, such as a specification, policy, standard or law. Regulatory compliance describes the goal that organizations aspire to achieve in their efforts to ensure that they are aware of and take steps to comply with relevant laws and regulations. Due to the increasing number of regulations and need for operational transparency, organizations are increasingly adopting the use of consolidated and harmonized sets of compliance controls.[1]This approach is used to ensure that all necessary governance requirements can be met without the unnecessary duplication of effort and activity from resources.

Reporting timelines often present a major constraint on the evaluation plan. In particular, the need to report findings in time to inform funding decisions for the next phase of a program often means that reports are needed before impacts can be observed. In these situations, it will be necessary to report on interim outcomes, and to present any research evidence that shows how these are important predictors or pre-requisites to the final impacts.

The reporting requirements may include the following, to be filed in accordance with the due dates provided to each Client Institution:

- **Annual Certificates**
  - ✓ Annual Certification of Insurance Coverage
  - ✓ Report of the Independent Insurance Consultant (bi-annual)
  - ✓ Report of Project Condition
  - ✓ Report of Condition of Mortgage Premises
  - ✓ Annual Hazardous Substance Certification
  - ✓ Annual EEO Filing Requirements
  - ✓ Officer's Annual Certificate of Compliance

- **Financials**
  - ✓ Annual Audited Financial Statements
  - ✓ Annual Form 990 - Schedule K

To assist our borrowers in completing the Schedule K, we have made the slides from our recent Post-Issuance Tax Compliance Webinar on the IRS Schedule K available for download. The file can be found below.

  - ✓ Annual Report of Statistics
  - ✓ Continuing Disclosure Filing Requirements (SEC)
  - ✓ Interim Financial Statements - Quarterly and/or Monthly
  - ✓ Occupancy or Enrollment Statistics - Quarterly and/or Monthly
  - ✓ Annual Debt Service Coverage Ratio (DSCR) Calculation - Quarterly and/or Monthly
  - ✓ Annual Budget Submission Requirements
  - ✓ Liquidity and Other Ratio Calculation(s)

- **Insurance**
  - ✓ Type of Coverage
  - ✓ Effective/Expiration Dates
  - ✓ Limits of Liability
  - ✓ Deductibles
  - ✓ Policy "AM Best" Ratings
  - ✓ Self-Insurance Reporting Requirements (Actuarial, Trust Balance, Reserve Allocation)

Self-Check -5	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. Compliance is the reports created by companies in order to comply to rules, standards, laws and regulations.
2. The reporting requirements may include Annual Certificates and Financials only.
3. Reporting timelines often present a major constraint on the evaluation plan.

Note: Satisfactory rating - 2 points Unsatisfactory - below 2 points

Information Sheet-6	Observing timeliness of report

6.1 Observing timeliness of report

Is described as the proportion of all expected IDSR summary **reports** (weekly or monthly) that were actually submitted on the DHIMS2 on time (due date).

6.2 The importance of timely reporting

Reporting in a reliable and timely way is a cornerstone of public entities' accountability. This reporting includes:

- the amount of public money spent;
- the outputs delivered for that money; and
- the results achieved

The aim of the reporting process is to establish whether project objectives have been achieved, what resources have been expended, what problems have been encountered, and whether the project is expected to be completed on time and within budget.

- **Time frames for reporting**

For many public entities, legislation specifies the time frame for reporting. The deadline for reporting varies from three months to five months after the entity's balance date – and balance dates also vary. For other entities, the time frame and deadline are set out in their founding documents (such as trust deeds).

- **Reporting frequency and submission**

Each programme has its own rules concerning reporting dates and reporting frequencies, which can be summarized as follows:

a) Frequency

✓ Most programmes require projects to report twice a year with reports covering 6 monthly intervals. However in the cross-border programmes reporting frequencies vary from 1 to 4 reports per year of project implementation.

- ✓ Programmes have either fixed reporting periods (the same date for all projects) or the reporting periods vary from project to project (depending on the date of approval or signature of subsidy contract).
- ✓ There is often some flexibility as regards the reporting periods for the first and last progress report (reporting periods might be shorter or longer).
- ✓ Reporting intervals sometimes depend on the character of the project (investment or "soft" projects).

b) Timing

- ✓ In most cases projects need to submit the progress report 2 or 3 months after the end of the reporting period but deadlines of 2,5/3,5 or 4 months after the end of the reporting period were also observed.
- ✓ The final report has to be submitted at the latest 3 months after project end in many programmes. If not replacing the last regular progress report, the final report is often submitted together with the last regular progress report.

The most usual practice is that the entire report has to be sent both electronically and in paper version or that at least parts of the report (e.g. special attachments) have to be sent as hard-copy as well. Usually all reports are sent to the JTS, but there are exceptions in some cross-border programmes.

- **What are the reporting standards?**

The new framework consists of different suites of standards for for-profit entities and public-benefit entities. It also provides for different tiers within those categories of entity, depending on the size of the entity and the nature of the entity's activities

- **Auditing standards for public entities**

A public sector audit is generally broader than a private sector audit. There are different requirements for different types of public entities. As a general rule, a public sector audit will cover:

- ✓ financial information;

- ✓ performance information (if this is required);•compliance with statutory obligations, particularly where those obligations have a material (that is, significant) effect on the financial statements; and
- ✓ other risks and concerns specific to the public sector, such as sensitive expenditure (spending on travel, accommodation, or gifts and hospitality), waste, and a lack of probity or financial prudence

The Report Timeliness application is a management tool that enables your state to keep track of the timeliness status of reports submitted to the National Office. This application also informs users which report(s) need to be entered and transmitted within selected time periods.

