Solar PV System Installation and Maintenance

Level- IV

Learning Guide -49

Unit of Competence	**Develop Individuals and Team**
Module Title	**Developing Individuals and Team**
LG Code	**EIS PIM4 M13 LO1-LG-49**
TTLM Code	**EIS PIM4 TTLM 0920v1**

LO1:Provide team leadership

Instruction Sheet	Learning guide # 49

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

- Organizational requirements
- Identifying and implementing learning and development needs
- Developing and implementing learning plan
- Encouraging individuals to
  - ✓ Self-evaluate performance
  - ✓ Improvement area identification
- Collecting feedback on performance

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–

- Organization requirements
- Identify and implementing learning and development needs
- Develop and implementing learning plan
- Encourage individuals to
- Collect feedback on performance

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	Organizational requirements

1.1. Introduction

Every organization has plans and requirements that determine how it will progress into the future. The strategic planners and management of the organization, in consultation with staff, determine most of these requirements. Others are externally imposed, such as the legislation the organization is required to comply with. Have a look at some examples of organizational requirements

1.2. Examples of organizational requirements

Some examples of organizational requirements are:

- The organization's vision, goals, objectives and priorities
- Business and performance plans
- Systems, processes and requirements for quality assurance

- Specific change initiatives
- Legal requirements, for example, occupational health and safety and anti-discrimination legislation
- Standards (such as for ethical behavior) and protocols
- Confidentiality and security requirements
- Defined resource prime

1.3. Organizational team leader

A team leader is someone who provides guidance, instruction, direction and leadership to a group of individuals (the team) for the purpose of achieving a key result or group of aligned results. The team leader monitors the quantitative and qualitative achievements of the team and reports results to a manager (a manager may oversee multiple teams). The leader often works within the team, as a member, carrying out the same roles but with the additional 'leader' responsibilities - as opposed to higher level management which often has a separate job role altogether.[citation needed]In order for a team to function successfully, the team leader must also motivate the team to "use their knowledge and skills to achieve the shared goals". When a team leader motivates a team, group members can function in a goal oriented manner. A "team leader" is also someone who has the capability to drive performance within a group of people. Team leaders utilize their expertise, their peers, influence, and/or creativeness to formulate an effective team.

1.4. Team leader core responsibilities:

- Assemble team members with a combination of skills required to accomplish goal
- Develop a strategy by which team members can use to reach the project goal
- Assign tasks to team members including those that he/she will manage
- Determine completion timeline and monitor progress to ensure project is on track
- Communicate progress to upper level management

Self-Check-1	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions
1	The organization's vision, goals, objectives and priorities one of example organizational requirements
2	Communicate progress to upper level management one of example organizational requirements
3	A team leader is someone who provides guidance, instruction, direction and leadership to a group of individuals

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

Information Sheet -2	Identifying and implementing learning and development needs

2.1 Introduction

Identifying learning and development (L&D) needs starts with knowing the organization's current and future capability needs, and then assessing existing levels of skills, attitudes and knowledge. This assessment can use formal and informal methods. Such an analysis will allow decisions about what learning is needed at individual, team or organizational level. These gaps should be interpreted and prioritized within the wider organizational strategy. Our new Profession Map highlights the need to define current and future capability needs of the organization.

2.2 Links with learning and development strategy

Creating an effective learning and development strategy is critical to ensure the L&D approach aligns with business needs. A clear analysis of L&D needs to inform such a strategy is important because:

- Organizational performance depends on having the right people in the right place with the right skills at the right time.
- It can give insight into the realities of the learning environment employees experience. Our learning cultures research covers this in detail.
- Providing relevant learning opportunities can build organizational effectiveness as well as enabling staff to achieve personal and career goals which can increase employee engagement.
- Having a clear idea of the performance standards expected provides a foundation for L&D professionals to evaluate effectiveness and demonstrate the impact and transfer of learning.
- Well-planned learning can be an effective retention strategy, particularly when linked into talent strategies. Levels of learning needs analysis
- Analysis of learning and development needs can be done for:
- The whole organization- to analyze the amount and types of learning needed to ensure that all employees have the right capabilities to perform in line with the organization's strategy.

- As specific department, project or work stream- new projects and opportunities require new ways of working or reorganization, while restructuring also impacts.
- Individuals- linking personal L&D needs to those of the business, often carried out as part of development review. See our factsheets on performance management and performance appraisal for more information.
- Individual or school needs
- Continuing professional development co-coordinators and other educational leaders have to ensure that training and development programmers meet the needs of both individual staff and their schools, minimizing any tensions that may exist between system needs and priorities (the school development or improvement plan) and those of individuals (the individual development plan). Continuing professional development has to meet several, sometimes competing, needs:
  - ✓ the school's agenda in the form of its development or improvement plan;
  - ✓ school teams (e.g. department or year group);
  - ✓ government initiatives; local authority initiatives;
  - ✓ Individuals' needs – which can be broken down into the professional, personal and pro personal.
- Personal development
- But what about personal development? Managers and leaders of CPD need to ensure that personal development is not marginalized as it is crucial to teacher effectiveness and the business world is recognizing that there is a link between health and wellbeing of employees and the productivity of an organization.
- Taking account **of workload and wellbeing**

  We have explored the issues of workload and wellbeing in detail elsewhere but both are important to consider in relation to professional development. We all remember how a course became a beacon to look forward to and how we returned from it with a spring in our step. To a degree, CPD co-coordinators need to look at the potential of CPD to motivate, refresh and reward. There may be teachers for whom some inspiring CPD will really help keep them in the job and being effective.

- **Finding out what cpd staff want and need**

  So how are the training and development needs of individuals gleaned? How does one know what one doesn't know? Connor describes what is a common school pattern around placing CPD within the context of team and school development or improvement plan

Self-Check-2	Written Test

Instruction: Follow the below selected instruction

The following Question choose the baste answer from the given alternative

N°	Questions and answers
1	----------- To analyze the amount and types of learning needed to ensure that al employees have the right capabilities to perform in line with the organization's strategy. A. The whole organization B. Individuals C. Personal development D.ALL
2	----------- linking personal L&D needs to those of the business, often carried ou as part of development review. A. The whole organization B. Personal development C. Individuals D.ALL
3	---------------new projects and opportunities require new ways of working o reorganization, while restructuring also impacts A.As specific department, project or work stream B. Individuals C, A and B

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

Information Sheet- 3	Developing and implementing learning plan

3.1 Introduction

Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented. Once you have identified the learning and development needs, you will need to consult with the team or individual to determine an appropriate learning plan for them.