- **Timeline Columns**
  - ✓ **Observation Date**: The scheduled observation date. If there isn't a schedule date, then **Missing** is displayed.
  - ✓ **Post-Conf Date:** The scheduled post-conference date. If there isn't a schedule date, then the field is left blank. If the scheduled date has passed, then the number of days from the observation date to the scheduled post-conference date is displayed below the scheduled post-conference date.
  - ✓ **Report Sent Date**: The date the report was sent to the teacher for final viewing. If it has not been sent, then Report Not Sent will be displayed with the number of days since the last event (either the observation or post-conference) occurred.
  - ✓ **Report Viewed Date**: The date the teacher viewed the report. If it has not been viewed, then Report Not Viewed will be displayed with the number of days since the report was sent.
  - ✓ **Report Marked Complete Date**: The date the report was marked complete. If it has not been marked complete then Report Not Complete will be displayed with the number of days since the report was sent.

- **Timeline filters**
  - ✓ **Open only:** Exclude observations that have been marked complete.
  - ✓ **Formal only**: Include formal observations only.

- ✓ **Missing Post-Con date only**: Only include observations that are missing a Post-Conference date.
- ✓ **Report Sent only**: Include observations that have sent the report only.
- ✓ **Highlight Past Due Events**: based on the configuration settings that are expanded below the filter, apply a red label to the displayed elapsed days when it exceeds the Elapsed Days filter.

Self-Check -6	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. In timeline filters the Open only include observations that are missing a Post-Conference date.
2. Report Marked Complete Date is the date the report was marked complete.
3. Report Viewed Date the date the report was sent to the teacher for final viewing.
4. Report Sent Date: The date the teacher viewed the report.

Note: Satisfactory rating -3 points Unsatisfactory - below 3points

7.1 Introduction

Identifying and managing inactive records is an important step in the maintenance of a successful filing system. Many filing systems break down and fail because drawers are clogged too full of paper to make records they hold easily accessible. Electronic systems fail when too many versions of a document make it difficult to determine which one is the final draft. Always remember, all electronic files must be backed-up on a regular cycle that is not less than once a week. The back-up should be kept in a different building, or at least must be kept on a different floor of the building. The back-up itself is considered a duplicate record and may be overwritten or destroyed at any time. Under no circumstances should it be maintained as long as, or longer than, the original file. Additionally, if the retention period has not ended, always remember to migrate weeded electronic files when purchasing new hardware or software. If migration is not cost effective, files which have not reached the end of their retention period must be printed.

7.2 The steps for records management plan for your office.

- **Determine who will be responsible and what resources will be needed.**

Establish a project team with representatives from all sub units and job series (not just support and clerical staff) to oversee the project. The project team should:

- ✓ Set up a network of "records liaisons" with a lead person and liaisons for each office.
- ✓ Decide if everything will be done "in house" or if outside help (e.g., contractors) will be needed.
- ✓ Select one office or sub unit in which to initiate the project. Based on the experience obtained in this one office, you can estimate the resources needed to do other offices.

- **Identify records needed to document the activities and functions of your office.**

Conduct an inventory of the materials in your office. Don't forget to include empty offices, closets, and other areas where things may have been "stashed." Document, at a minimum, where materials are located, how much there is, and the format (e.g., paper, electronic, maps, etc.). (When you have a "snapshot" of the scope of materials in your office, you may need to go back to Step 1 and review the resources available to complete the project.)

- **An inventory will help you identify which materials are:**
  - ✓ Records
  - ✓ Reference materials (non records)
  - ✓ Personal papers (non records)
  - ✓ Extra copies of documents, publications, and forms (non records)

The inventory will also help you identify which records would need to be immediately available in the event of an emergency (vital records).

- **Establish your procedures (recordkeeping requirements).**

Now that you know what you have in your office, the project team needs to determine:

  - ✓ If records will be kept in a "centralized" area, or "decentralized" at individual work stations
  - ✓ The type of documents that are included in the record files
  - ✓ How draft documents, working papers, and concurrence copies will be handled.
  - ✓ Who will be responsible for maintaining the record copy (records custodian).
  - ✓ Remember – Non record materials such as convenience copies and personal papers need to be maintained separate from records.

- **Match your records to the records schedules.**

The next step in the project is to match the records identified in your inventory with the records schedules. Records schedules provide information on how long records are to be kept in the office and what happens when they are no longer needed in the office.

Retention periods as stated in the schedules are **mandatory**. If a records schedule is still in draft, you cannot destroy records covered by that schedule until it has been moved to the approved portion of the website. Contact your Program Office, Region, or Center Records Officer if:

- ✓ You cannot find an appropriate records schedule;
- ✓ Your existing schedule is out of date or you need a new one.

- **Prepare a "file plan."**

Now that you know what records you have and what the appropriate records schedules are, you can begin to organize them.

- **Document your recordkeeping requirements and procedures.**

Prepare a document, a file plan, which gives details on:

- ✓ How your records are organized and maintained,
- ✓ Who is responsible for doing what,
- ✓ When it should be done (e.g., annual file retirement),
- ✓ What happens to the records when they are no longer needed in the office.

Include all the decisions you made in steps 1 through 5 (e.g., what happens to draft documents).

- **Clean out records which are beyond the approved retention periods.**

Once you have documented your file plan you can begin to organize your records. First, however, it is a good idea to get rid of those materials in your office which are not needed. If authorized by the records schedule, you can:

- ✓ Retire records which are no longer needed in the office to offsite storage (e.g., the Federal Records Center (FRC)).
- ✓ Transfer permanent records to the National Archives, if appropriate. Contact your Program Office, Region, or Center Records Officer for assistance.
- ✓ Recycle materials which have passed their approved retention period. Remember to shred materials containing confidential or personal information.

- **Organize your records.**

Now you can begin to implement your file plan. First, prepare folders and organize documents within the folders. Follow the procedures established in your file plan. Place reference sheets in folders, when necessary, to refer users to the location of related non-paper materials such as maps, drawings, videotapes, etc.

- **Maintain your records on an on-going basis.**

Once everything is organized, it is important to keep it current and up to date. Be sure to:

- ✓ File new materials on a regular basis (e.g., weekly).
- ✓ Protect records containing confidential information such as confidential business information (CBI) or personal information.
- ✓ Establish a check-out system (e.g., "out" cards) to track the location of your records so you always know where they are.
- ✓ Clean out inactive materials on a regular basis, usually at the end of the year (as per your written procedures).
- ✓ Retire eligible records to the FRC.
- ✓ Clean out superseded or obsolete reference materials.

- **Train, train, train.**

Congratulations! Now you have a file plan. You've cleaned out all the unnecessary materials and organized the necessary materials.

Your RO can help you with:

- ✓ Training sessions, including basic records management and records retirement;
- ✓ Tool kits giving more details on how to complete each of these steps; and,
- ✓ Presentations and handouts you can tailor for your particular office.

Self-Check -7	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. Once you have documented your file plan you can begin to evaluate your records.
2. Conduct an inventory of the materials in your office is not important for recording documents.
3. Identifying and managing inactive records is an important step in the maintenance of a successful filing system.

Note: Satisfactory rating - 2 points Unsatisfactory - below 2 points

Solar PV System Installation and Maintenance

Level-IV

Learning Guide -38

Unit of Competence	**Plan and Organize Work**
Module Title	**Planning and Organizing Work**
LG Code	**EIS PIM4 M10 LO5 LG-38**
TTLM Code	**EIS PIM4TTLM 0920v1**

LO5:-Review and evaluate work plans and activities

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

- Reviewing work plans, strategies and implementation
- Doing review on comprehensive consultation
- Providing results of review to concerned parties
- Conducting performance appraisal
- Preparing and documenting performance appraisal report regularly
- Preparing and presenting recommendations
- Implementing feedback mechanisms

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Review work plans, strategies and implementation
- Do review on comprehensive consultation
- Provide results of review to concerned parties
- Conduct performance appraisal
- Prepare and document performance appraisal report regularly
- Prepare and present recommendations
- Implement feedback mechanisms

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the Self-checks

Information Sheet-1	Reviewing work plans, strategies and implementation

1.1 Reviewing work plans, strategies and implementation

We've found that the **best time by far** to consider adjusting your strategic plan and ensure the changes are reflected in your strategy for the upcoming year is during the end-of-year strategy review process. Now that you have prepared your personal development plan (PDP), you have to put it into action and actually undertake the objectives that you have established and agreed with your line manager. You will need drive, commitment and motivation to see it through to a successful conclusion. you looked at the planning you need to do before you start to think about the practical details of carrying out your personal development. You will need to think broadly both about your needs but also about the needs of your organization – and where you want to go next.

- **On successful completion of this topic guide you will be able to:**
  - ✓ carry out activities aimed at achieving identified development needs
  - ✓ record the activities or tasks that you have undertaken using a suitable format to evidence your progress
  - ✓ evaluate these activities or tasks to reflect on their suitability in meeting the objectives that you initially established
  - ✓ Review aims and objectives in the light of any changes in personal or organisational circumstances.

- Review the "Big Picture"

The first things you need to do during your strategy review process is step back and look at each element of your strategic plan. We always suggest asking the question "Is our big-picture strategy still valid?" This is important—and frankly, it's often overlooked. If where your organization stands has changed over the last year (or over the last several years), that will dramatically impact all of the elements that make up your strategic plan—from your mission, vision, and values, all the way down to your objectives, measures, and initiatives. Therefore, we suggest you take the time to look at your strategic landscape to see if there has been a disruption (as it pertains to technology, politics, the environment, etc.). You could find, for example, that a new competitor has entered your industry and is changing the pricing model for the entire market.

- **Review Details Of The Plan Itself**

Strategic plan details include your objectives, measures, and initiatives. Here's how to review each:

- ✓ **Objectives**

Are your high-level organizational goals. During your strategy review process, you'll need to ask, "Are our objectives still relevant? Do they relate back to our mission, vision, and values?" Your answer needs to be made with actual data, not your gut feelings. If you've been using the same strategic plan for a while, it's time for a refresh. This strategy review template gives you everything you need to conduct this strategic review.

- ✓ **Measures**

Are sometimes referred to as key performance indicators (KPIs) or metrics. Each of your objectives should have measures associated with it—and for each of these measures you need to set a realistic target. Any changes to your measures should come from your department heads or others in a leadership position—so we recommend holding a strategy retreat or half-day meeting to discuss any measures that need to be changed.