- The learning plan should include all the information that the team or individual need to understand the proposed learning opportunity.
- This should include:
- The goals and objectives of the learning.
- The competencies or performance criteria to be covered.
- The learning strategy.
- Timeframes for completing the learning and achieving the competency.
- Location of training.
- Details of who will be providing the training.
- Details of who will be participating. The learning plan needs to be documented and reviewed with the individual or team regularly.

3.2 Competency standards

Reviewing competency standards can help you to determine the skill level required. A competency standard is a document that specifies how people should complete their job. Competency standards are used by organizationsto:

- Nominate how they expect work roles to be performed.
- Judge how competent individuals are in their job role.
- There are two common types of competency standards:
- Nationally recognized standards that are used throughout the country as a basis of assessment for formal qualifications.
- Standards developed internally at specific organizations

3.3 Review the learning plan

After the learning plan has been developed, it will need to be proofread and reviewed to ensure it meets your requirements.

To do this you will need to use your literacy skills to:

- Read through the document first to check it meets your requirements.
- Check through the document more thoroughly for errors or inaccuracies.
- Read it aloud to gauge how it flows.
- Read backwards through the document looking at the headings.
- Double-check the names that were used.
- Double-check any numbers in the document

3.4 Individuals are encouraged to self-evaluate performance and identify areas for improvement

When you are determining the learning needs of teams or individuals, it is important to get them involved in the process. A good way to start is to encourage them to perform a self-evaluation. This involves getting them to consider how they are progressing towards meeting their goals and objectives A self-assessment may be as simple as having them check their progress against specified targets. If they do not have specific targets to meet, ask them to consider their objectives and how they are meeting them.

You could also ask them to check:

- Their ability to stick to their budget.
- The quality of their work.
- Their ability to satisfy their clients.
- Their ability to stick to schedules

One way to assess performance is to benchmark. This involves having them compare their own performance to others in the team or in similar work roles

3.5 Gain trust and confidence.

You will need to establish effective relationships with individuals or teams if you want them to discuss their own performance and ways of improving with you If they do not trust you, they will not be willing to speak openly about their own strengths and weaknesses. To gain trust and confidence from your team you will need to demonstrate high standards of business practices. Fair and ethical behavior and following through on your promises are crucial in gaining trust and confidence. Confidence is the ability of others to believe in your business. It is this confidence that you will need to succeed. To instill trust and confidence, you need to be accountable for your actions. This involves:

- Knowing your responsibilities.
- Facing facts honestly.
- Admitting your mistakes.
- Doing something about your mistakes

Self-Check-3	Written Test

Instruction: Follow the below selected instruction ion

Choose the best option & circle the letter of your choice.

N°	Questions and answers
1	After the learning plan has been developed, it will need to be proofread and reviewed to ensure it meets your requirements True B. False
2	Ask them to consider their objectives and how they are meeting them. You could also ask them to check: A• The quality of their work. B Facing facts honestly. C Admitting your mistakes D Knowing your responsibilities.
3	Reviewing competency standards can help you to not determine the skill level required. True B. False

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

4.1 Encouraging individuals

Encouraging others is an important part of being part of a family, a group of people and a community. Everyone is doing their best in this world and sometimes, a kindly word of encouragement can help others realize that they're not alone. Moreover, encouragement is a way of recognizing the good others do, and seeking more of it. Applauding success acknowledges that people matter and that their efforts mean much to you, whether the person is known to you, or even a stranger. Take some time out today to encourage someone who crosses your path.

Figure 1: Encouraging individuals

- **Encourage even the smallest effort**. Small efforts may appear little but to the doer, having the effort recognized can mean a great deal. It can be enough to spark the motivation to continue with a challenge. It could even be a way of helping a small effort grow into something large. X Research source

Figure 2 : Encourage even the smallest effort

- **Stop finding fault with the wrong and applaud the right**. By nitpicking and projecting our own insecurities and irritation onto others, we fail to see what the other person is doing right. By noticing the things done well, and downplaying the things we're not happy about or don't like, there is a greater likelihood of seeing more of the same right behavior and responsiveness. Water the flowers you want to see grow, rather than feeding the weeds.

Figure 3: Stop finding fault with the wrong and applaud the right

- **Look for outwardly demonstrable ways to encourage a person**. Stars or happy faces work with children. Badges, certificates, gifts and notes are nice ways to encourage employees, coworkers, friends, students, family members, etc. A photo of the two of you doing something good together, by way of both memory and acknowledgment, can be a terrific way to encourage another person and shows your solidarity with their.

Figure 4: Look for outwardly demonstrable ways to encourage a person

- **Reject negative responses.** These are the reactions such as frowns or pouts. They're also the physical evidence such as bad letter grades or nasty comments left online. There is always room for improvement—most people are constantly aware of this—but there is no room for berating or criticizing with mean intent; you may feel temporarily clever but barbs leave lasting marks, with no benefit. Think with a helping spirit rather than an attacking one—be very wary of your own inner emotions if all you feel like doing is dressing down someone else, as the source of your irritation is inner unhappiness. Deal with that directly rather than discouraging someone else.

Figure 5: Reject negative responses

- **Make positive comments**. To a child, say things like “your work was really neat”, **"I** can see you did a great deal of research on that topic, that's fantastic." Tell people how well they have performed at something, faced their fears, overcome obstacles and succeeded at even the smallest things. Even if you feel dislike for a person or feel competitive towards them, there is always at least one thing about them that you can honestly say is positive, so dig for that and tell this person—remember that it may encourage more of the positive, less of the things that bother you

Figure 6: Make positive comments

- **Write encouraging comments.** Whether it's for work, for peer review, for a child's homework or for any other written feedback, keep the comments encouraging and constructive. Decimating someone's work may feel satisfying but saying things forcefully tends to deflate and fails to give good direction on what needs to be improved.

✓ Instead of being negative, make comments such as (for a child) “I really liked how you did that, I bet you will get it all correct next time” or "You've done a lot of work here, of good quality. Next time I'd suggest focusing more on X, Y and Z, just to ensure that the paper as a whole reads coherently." You can still say what needs to be clarified and improved; it's just the how you approach it that makes all the difference.

Figure 7: Write encouraging comments

4.2 Performance Review Employee Self Evaluation

A successful team uses the individual skills and abilities of its members to work towards the achievement of goals and to establish its own identity. This is called synergy. However, being in a team does not mean that individuality is suppressed. The contributions of each member of the team should be acknowledged and appreciated. Each member of the team should also recognize and value their own individual contribution to the identity and performance of the team. Team members should be encouraged to think about what they are contributing–to self-assess their own input.