- ✓ **Initiatives**

Aren't one-off tasks; they're big picture or long-term projects your organization is tracking for strategic success. You're more likely to shift, remove, or add new initiatives during your strategy review process than you are to change your measures or initiatives. Therefore, be sure to discuss budget, start and end dates and tie-ins to your measures and objectives before making these decisions.

- **Improve Your Reports**

Reports are imperative to communicating performance on your overall strategic plan. If you simply ignore your reports during your strategy review process, the strategy you've worked so hard to build may simply become ineffective. Therefore, you'll want to ask the following: **Are we meeting at the right frequency?** Quarterly and monthly meetings have different purposes, and you'll want to be sure each meeting you hold is productive.

Are our reports formatted correctly? In other words, do your reports show the information everyone needs to see in order to understand your performance?

- **Communicate Changes to Your Organization**

When you conduct a review of your strategy, it's extremely important to consider how you'll communicate updates to or changes within your plan throughout your organization.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. The first things you need to do during your strategy review process isstep back and look at each element of your strategic plan.
2. Strategic plan details include your objectives and initiatives only.
3. Measures are sometimes referred to as key performance indicators or metrics.

Note: Satisfactory rating - 2points Unsatisfactory – below 2 points

Information Sheet-2	Doing review on comprehensive consultation

2.1 Doing review on comprehensive consultation

- **The following points are important for comprehensive consultation**
  - ✓ Monitoring and evaluation (M&E) is critical to ensure the long-term success of climate adaptation initiatives, plans and actions. It can help to demonstrate accountability to stakeholders and communities.
  - ✓ Monitoring, evaluation and review design is critical to ensure that information is used to inform decision-making, make appropriate adjustments, and report to stakeholders and decision makers. Without a clear link between monitoring and decision-making, there is a risk that monitoring activities and resources will be seen as a drain on resources and discontinued.
  - ✓ Trigger points can be identified and monitored and, when reached, can stimulate the implementation of the next action in a sequence. In identifying trigger levels for response, it is important to consider the time required for the decision to be made and implemented. This should include acknowledging the time that may require for effective stakeholder engagement, or for any detailed investigation, design and development of actions that may be required.
  - ✓ Evaluation helps you to learn from what you have planned and what has been done. It helps with considering what changes need to be made to your planning approach, your plan and associated activities to get adaptation outcomes.
  - ✓ Your monitoring program should include a variety of measurements which enable you to report to your organization and stakeholders about your activities.
  - ✓ Monitoring should include outputs, immediate and short-term outcomes, and longer term outcomes.

- ✓ Stakeholder feedback is essential. People or groups who have an interest in the plan, or who are responsible for delivering various actions, must be made aware of any changes that affect them. Importantly, consideration must be given to how the plan is being amended so that the planning cycle can be continued.
- ✓ Monitoring, evaluation and review is not the end of the adaptation planning cycle, it is a new beginning!!

In this step you will:

- ✓ measure and evaluate adaptation plans to be accountable for projects, and to determine which adaptation actions are not achieving desired outcomes and need to be changed
- ✓ identify when an action is no longer effective for the degree of change that is happening, and a new action or suite of actions is required
- ✓ Reflect on your planning process, noting that monitoring and evaluation should be conducted on many of the activities during preparation of the Adaptation Plan, helping to identify when adjustments are required.

- **Reviewing insights and direction reflected in other steps of the cycle**

Formalizing a process of evaluation and review at this stage of the adaptation planning cycle enables reflection on progress and lessons learned in implementing the planning cycle. This is essential as adaptation practices are continually evolving as new information becomes available, and as practitioners gain experience in implementing adaptation actions. This process should involve external and internal stakeholders. Lessons should be clearly documented and actions determined to ensure that changes are implemented going forward. The development plan that you will have highlighted several activities that you are now going to undertake Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback these activities may cover or include many of the following:-

- ✓ Learning from others,

- ✓ Learning through research
- ✓ Self-managed learning
- ✓ Seminars
- ✓ Conferences
- ✓ Interviews
- ✓ Using the Internet
- ✓ Social networks
- ✓ Newsgroups
- ✓ External training events
- ✓ In-house training events
- ✓ Qualification

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

a. Say true or false for the following questions below

1. Monitoring and evaluation can help to demonstrate accountability to stakeholders and communities.
2. Monitoring should include outputs, immediate and short-term outcomes, and longer term outcomes.
3. Formalizing a process is essential as adaptation practices are continually evolving as new information becomes available.

Note: Satisfactory rating - 2points Unsatisfactory – below2points

Information Sheet-3	Providing results of review to concerned parties

3.1 Providing results of review to concerned parties

Applications for a Review of Result must be submitted within five working days of the official publication of performance results. Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities. After the project has been defined and the project team has been appointed, you are ready to enter the second phase in the project management life cycle: the detailed project planning phase. Project planning is at the heart of the project life cycle, and tells everyone involved where you're going and how you're going to get there. The planning phase is when the project plans are documented, the project deliverables and requirements are defined, and the project schedule is created. It involves creating a set of plans to help guide your team through the implementation and closure phases of the project. The plans created during this phase will help you manage time, cost, quality, changes, risk, and related issues. They will also help you control staff and external suppliers to ensure that you deliver the project on time, within budget, and within schedule.