After you work through each section of this topic you will find a self-assessment checklist. This is a time to pause and consider what you have learnt and ask yourself a series of questions to check whether you have understood the main points. Members of a work team can use the same principle of self-assessment by asking questions such as:

- Am I taking steps towards achieving the set goals?
- Am I sure about exactly what is required of me?
- Am I managing to keep within the set timeframes?
- Do I need clarification or training to perform better?
- Am I working cooperatively with other team members?
- How can I make better use of my strengths or the strengths of others?
- Is there a better way of doing this?
- What positive feedback can I give to other team members to provide encouragement?
- How well have I done the work so far and how could I have done it better?

In addition to receiving feedback and encouragement, team members need time to reflect on and evaluate their own activities and achievements.

4.3 Self-evaluation example:

I have let some lead nurturing fall through the cracks the last few months because of the volume of new clients I've taken on. Going forward I will improve my time management and set aside a dedicated half hour a day to follow up with warm leads.

4.4 How Organizations Can Identify Areas for Improvement?

Typically, organizations will identify a problem and then work to identify the root cause of the problem to come up with a solution for implementation. But what if there are several, few, or no problems in the organization, but you would like to improve your organization? How do you go about identifying areas for improvement? One of the best ways that I know how an organization can identify areas for improvement is to use a Lean assessment methodology.

What are areas for improvement (previously referred to as recommendations?

An area for improvement is a statement that sets out an area or areas of care indicating where a care service provider should make changes, because outcomes or potential outcomes for people experiencing care need to be better than they currently are. These improvements should, if made, develop the quality of the care being provided and improve outcomes for people. An area for improvement would be appropriate where you have the need to follow this up at the next inspection. Failure to address an area for improvement will not directly result in enforcement or lead automatically to a requirement. Areas for improvement are based on and must be referenced to the Health and Social Care Standards, SSSC codes of practice or recognized good practice. They must also be outcomes-based and if the provider meets the area for improvement, should clearly improve outcomes for people experiencing care

Self-Check-4	Written Test

Instruction: Follow the below selected instruction, The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions
1	Encouraging others is an important not part of being part of a family, a group o people and a community.
2	Organizations will identify a problem and then work to identify the root cause o the problem to come up with a solution for implementation.
3	Make positive comments. To a child, say things like "your work was really neat" "I can see you did a great deal of research on that topic, that's fantastic.

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

5.2. Introduction

Think of the official review as an opportunity to sell your manager on your value to the company as well as collect up-to-date feedback on your performance. To prepare, think about successful projects that demonstrate how you've improved in previously identified weak areas.

5.3. Collect Feedback on Your Performance

Everyone – even the most accomplished leaders – has strengths and areas for improvement. When I talked to organizational consultant Ed Poole about professionals who rise quickly, he warned me of the danger of being “unconsciously incompetent,” meaning you don’t know what you don’t know. This is easier said than done. In fact, getting honest, helpful feedback from people with whom you have personal relationships can be extremely difficult. This is because individuals who like us want to be supportive and are also afraid of hurting our feelings.

- The only way you will get feedback you can use is to be very strategic in asking the right questions in the right forums, and to develop a reputation as someone who takes constructive criticism well.

5.4. Asking Your Superiors

The annual or bi-annual performance review is a great place to begin. Print out your last review and look at the goals and/or action steps outlined. Then, set up a meeting with your boss and anyone else who supervises your work on a regular basis.

- The goal of these meetings should be soliciting concrete feedback on your progress, and while they’re occurring, try to maintain a good balance between listening to what your superior has to say and playing an active role in the conversation.

Step 1: E-mail template from manager to direct reports requesting names of colleagues to contact for performance feedback

To: Your direct reports From: Manager Subject: Requesting performance feedback I will be scheduling performance review conversations with each of you during the next [timeframe]. In the meantime, I would like for you to please email me three to five names of FAS colleagues with whom you work closely by [date] so I can gather feedback regarding your performance during this past year. Please include the individual's e-mail and phone number. For those of you who manage others, if you have not already reached out in this way to your own direct reports, please take similar steps with those who report directly to you. Please let me know if you have any questions. Sincerely, Manager

Once the employees who report to you have identified the names of the colleagues from whom to solicit feedback on their performance, you can customize the e-mail below.

Step 2: E-mail template to solicit performance feedback from colleagues regarding your direct reports

To: Work colleagues of employees who report to me **From:** Manager **Subject**: Requesting performance feedback I'm writing to solicit your feedback regarding [employee's name] performance over the last fiscal year. Please feel free to send me an email or call me to provide your feedback. If you would prefer to meet in person, I would welcome that. Whichever way is easiest for you to provide feedback is fine with me. What does [employee's name] do well in his/her current role? How might [employee's name] continue to develop? Please let me know if you have any questions. Many thanks in advance for your help. Sincerely, Manager

Self-Check-5	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	The goal of these meetings should be soliciting not concrete feedback on active role in the conversation
2	Everyone – even the most accomplished leaders – has strengths and areas for improvement.
3	The annual or bi-annual performance review is a great place to begin. Print ou your last review and look at the goals and/or action steps outlined.

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

Solar PV System Installation and Maintenance

Level- IV

Learning Guide -50

Unit of Competence	**Develop Individuals and Team**
Module Title	**Developing Individuals and Team**
LG Code	**EIS PIM4 M13 LO2- LG-50**
TTLM Code	**EIS PIM4 TTLM 0920 v1**

LO2:Foster individual and organizational growth

Instruction Sheet	Learning guide -50

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

- Identifying learning and development program goals and objectives
- Making learning delivery methods appropriate to
  - ✓ Learning goals,
  - ✓ Learning style of participants
  - ✓ Availability of equipment and resources.
- Providing workplace learning opportunities
- Providing coaching/ mentoring assistance
- Identifying and approving resources and timelines

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 –

- Identifying learning and development program goals and objectives
- Making learning delivery methods appropriate to
  - ✓ Learning goals,
  - ✓ Learning style of participants
  - ✓ Availability of equipment and resources.
- Providing workplace learning opportunities
- Providing coaching/ mentoring assistance
- Identifying and approving resources and timelines

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	Identifying learning and development program goals and objectives

1.1. Introduction

Program goals and objectives establish criteria and standards against which you can determine program performance. You will need to identify the goals and objectives of the program component or intervention you plan to evaluate. Logic models are a useful tool that can help you do this

1.2. The main learning and development objectives examples include:

- To gain new knowledge or information that helps employees to do a job well.
- To learn physical skills, like using physical machinery quickly and efficiently.
- To influence employee attitudes and perceptions toward learning or organizational Change.

1.3. The 7-Step Strategy program goals and objectives

Step 1: Define the future

The past is the past, but the future? Oh, the future is something that you have power over. This strategy begins by focusing on the vision, mission, and goals that make the future of your business an exciting one.

Step 2: Find the Gaps

Next, you'll want to find out how well (or not so well) your employees are performing according to these business goals. This process is often referred to as a training needs analysis (TNA)

Step 3: Set Strategic Development Objectives

This step is all about setting objectives of training and development to fill the gaps identified in Step 2. Here, the focus should be on developing training objectives that will lead employees to learn the KSA's they need to achieve the business vision.

Step 4: Communicate training purpose and objectives

By now you fully understand the purpose of training, and how completing it will help employees to achieve the business' goals and vision. The question is, do they? Studies have found that only 12% of employees actually apply their new skills from training to the workplace. There's a good chance that the other 88% don't apply their new skills because they don't understand how they will contribute to the organization's goals.

Step 5: Deliver the perfect training

Start the drum roll; because the time has arrived to deliver training that you can be confident will benefit both employees and the business. But this is still not the time to relax. Because you're training needs to be engaging, accessible, convenient and suited to your target audience if it's going to be effective.

Step 6: Support new learning in the workplace

Once training is complete, your employees are going to be excited to test drive their new found knowledge and skills in the workplace. But if their colleagues and managers don't support these new behaviors, then you can be sure that employees will return to the old way of doing things.

Step 7: Measure and repeat

It's been said that Benjamin Franklin was a strong believer in lifelong learning, and once said that "an investment in knowledge pays the best interest". So how do you measure that interest? Measuring the return on training investment involves a number of criteria, like training completion rates, learner feedback, performance in training. But these are all linked to the learning itself.

Goal	Objectives
A broad statement about the long-term expectation of what should happen as a result of your program (the desired result). Serves as the foundation for developing your program objectives. Criteria: 1) Specifies the STD problem or STD-related health risk factors; 2) Identifies the target population(s) for your program.	Achieved, and the manner in which they will be achieved. You usually need multiple objectives to address a single goal. Criteria: SMART attributes are used to develop a clearly-defined objective. Statement describing the rustle
Attributes of SMART objectives: • **Specific**: includes the "who", "what", and "where". Use only one action verb to avoid issues with measuring success. ✓ Measurable: focuses on "how much" change is expected. ✓ Achievable: realistic given program resources and planned implementation ✓ Relevant: relates directly to program/activity goals. ✓ Time-bound: focuses on "when" the objective will be achieved.	

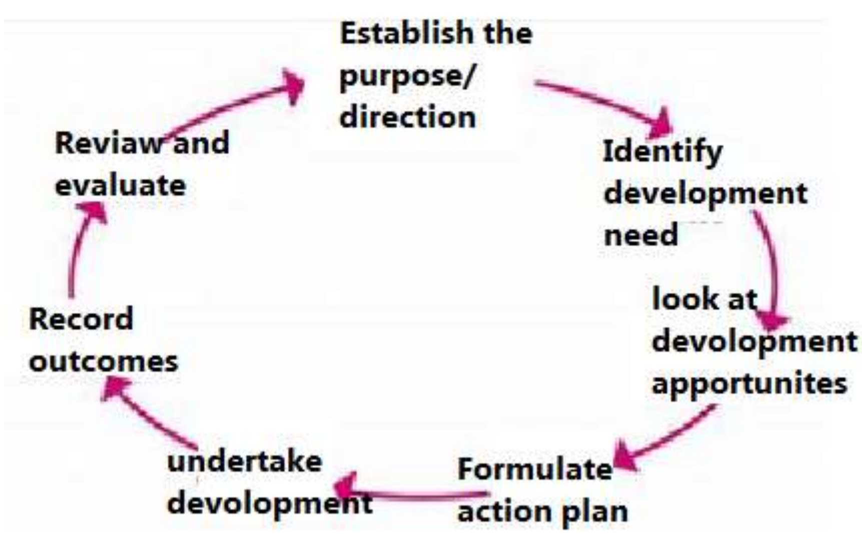

Figure 8: seven-Step Strategy program goals and objectives

Self-Check-1	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Find the Gaps is something that you have power over. This strategy begins by focusing on the vision, mission, and goals.
2	Fully understand the purpose of training, and how completing it will help no employees to achieve the business' goals and vision
3	Fully understand the purpose of training, and how completing it will not help employees to achieve the business' goals and vision.

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

Information Sheet 2	Making learning delivery methods appropriate

2.1. Introduction

Instructor-led Training(ILT) Instructor-led training, or class room training, is the most traditional form of training, best leveraged for creating an overall understanding of the training topic.

- Virtual Classrooms
- E-Learning
- Mobile Learning
- Blended Learning.

2.2. The 3 Effective Training Delivery Methods You Need to Know:

a) The Lecture Method

The lecture method is probably the most basic type of training delivery. This particular method is designed to help the audience develop a general understanding of the topic and its relevance to their performance as employees. Lectures may be delivered in a formal venue or through an online medium, but its general structure remains unchanged: It involves the trainer lecturing to his or her trainees.

The main feature of the lecture method is that the delivery of information goes only way – from the trainer to the trainees. Because of this, the success of each lectures hinges upon the skills and abilities of the trainer and the active compliance of the trainees. Furthermore, it's important to remember that lectures are highly structured affairs that include certain ground rules which define how the trainees should conduct themselves during their lecture, such as how and when the trainees should raise their questions, as well as what sort of items (e.g. laptops, notebooks, textbooks, mobile devices and cellphones) they are allowed to have during the lecture.

b) The Discussion Methods

In the discussion method, the trainers and their trainees engage in two-way communications in order to optimize the training process. Unlike the lecture method which is highly dependent on the trainers, the discussion method only requires a very short lecture period (usually 20 minutes or so) in order to provide trainees with the core or basic information they need to engage in discussion. After the lecture has been delivered, the discussion process may then begin. The discussion is usually between the trainees themselves, with their trainer acting as mediator. The goal of the discussion is to let each trainee voice his or her opinions, ideas and questions about the information presented by the lecturer. After everyone has given his or her input, the trainees are then encouraged to provide some feedback to their fellow trainees. The goal is to encourage everyone involved to have a lively debate or discussion that would allow each participant to elaborate on the subject matter. If some of the trainees have questions or problems about the subject matter, the trainers encourage their colleagues to answer their questions, thus fostering a more inclusive learning environment.

c) The Simulation Method

In the simulation method, lectures, discussions, debates and interactions are kept to a minimum. Instead, each trainee is given a simulation that will simulate the tasks he or she is expected to perform. These simulators can take on various forms. They can, for example, be games, equipment simulators, real life activities or even role playing. Regardless of which form they take, however, each type of simulator is designed to give trainees a more hands on approach to the tasks that they are expected to perform.