The project planning phase is often the most challenging phase for a project manager, as you need to make an educated guess about the staff, resources, and equipment needed to complete your project. You may also need to plan your communications and procurement activities, as well as contract any third-party suppliers.

- **The purpose of the project planning phase is to**:
  - ✓ Establish business requirements
  - ✓ Establish cost, schedule, list of deliverables, and delivery dates
  - ✓ Establish resources plans
  - ✓ Obtain management approval and proceed to the next phase

- **The basic processes of project planning are:**
  - ✓ **Scope planning** – specifying the in-scope requirements for the project to facilitate creating the work breakdown structure
  - ✓ **Preparation of the work breakdown** structure – spelling out the breakdown of the project into tasks and sub-tasks
  - ✓ **Project schedule development** – listing the entire schedule of the activities and detailing their sequence of implementation
  - ✓ **Resource planning** – indicating who will do what work, at which time, and if any special skills are needed to accomplish the project tasks
  - ✓ **Budget planning** – specifying the budgeted cost to be incurred at the completion of the project
  - ✓ **Procurement planning –** focusing on vendors outside your company and subcontracting
  - ✓ **Risk management** – planning for possible risks and considering optional contingency plans and mitigation strategies
  - ✓ **Quality planning** – assessing quality criteria to be used for the project
  - ✓ **Communication planning** – designing the communication strategy with all project stakeholders

The planning phase refines the project's objectives, which were gathered during the initiation phase. It includes planning the steps necessary to meet those objectives by further identifying the specific activities and resources required to complete the project.

Self-Check -3	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

a. Say true or false for the following questions below

1. Project planning is at the heart of the project life cycle, and tells everyone involved where you're going and how you're going to get there.
2. Risk management is specifying the in-scope requirements for the project to facilitate creating the work breakdown structure.
3. Budget planning is specifying the budgeted cost to be incurred at the completion of the project.
4. Procurement planning is focusing on vendors outside your company and subcontracting.

Note: Satisfactory rating - 3points Unsatisfactory – below 3points

Information Sheet-4	Conducting performance appraisal

4.1 Conducting performance appraisal

Performance appraisals are one of the most important and often one of the most mishandled aspects of management. Typically, we think of performance appraisals as involving a boss evaluating a subordinate. However, performance appraisals increasingly involve subordinates appraising bosses through a feedback process known as 360 feedback is a method by which the job performance of an employee is documented and evaluated. Performance appraisals are a part of career development and consist of regular reviews of employee performance within organizations. Annual performance reviews have been criticized as providing feedback too infrequently to be useful, and some critics[argue performance reviews in general do more harm than good.

Performance appraisal systems serve a variety of functions of central importance to employees. Appraisal techniques practiced today are not without problems, though. Managers should keep abreast of recent developments in compensation and reward systems so they can modify existing systems when more appropriate alternatives become available. A key management responsibility has always been to oversee and develop subordinates. In fact, it has been said that every manager is a human resource manager. Nowhere is this truer than with regard to evaluating and rewarding subordinates. Managers are consistently involved with employee training and development, monitoring employee performance, providing job-related feedback, and administering rewards.

4.2 Feedback to employees

Performance appraisals provide feedback to employees about quantity and quality of job performance. Without this information, employees have little knowledge of how well they are doing their jobs and how they might improve their work

.

Self-development.

Performance appraisals can also serve as an aid to employee self-development. Individuals learn about their strengths and weaknesses as seen by others and can initiate self-improvement programs (see discussion on behavioral self-management programs).

- **Reward systems.**

In addition, appraisals may form the bases of organizational reward systems particularly merit-based compensation plans.

- **Personnel decisions.**

Performance appraisals serve personnel-related functions as well. In making personnel decisions, such as those relating to promotions, transfers, and terminations, they can be quite useful. Employers can make choices on the basis of information about individual talents and shortcomings. In addition, appraisal systems help management evaluate the effectiveness of its selection and placement functions. If newly hired employees generally perform poorly, managers should consider whether the right kind of people is being hired in the first place.

- **Training and development**

Finally, appraisals can help managers identify areas in which employees lack critical skills for either immediate or future performance. In these situations, new or revised training programs can be established to further develop the company's human resources. It is apparent that performance appraisal systems serve a variety of functions in organizations. In light of the importance of these functions, it is imperative that the accuracy and fairness of the appraisal be paramount considerations in the evaluation of a system.

4.3 Reasons why Employees Hate Performance Appraisals

- **No input from employee**

Employees don't feel like their opinions and suggestions are being valued since their manager does most, if not all of the talking.

- **Does not assess actual performance**

Evaluations often end up focusing on an employee's personal traits even if they do not necessarily have a negative impact on their work, instead of their actual contributions and productivity.

- **Can be highly subjective**

Results rely too heavily on the personal bias of their manager. Factors such as the manager's mood and personal preference affect the results of what is supposed to be an objective evaluation.

- **Managers are not prepared**

Some companies have employees working on a different shift from their managers. As a result, employees feel that their managers have not observed them enough to provide an accurate assessment of their performance.

- **Too infrequent**

Since most companies conduct performance appraisals only once or twice a year with no catch-up sessions in between, employees are only informed of their performance status during the actual appraisal. This can lead to anxiety and defensiveness on the employee's part..

4.4 Effective Tips on Conducting a Performance Appraisal

Here are five tips a manager, supervisor or HR professional can use to conduct an effective performance appraisal:

- **Prepare :**

Ensure you are well prepared by:

- ✓ reviewing the notes from the employee's previous appraisals – You can start by getting a "snapshot" of the employee's general status and progress by reviewing their last appraisal before comparing it to their more recent works
- ✓ Reviewing their more recent works – Most employee evaluations are scheduled on an annual or biannual basis, which means their recent works and activity have not been reviewed. Review an employee's recent works and compare them to
- ✓ Providing live feedback Provide on-the-spot positive, and negative feedback instead of waiting for the scheduled appraisal. This shows the employee that you are actually paying attention to their work which will encourage them to be more open and honest during your actual appraisal

- **Make it conversational**

Having a conversation instead of "lecturing" an employee during a performance appraisal is important because employees are compelled to be open and honest when they feel that they are listened to. Involving the employee in the process encourages engagement and a better understanding of the purpose of the performance appraisal.

- **Customize action plans**

Action plans must be customized according to each employee's strengths, weaknesses, target metrics, and personal goals as a member of the organization to be effective. A good action plan must be logical, doable, and directly linked to goals.

- **Set effective and realistic goals**

An effective and realistic goal should be aligned with the company's objective, have a time-frame for completion, and an expected output. Employees are more enthusiastic and work harder to meet their individual goals when they understand how it impacts the company's broader success. Factors such as the nature of the task, the employee's capabilities, and the tools and support provided such as training and supervisor assistance should all be considered when setting effective and realistic goals.

- **Proper documentation**

Properly documenting what was discussed during a performance appraisal is essential for practical and procedural purposes. Proper documentation provides you with easy access to employee appraisals should you need to access them. It's also a common requirement to have employees sign their performance appraisal form as acknowledgement. Using performance appraisal form can help your performance appraisal process. streamline

Self-Check -4	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet Provided in the next page:

I. Say true or false for the following questions below

1. Performance appraisals are one of the most important and often one of the most mishandled aspects of management.
2. A key management responsibility has always been to oversee and develop subordinates.
3. Performance appraisals provide feedback to employees about quantity and quality of job performance.

Note: Satisfactory rating - 2points Unsatisfactory – below 2points

Information Sheet-5	Preparing and documenting performance appraisal report regularly.

5.1 Preparing and documenting performance appraisal report regularly.

Performance reviews help supervisors feel more honest in their relationships with their subordinates and feel better about themselves in their supervisorial roles. Subordinates are assured clear understanding of what's expected from them, their own personal strengths and areas for development and a solid sense of their relationship with their supervisor. Avoiding performance issues ultimately decreases morale, decreases credibility of management, decreases the organization's overall effectiveness and wastes more of management's time to do what isn't being done properly.

- **Conduct the following activities.**
  - ✓ Design a legally valid performance review process
  - ✓ Design a standard form for performance appraisals
  - ✓ performance review for six months after the employee starts employment
  - ✓ Initiate the performance review process and upcoming meeting
  - ✓ Have the employee suggest any updates to the job description and provide written input to the appraisal
  - ✓ Document your input -- reference the job description and performance goals
  - ✓ Hold the performance appraisal meeting

5.2 Purpose of report

Performance evaluation is not just a once-a-year affair. Whether the employees realizes it or not work performance is being evaluated continually. Every day worked, every assignment completed gives the supervisor a chance to observe how well duties are performed. The performance evaluation report is designed to put down on paper a summary of these day-to-day evaluations and is intended to help the supervisor form these evaluations as objectively as possible.

- **When to rate**

A performance evaluation report shall be prepared for each salaried employee at least every twelve (12) months. An interim report may be prepared whenever there is a change in the employee's performance sufficient to affect the overall rating on the last annual report on file for the employee, or whenever departmental procedures require an interim report for a special purpose.

- **Special Requirements for Non-Civil Service Employees**:

If an individual agency has a probationary period for non-civil service employees, performance evaluation reports shall be prepared for employees upon completion of the probationary period established by the agency. Complete policy and procedures for employee performance evaluation are published through the Directives Management System

- **Who is to rate**

Rating shall be completed by supervisors who are familiar with the work performance of the employee. Generally, this shall be the immediate supervisor. However, the person who completes and signs a performance evaluation report as the rater of an employee should not be a member of the same collective bargaining or meet and discuss unit as that of the employee being evaluated. The reviewing officer shall generally be the rater's immediate supervisor.

5.3 Definition of adjectival ratings

- **Unsatisfactory**:

A rating of unsatisfactory means that the employee's performance with respect to the factor under consideration is below acceptable standards.

- **Fair**:

A rating of fair means that the employee's performance with respect to the factor under consideration no more than meets and occasionally falls below acceptable standards.

- **Good**:

A rating of good means that the employee's performance with respect to the factor under consideration meets and occasionally exceeds acceptable standards.

- **Very good**:

A rating of very good means that the employee's performance with respect to the factor under consideration frequently exceeds acceptable standards.

- **Excellent**:

A rating of excellent means that the employee's performance with respect to the factor under consideration consistently exceeds acceptable standards. Each factor, which is rated excellent or unsatisfactory, should be documented in comments section of the performance evaluation report.

- **Overall Rating**

Because the importance of different performance factors varies from job to job, there is no prescribed formula for arriving at an overall rating. If the overall rating is to be accurate, it must be consistent with all the factor ratings. It is not an average of the individual factor ratings, but rather reflects the influence of the more important work performance factors as determined for a position.