The value of using the simulator method is that it is the most ideal training delivery system for technical tasks. For example, if you need your personnel to know how to handle new equipment then giving them simulation training is the best way to optimize their skill. Not only do they get firsthand experience from using a test equipment, active simulators can also help them anticipate and learn from their mistakes. So as far as skill development goes, the simulation method is the best training delivery method to use.

2.3. Learning goals Learning Goals Overview

Specific, measurable goals help you design your course and assess its success. To clearly articulate them, consider these questions to help you determine what you want your students to know and be able to do at the end of your course. What are the most important concepts (ideas, methods, theories, approaches, perspectives, and other broad themes of your field, etc.) that students should be able to understand, identify, or define at the end of your course?

- What would constitute a "firm understanding", a "good identification", and so on, and how would you assess this? What lower-level facts or information would students need to have mastered and retained as part of their larger conceptual structuring of the material?
- What questions should your students be able to answer at the end of the course?
- What are the most important skills that students should develop and be able to apply in and after your course (quantitative analysis, problem-solving, close reading, analytical writing, critical thinking, asking questions, knowing how to learn, etc.)?
- How will you help the students build these skills, and how will you help them test their mastery of these skills?
- Do you have any affective goals for the course, such as students developing a love for the field?

2.4. Learning style of participants

Characteristics specific to the Participant learning style are enjoyment from attending and participating in class and interest in class activities and discussions. These students enjoy opportunities to discuss class materials and readings. There are different learning styles adopted by solar education participants. The aim of this study is to investigate which learning styles and approaches are preferred to be learnt by solar students.

Methodology: It is a cross-sectional study; 25 students were selected through stratified random sampling. Visual, auditory, read/write, and kinesthetic questionnaire was used which measures dimension of learning styles and approaches.

Results: Majority of solar students have preferred (32%) for apply principle PV system; 26% for install off grid; calculate of component 21% and Reading/Writing 21%. The majority (53%) preference for apply quality standard; 41% for develop individual and team; 5% for communication and 1% for small business.

Conclusion: Medical education participants commonly used kinesthetic styles, and there is no difference among different year of study; but, in learning approach, multimodal has increased as year of studying increased. It suggests that curriculum of medical education should be revised according to result of research.

2.5. Classification systems of the learning styles

There are many classification systems of learning styles. Some of them are based on neurological and neuropsychological research, others describe the ways how individuals perceive, organize and process the information. The four-modality classification distinguishes between four groups of learners: The representatives of these groups have different/ diverse

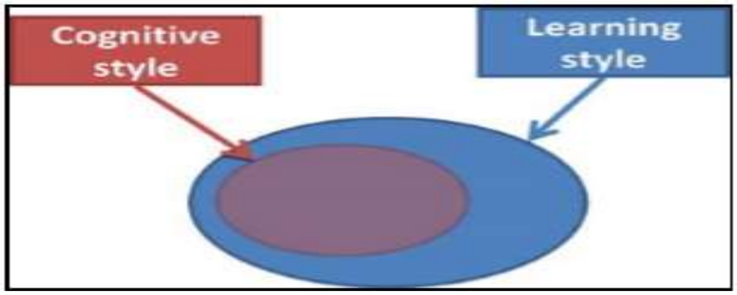

Figure 9: Relation between learning style and cognitive style.

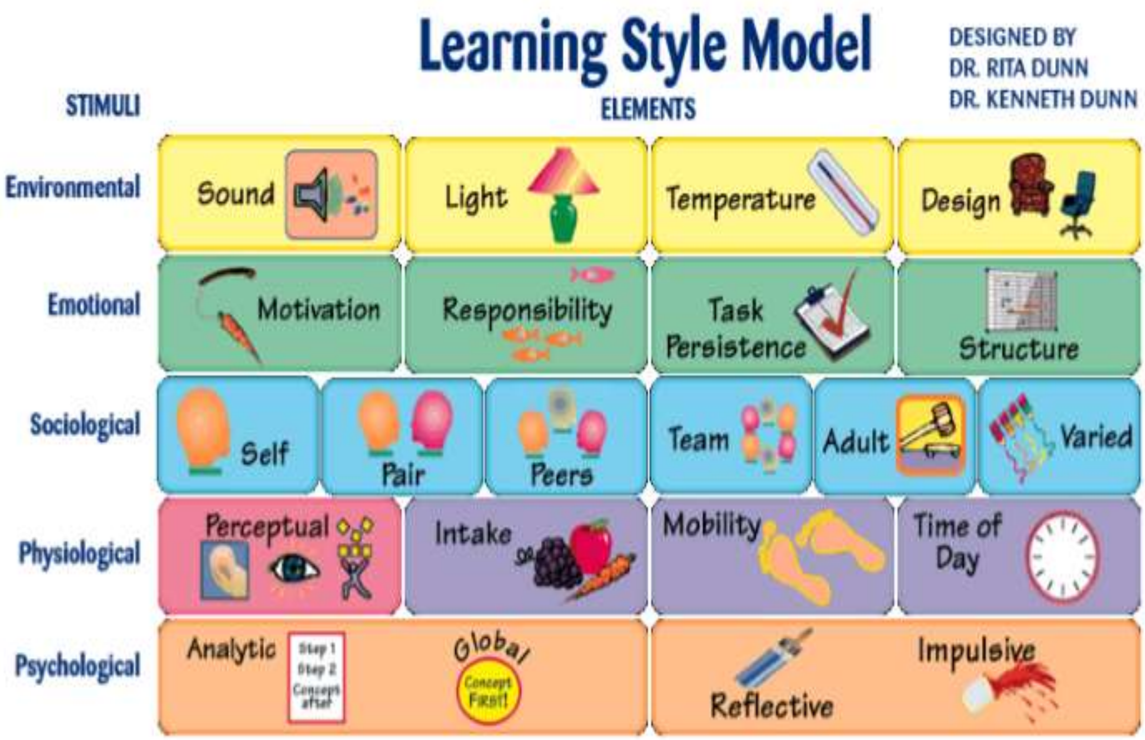

Figure 10: These elements and categories are visualized by the scheme in

2.6. Availability of equipment and resources.

With the resource planner, the resource managers could get an overall view of all the resources and their current utilization. It helps managers to identify the over utilization based on the work allocation of the resources in different projects. While accumulating the work allocation status, I Coordinator not only considers that particular workspace, it takes information from all the work places in order to calculate the resource utilization. This means, if the resource is involved in another project and assigned to a specific activity at the same time by another resource manager, it will show in the utilization report of the other manager and can help in avoiding the over allocation.

Self-Check-2	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	The lecture method is not probably the most basic type of training delivery
2	the simulation method, lectures, discussions, debates and interactions are kep to a minimum
3	the resource managers could get an overall view of all the resources and thei current utilization.

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

3.1. Introduction

When looking to improve your organization's culture, look first at your approach to professional learning. Creating a workplace with learning and development opportunities matters: Here are some ideas for how to provide social learning opportunities to your employees: Peer Outings: set up regular company-sponsored lunches, coffees, or happy hours for employees to connect with their peers. Mentorship Programs: establish a mentorship program within your organization. To help employees learn through experiences, their roles should answer four questions:

a. **Is It Challenging**? Does their job push them to develop a new skill set or adopt a new process?
b. **Does It Have Variety**? Are their projects diverse in scope?
c. **Does It Include New Projects**? Are employees regularly introduced to new projects with new challenges?
d. **Is Collaboration Required**? Do employees need to engage with new teams, peers, and leaders in order to do their job?

3.2. How Else Can Employees Learn In The Workplace?

Experiential learning is one of the best ways to develop employees' skills and advance their careers. But it's most impactful when complemented with other types of learning —primarily, by social learning and formal education. You can learn more about how to implement these two types of learning in your workplace here.

- **Social Learning**

Social learning involves connecting employees to the peers, mentors, leaders, and coaches that will help them grow. These relationships can occur across all levels and, perhaps, even outside of your organization

Here are some ideas for how to provide social learning opportunities to your employees:

- ✓ Peer Outings: set up regular company-sponsored lunches, coffees, or happy hours for employees to connect with their peers.

- ✓ Mentorship Programs: establish a mentorship program within your organization. Or, turn to a solution like ever wise.
- ✓ Coaching Sessions: if your employee is looking to advance a particular skill set or their knowledge of your business, connect them with a colleague or leader who can help.

- **Formal Education**

Formal education is what you may typically think of regarding professional development. From books and online courses to conferences and training sessions, formal education helps employees reiterate what they've learned on the job

Here are some ideas for how to provide formal education to your employees:

- ✓ Stock an office library or bookshelf for employees to use freely.
- ✓ Provide employees with an annual learning budget (or)
- ✓ Reimburse employees for seminars, lectures, materials, or conferences they attend that are related to their roles.
- ✓ Set up lunch-and-learn events at your office. Employees can teach a skill set they're particularly proud of; helping employees learn something new from people they trust.
- ✓ Attend industry events or lectures as a team.

Figure 11: professional development opportunities always learning

Self-Check-3	Written Test

Instruction: Follow the below selected instruction

The following Question choose the baste answer from the given alternate

N°	Questions and answers
1	--------involves connecting employees to the peers, mentors, leaders, and coaches tha will help them grow. A. Social Learning B. Formal Education C,Is It Challenging
2	--------is what you may typically think of regarding professional development. A. Formal Education B. Social Learning C,Is It Challenging
3	-----formal education helps employees reiterate what they've learned on the job A,Is It Challenging B, Social Learning C, Formal Education

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

4.1. Coaching and Mentoring Definitions

Coaching Extending traditional training methods to include focus on

- an individual's needs and accomplishments,
- close observation,
- Impartial and non-judgmental feedback on performance (Business Dictionary).

Mentoring Employee training system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counselor, or guide to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the individual in his or her charge (Business Dictionary).

4.2. Types of Coaching

- **Career Coaching –**

Purpose: To clarify one's career direction and initiate forward action The career coach helps individuals identify what they want and need from their career, then make decisions and take the needed actions to accomplish their career objectives in balance with the other parts of their lives (Institute). Coaching activities focus on the individual's career concerns, with the coach eliciting and using feedback on the individual's capabilities as part of a discussion of career options.

- **Performance Coaching-**

Purpose: To fill performance gaps and develop plans for further professional development Performance coaches help employees at all levels better understand the requirements of their jobs, the competencies needed to fulfill those requirements, any gaps in their current performance, and opportunities to improve performance. Coaches then work with the employees, their bosses, and others in their workplace to help the employees fill performance gaps and develop plans for further professional development (Institute). Coaching activities here are aimed at enhancing an individual's performance in their current role at work, to increase their effectiveness and productivity at work. Generally, performance coaching derives its theoretical underpinnings and models from business and sports psychology as well as general psychological theory.

- **Skills Coaching**

Purpose: To achieve skill development to meet organizational needs This form of coaching focuses on the core skills an employee needs to perform in their role. Skills coaching provides a flexible, adaptive, 'just-in-time' approach to skills development. Coaching programs are tailored specifically to the individual and are generally focused on achieving a number of skill development objectives that are linked to the needs of the organization

- **Team Coaching**

Purpose: To facilitate team meetings and build the effectiveness of the team One or more team coaches work with the leader and members of a team to establish their team mission, vision, strategy, and rules of engagement with one another. The team leader and members may be coached individually to facilitate team meetings and other interactions, build the effectiveness of the group as a high-performance team, and achieve team goals (Institute). Coaching in its role as facilitator is particularly valuable during the budget and strategy planning season.

- **Group Coaching**

Purpose: To improve leadership or career development as a group .Group coaches work with individuals in groups. The focus can range from leadership development to career development, stress management to team building. Group coaching combines the benefits of individual coaching with the resources of groups. Individuals learn from each other and the interactions that take place within the group setting (Institute).

4.3. Types of Mentoring

- **One-On-One Mentoring**

Purpose: To develop a personal relationship which provides support for the mentee

The most common mentoring model, one-on-one mentoring matches one mentor with one mentee. Most people prefer this model because it allows both mentor and mentee to develop a personal relationship and provides individual support for the mentee. Availability of mentors is the only limitation (Management Mentors).

- **Group Mentoring**

Purpose: To learn from one another as well as a mentor

Group mentoring requires a mentor to work with 4-6 mentees at one time. The group meets once or twice a month to discuss various topics. Combining senior and peer mentoring, the mentor and the peers help one another learn and develop appropriate skills and knowledge. Group mentoring is limited by the difficulty of regularly scheduling meetings for the entire group. It also lacks the personal relationship that most people prefer in mentoring. For this reason, it is often combined with the one-on-one model. For example, some organizations provide each mentee with a specific mentor.

- **Training-Based Mentoring**

Purpose: To develop specific skills needed for their position

This model is tied directly to a training program. A mentor is assigned to a mentee to help that person develop the specific skills being taught in the program. Training-based mentoring is limited, because it focuses on the subject at hand and doesn't help the mentee develop a broader skill set (Management Mentors).