- **Review of report**

After signing the performance evaluation report, and before it is shown and discussed with the employee, it shall be forwarded to the reviewing officer for review and signature. A discussion of the employee's rating between the rater and the reviewing officer is desirable and every effort should be made to accomplish this. Any difference of opinion between the rater and reviewing officer as to the employee's performance should be resolved before the reviewing officer signs the report. If any changes result, a new report should be made out reflecting such change.

- **Rating interview**

This is the most important step in the performance evaluation process. Each report shall be reviewed with the employee in a face-to-face discussion. The discussion should be under circumstances affording an informal, relaxed and private interview. It is strongly recommended that the interview be held at the time the employee is shown the report for the first time.

Self-Check -5	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. Avoiding performance issues ultimately decreases morale, decreases credibility of management
2. A performance evaluation report shall be prepared for each salaried employee at least every ten (10) months.
3. A rating of satisfactory means that the employee’s performance with respect to the factor under consideration is below acceptable standards.

Note: Satisfactory rating - 2points Unsatisfactory – below2points

6.1 Preparation of award recommendation document

Recommendations from people you have worked with carry a lot of weight:

- Discuss the symptoms of groupthink and how to avoid them.
- Assign a rotating devil's advocate to every meeting.
- Invite experts or qualified colleagues who are not part of the core decision-making group to attend meetings, and get reactions from outside regular basis and share these with the group.
- Encourage a culture of difference where different ideas are valued.
- Debate the ethical implications of the decisions and potential solutions being considered.

- Appropriate personnel/authorities
  - ✓ Appropriate personnel include:
  - ✓ Management
  - ✓ Line Staff

The procurement officer's main responsibility in this phase is to prepare an award recommendation document, based on an evaluation report, for submission to the appropriate person or committee for review and subsequent approval in accordance with established organization procedures and delegation of authority.

- . **Proper procurement processes should be followed, for example**:
  - ✓ Minimum number of valid offers has been obtained, and if not, reasons are recorded as part of the award recommendation to confirm why this is considered acceptable under the circumstances.
  - ✓ If there is no tendering, the lowest acceptable offer has been rejected, or there are other exceptions, the reasons must be recorded and explained as part of the award recommendation quoting the relevant financial rule.
  - ✓ A supplier evaluation recommendation has been received, or due diligence has been completed ensuring that the supplier is acceptable

and able to fulfill the purchase order or contract.

- ✓ The procurement process and evaluation have been carried out in a fair and proper manner.
- ✓ The procurement is in accordance with the relevant FRR.
- ✓ Other information considered important for the review has been factored in.
- ✓ There is a summary of recommendation for award.

- Below threshold: submission of recommendation to awarding authority

For the remaining stages in the below threshold process, the award recommendation document is usually submitted to the officer with the appropriate awarding authority for review and approval of award. Before a commitment is entered into the awarding authority then reviews the submission in terms of:

- ✓ compliance with procurement regulations, rules, and procedures
- ✓ availability of funds
- ✓ Compliance with proper documentation processes.
- ✓ The awarding authority then rejects or accepts the award recommendation. Acceptance constitutes the approval of award.

- Above threshold: submission of request for award to contracts committee

For the process above the threshold, a contracts committee independently reviews the procurement process to ensure that regulations, rules and procedures were followed and funds are available for the subsequent approval.

- Above threshold: review by contracts committee

The contracts committee should be independent from the officials involved in the procurement process to avoid conflict of interest when reviewing and recommending the award. A contracts committee is usually composed of the following voting members:

- ✓ chairman
- ✓ At least two senior staff members.

In addition and where required, other staff members (e.g. representative of the legal department, project managers, chief of procurement, etc.) are called to participate in the meeting as advisors. It is good practice that procurement officers are non-voting members of a contracts committee in order to preserve the impartiality of the review and decision making process and to avoid conflict of interest. The contracts committee should meet on a regular basis and follow established procedures for review, recommendation, and recording of minutes of the committee's meetings.

It is the responsibility of the contracts committee to ensure that:

- ✓ appropriate authority has been obtained for the commitment of funds
- ✓ the interests of the UN organization are protected
- ✓ the procurement activities are carried out in conformity with FRR, instructions and directives and are in accordance with best business practices.

Some contracts committees may invite the procurement officers into the meeting of the committee to present their submission and to clarify questions. The minutes should record the deliberations of the committee and the recommendations in a brief but fully explanatory manner. All members, or their alternates, present at the meeting will accept / approve the minutes and this will serve as recommendation to the awarding authority that a contract should or should not be entered into.

- Recommendation of award to awarding authority

Minutes should be submitted to the awarding authority in the organization who should review the contracts committee recommendations.

- Rejection/approval of award by awarding authority

The awarding authority can reject or approve the recommendations. Where the awarding authority decides not to accept the advice of the contracts committee, the reasons should be recorded in writing and forwarded to the chairperson of the contracts committee.

- **No-objection from clients**

In some organizations, and without impairing the segregation of duties principle, the results of the award are forwarded to the client. Only once the client has confirmed its "no objection" to the result of the procurement process, contracts can be entered into with the supplier who received the award. The purpose of this no objection is to ensure that the procured products and services do indeed meet the requirements of the client.

Self-Check -6	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. The awarding authority can reject or approve the recommendations.
2. A contracts committee is usually composed of the chairman & two senior staff members.

Note: Satisfactory rating - 2points Unsatisfactory – below1point

Information Sheet-7	Implementing feedback mechanisms

7.1 Implementing feedback mechanisms

They also have an advantage when they enter into a new organization. Their open-mindedness leads them to seek a lot of information and feedback about how they are doing and to build relationships, which leads to quicker adjustment to the new job. Ask your manager or coworkers how well you are doing and whether you are meeting expectations. Listen to what they are telling you and listen to what they are not saying. Then, make sure to act on any suggestions for improvement you may create a negative impression if you consistently ignore the feedback you receive.

- **Feedback mechanisms include**:
  - ✓ Verbal feedback
  - ✓ Informal feedback
  - ✓ Formal feedback
  - ✓ Questionnaire
  - ✓ Survey
  - ✓ Group discussion

- **Reasons for establishing a feedback mechanism**

Feedback mechanisms are also expected to help organisations identify issues and risks early and address them in a timely manner before they become larger and more difficult and expensive to manage or resolve. The reasons most often given for establishing a feedback mechanism are to support accountability, transparency, empowerment, monitoring and evaluation, and programmer improvement, and to provide early warning of impending problems. Though these are presented below as distinct purposes, many overlap to varying degrees.

- **Accountability and rights**

Some organizations implement feedback mechanisms to comply with internal or external requirements and standards. Others seek feedback out of respect for beneficiaries' rights, including the right to have a voice and be heard and so that beneficiaries may hold organizations to account against 'the promises and commitments made to the communities they support and other stakeholders.

- **Transparency and trust**

Feedback mechanisms offer beneficiaries the opportunity to approach an organization to ask questions and receive a response, increasing their understanding of the program, reducing potential tensions and potentially developing their trust in the organization

- **Empowerment**

World Vision sees feedback and complaint mechanisms as promoting community empowerment and participation on complaints and response mechanisms (CRMs) reported that after they implemented this mechanism, beneficiaries were more willing to contribute feedback during open forums and get involved in the organization's activities.

- **Monitoring and evaluation**

In a few cases, feedback and complaints mechanisms have been observed to help improve monitoring and evaluation activities by feeding beneficiaries' views and perspectives into monitoring, assessment and reporting practices.

- **Programme or project improvement**

Another of the expected benefits that motivate agencies to establish a feedback mechanism is that they can provide 'unique and invaluable sources of information to be used for better project management and outcomes.

- **Most definitions of feedback include the following qualities :**
  - ✓ being positive or negative
  - ✓ being shared formally or informally

- ✓ being less specific
- ✓ involving opinions about someone or something
- ✓ being shared for information and not with the intention of being lodged as a formal complaint

Discussions about what has worked and what has not in gathering primary stakeholder feedback reveal a wide array of mechanisms that have been tested and put into practice. People described a number of different methods their organizations have used to gather feedback including:

- ✓ focus groups
- ✓ personal interviews
- ✓ open community or partner meetings
- ✓ going “door-to-door”
- ✓ listening exercises
- ✓ telephone hotlines
- ✓ giving out staff telephone numbers
- ✓ surveys/questionnaires
- ✓ score cards / report cards
- ✓ recipient committees
- ✓ emails and SMS
- ✓ websites
- ✓ story-telling

- **Additional methods for providing information or responding to feedback included**:
  - ✓ bulletin/information boards for reports, budgets, and/or organizational information
  - ✓ brochures and banners
  - ✓ using megaphones to read information printed on fliers, brochures or reports
  - ✓ emails, SMS, websites
  - ✓ grievance procedures (specifically linked to complaints mechanisms)

People also described a number of challenges in gathering and responding to recipient feedback:

- **Unsystematic processes:**

Many organizations express an interest in listening to and gathering feedback from recipients, but many efforts are still done in a “clipboard” fashion and do not lead to changes in actions or policies. As a result, many local people feel that even though they have provided feedback, they still have not been heard.

- **Insufficient resources:**

When creating a feedback system, organizations need to decide early on how much funding and staff time to commit to gathering and responding to recipient feedback.

- **Lack of senior management buy-in:**

Unless feedback systems are clearly prioritized, especially by senior management, the processes may fall to the bottom of the pile when staff are overwhelmed by other commitments.

- **Some voices are marginalized**:

Many organizations rely on community groups or key representatives to provide information or facilitate communication directly with communities. However, in many cases, the community/village group or designated representative do not reflect the wider constituency being served by an organization or do not communicate effectively with the community.

- **Time consuming reporting policies**:

Due to the increased pressures for reporting and improving accountability by some donors, many organizations and their staff feel overwhelmed and exhausted by all of the reporting requirements. When the demands are overly time-consuming and complicated, field staff may not be convinced of the value of more participatory approaches and additional feedback processes.

Self-Check -7	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

I. Say true or false for the following questions below

1. Feedback mechanisms offer beneficiaries the opportunity to approach an organization to ask questions and receive a response.

2. Many organizations rely on community groups or key representatives to provide information or facilitate communication directly with communities.

Note: Satisfactory rating - 2points Unsatisfactory – below2points

List of reference materials

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4. Management excellence: productivity through MBO, Heinz Weihrich New York NY: McGraw Hill, 1985
5. The practice of management, Peter Drucker London: Heinemann, 1955
6. This is a selection of books available for loan to members from CMI's library. More information at: www.managers.org.uk/library