- **Executive Mentoring**

Purpose: To create a mentoring culture and cultivate skills and knowledge in an organization

This top-down model may be the most effective way to create a mentoring culture and cultivate skills and knowledge throughout an organization. It is also an effective succession-planning tool, because it prevents the knowledge "brain drain" that would otherwise take place when senior management retires (Management Mentors).

Self-Check-4	Written Test

Instruction: Follow the below selected instruction

The following Question choose the baste answer from the given alternate

N°	Questions and answers
1	--------------the Purpose To develop specific skills needed for their position. A. One-On-One Mentoring B. Executive Mentoring C, Training-Based Mentoring
2	------------the Purpose: To develop a personal relationship which provides support for the mentee A. Training-Based Mentoring B. One-On-One Mentoring C. Executive Mentoring
3	------------the Purpose: To create a mentoring culture and cultivate skills and knowledge in an organization A. Executive Mentoring B. Training-Based Mentoring C. One-On-One Mentoring

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

5.1. Five Tips for Identifying Project Resources

Did you know that more and more professional services organizations are using PSA tools? Professional services automation software use is on the rise and it's easy to see why. Businesses need to better manage their projects and people. It's hard to find and retain top quality staff, especially in technical domains. PSA applications help you deliver work more effectively and efficiently, and make it easier to manage resources. You can use the software to match client projects with the most appropriate members of the team.

a. Know what work is required

You should understand what was part of the bid. You and the client should have a common understanding of what is included in the project. Confirm the scope with whoever needs to approve the work going ahead. This is the definitive list of everything that is expected on the project. Of course, that might change as work progresses, but your need to have a starting point from which to plan your work and the people who should be involved.

b. Plan in advance

It's better to plan your resource needs in advance. There is too much risk involved with waiting until you need a particular resource and then trying to book them. That person might be already fully committed on another project, or on vacation or so on.

c. Confirm resource availability

Perhaps someone is available to your project 50% of the time. What does that actually mean? Is it 50% of the full week? Or 50% of their time after a percentage has been sliced off for their admin and non-billable time? Or some other calculation? Check how much you can expect from resources – especially those who are only contributing to the project in a part-time capacity – before you book their time into your schedule. It's also worth checking what level of approval you need to book that resource. In smaller PSO teams, you might be able to talk to the individual and book them directly. In larger organizations, it might be prudent to go via your resource manager or their team leader. Check you know the process for accessing people's time before you allocate them to any work.

d. Check their skills

Do the people you want on the project still have up-to-date skills in the appropriate areas? Check your organization's skills catalogue and make sure. It would be embarrassing to book a colleague on to a project and then find out that the last time he used those skills was on another project with you three years ago. Other people in the team might have got more relevant or updated skills, and they might be more appropriate for this client engagement. If no one is available with the skills you need, it's time to think about training. You may have people who could do the job with a bit of support. Can they be booked into training or coached before you need them for a particular task on the project? If so, add this activity to your project schedule so that they can book their time against their development and you can have confidence that it's actually happening.

e. Remember to book equipment

We tend to focus on resources as being the human kind, but here are other types of resource that are important for projects. If you are working with a client in a consulting capacity, for example, you might not need any kit beyond your own personal computer. But if you are designing software for a client, you might need access to your company's test lab or test equipment to make sure it's fit for purpose before it goes to the client for user acceptance testing. Equipment is another kind of resource that you can book. Schedule what you need so that it is available for you when you need it.

Figure 12: timeline Gantt chart

Self-Check-5	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Do not Make sure that you have a clear brief before the project starts.
2	Plan in advance It's better to plan your resource needs in advance.
3	Resources as being the human kind, but here are other types of resource tha are important for projects.

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

Solar PV System Installation and Maintenance

Level- IV

Learning Guide -51

Unit of Competence	Develop Individuals and Team
Module Title	Developing Individuals and Team
LG Code	EIS PIM4 M13 LO3- LG-51
TTLM Code	EIS PIM4 TTLM 0920 v1

LO3:Monitor and evaluate workplace learning

Instruction Sheet	Learning guide # 51

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

- Using feedback from individuals or teams
- Assessing and recording outcomes and performance of individuals/teams
- Negotiating modifications to learning plans
- Maintaining records and reports

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 –

- Using feedback from individuals or teams
- Assessing and recording outcomes and performance of individuals/teams
- Negotiating modifications to learning plans
- Maintaining records and reports

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	Using feedback from individuals or teams

1.1. Seek feedback

Regardless of the learning situation, feedback in a variety of forms from all those involved allows you to review learning arrangements. Feedback helps you determine whether improvements are needed to future arrangements, whether the type of training and development should be offered to other staff members, and how cost-effective the training was. The information received from feedback can guide you in planning future learning activities. For example, positive feedback about a particular training provider means that you can be confident about using that provider again. If time set aside for learning a specific skill proved inadequate, you may need to look more closely at the training required and improve your planning, or negotiate with management to set aside more time.

- **Prepare for sourcing feedback**

When preparing to source feedback you should decide what it is you want to know, how you will obtain the feedback and how it should be recorded. Follow your organizational procedures at all times; for example, your organization may have an official professional development feedback form that everyone who attends any type of training must complete; or you could develop a feedback form appropriate to your organization.

1.2. Collect and compare feedback on performance

A useful indicator of learning needs is the feedback you receive about the performance of your team and its members. Feedback, both formal and informal, can come from a variety of sources, including team members, colleagues, other managers, clients, contractors, consultants, potential customers, suppliers or anyone external to the organization who interacts with the team. Here are some ways feedback may be received about your team performance. One-to-one conversations Team members may talk to you about difficulties they are having with other members comments from others Colleagues and other managers might make comments on work received from your team or a team member's general behavior; for example, remarks about a team member's presentation may highlight the need for training in oral presentation skills. Customer compliments Customers may compliment a staff member on their good service. Feedback on poor performance You might receive feedback about a team member's poor service, rudeness or inability to empathize.

- **Collect feedback**

Feedback should be routinely collected to monitor service delivery. It should be an ongoing and can be collected in different ways. You should also reflect on your own performance as a team leader and encourage team members to reflect on their performance as well. When you receive negative feedback about a team member's performance, think about what may have caused the problem before discussing it with the individual or team. Consider also the source of the feedback to see if it is credible; that is, whether it is reliable, accurate and valid. Any credible feedback received by the supervisor, team leader or frontline manager should be passed on to the person involved and resolved on a one-to-one basis and in private. Make sure you document all details of the complaint and include the appropriate training need in your team plans

- **Compare feedback**

Poor performance may not always require acquisition of new skills or knowledge. For example, if poor planning has led to the team underperforming, the planning process should be examined rather than focusing on the individual's performance. Sometimes, addressing poor performance may involve a simple rearrangement of work schedules or holding discussions with the person or team to talk about the situation and come to a resolution. Any feedback you receive should help you confirm the learning and development needs you have already identified via other methods.

Self-Check-1	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Feedback should be routinely collected to monitor service delivery.
2	Poor performance may not always require acquisition of new skills o knowledge

Note: the satisfactory rating is as followed

Satisfactory	**2 points**
Unsatisfactory	**Below2points**

Information Sheet 2	Assessing and recording outcomes and performance of individuals/teams

2.1. Below, I have outlined five ways to gauge the success of your team/ individuals,

- **Establish a clear baseline**

This should be the level that you expect your team to operate at, if nothing changes. This is very much like a control group in a scientific experiment – an unadulterated sample for you to track along with actual performance. Giving yourself a subset to compare against will allow you to ballpark the level of achievement. However, we want to do a lot more than just estimate success.

- **Quantify what success means for your team**

Now that we've established what a normal performance would look like, we can set our sights on determining what level of accomplishment we would consider successful. Without predetermining what it means to be successful, you will be hard-pressed to track progress, never knowing if your team is on track with internal expectations. Setting a quantifiable and measurable goal allows your analysis to be more precise. It also allows you to hold your team accountable since they have something specific to work toward.

- **Don't ignore the competition**

While it's always important to measure success relative to previous performance, it would be a mistake not to track the movements and achievements of others as well. This concept applies in professional and athletic arenas alike. When champion swimmers are racing, they alternate the sides that they breathe on for several reasons – one of them being, to keep an eye on what's happening in the lanes around them. Seeing the progress of their competitors allows them to gauge their own speed, gain motivation, and consider strategies to stay ahead

- **Take note of any positive or negative outliers**

We've all heard the saying "a team is only as strong as its weakest link." This is a universal truth and it applies to the sales world as well. An entire team can be brought down by the actions of an individual. Conversely, a team can be brought up by a particularly strong contributor. Taking the time to determine if a certain person is bringing down or raising up the team is a good habit to get into. Once you've identified an individual, you can determine if their level of achievement is having a major effect on the overall productivity and success of the team. If they bring the team down, determine if their detractions can be reversed. If they're a positive addition, see if you can coach the remaining members of your team to adopt some of the same habits and attitude

- **Assess your level of involvement**

Through the four previous steps, many different criteria have been identified to be tracked and evaluated. But you must not forget to evaluate yourself as a manager. A leader's priority should be to ensure that things are running smoothly for his or her team, and that the team is equipped with the necessary tools and abilities to be successful. If you find yourself too involved in the day-to-day of your team, take a step back to ensure that you're fulfilling your role as a manager entirely. If you fully accomplish your leadership tasks and still have time to contribute on the sales front, that's one thing. But, if you're limiting yourself at all as a leader and manager by getting too involved in more granular tasks, you're stunting your team dynamic and your growth as a manager.

Self-Check-2	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Take note of any positive or negative outliers We've all heard the saying "a team is only as strong as its weakest link.
2.	Assess your level of involvement is not previous steps, many different criteria have been identified to be tracked and evaluated. But you must not forget to

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

Information Sheet 3	Negotiating modifications to learning plans

3.1. Monitor and modify learning plans

A learning plan should not be viewed as static or set in concrete. The relevant manager and the individuals or teams involved should review the learning plans at selected times, such as:

- On a regular planned basis, for example, annually
- After the completion and evaluation of specific programs
- Times linked to increments or enterprise agreements
- When there is a need to incorporate new directions or priorities for the organization.

3.2. Learning plan

A learning plan is a way of documenting planned and agreed staff development of individuals and teams. It may be called different things in different workplaces, such as a professional development plan, a staff development plan or a group development plan.

- Content and format of a learning plan

A learning plan is often presented as a form, table, template or matrix and may have an appendix, such as the strategic directions of the organization, a unit or section plan, a skills audit outcome, a quality assurance document or a staff development policy.

There is no correct content and format for a learning plan. It must make sense to the team developing it and to the organization.

- A learning plan might include:
  - ✓ strategic directions, change initiatives and priorities of the organizational unit
  - ✓ team competencies, knowledge and skills to be attained or improved
  - ✓ learning strategies, delivery methods and program activities
  - ✓ a timeline
  - ✓ resources required and allocated
  - ✓ support needed: maybe staff resources to guide, deliver and administer the program

- ✓ evidence of competency attained and targets for achievement, such as expenditure targets, hours of development per staff member, completion of individual development plans
- ✓ The date the plan was developed and a date for review.

- Team learning plan

A team learning plan identifies the learning needs of the team or group as a whole and the strategies for achieving those needs. See an example.

The benefits of a team learning plan are that it:

- ✓ accommodates the organization's requirements for team development, multi-skilling and cross-organization development
- ✓ helps the workgroup focus on workplace-based learning and other opportunities
- ✓ encourages the use of existing staff and other resources when considering learning opportunities
- ✓ Encourages staff to see themselves as part of a team, rather than as working alone.

Self-Check-3	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	A team learning plan identifies the learning needs of the team or group as a whole and the strategies for not achieving those needs.
2	A learning plan is a way of documenting planned and agreed staff developmen of individuals and teams.

Note: the satisfactory rating is as followed

Satisfactory	1 points
Unsatisfactory	Below1points

Information Sheet 4	Maintaining records and reports

4.1. Introduction

Maintaining good records means keeping records and copies of everything – all income and all expenses including invoices, salaries, dividends and income as well as all evidence, usually receipts, of allowable business expenses – for a minimum of six years.

4.2. Five-step records management plan for your office.

Step 1. 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.

Step 2. 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 (no records),
- Personal papers (no records),
- Extra copies of documents, publications, and forms (no records).

Step 2 resources

- Interactive Q & A: What is a Record?
- E-Mail Quick Reference Guide
- Frequent Questions about Working Files
- Frequent Questions about Personal Papers
- Frequently Asked Questions About Records Inventories

Step 3. 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).

Step 3 resources

There are several decisions that need to be made when you're setting up your records management program. One of the hardest decisions, and sometimes the most controversial, is whether or not your records should be "centralized" or "decentralized."

Step 4 resources

- Approved records schedules
- 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.

Step 5. 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.

Self-Check-4	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Document, at a minimum, where materials are located, how much there is, and the format.
2	There are several decisions that need to be made when you're setting up your records management program.

Note: the satisfactory rating is as followed

Satisfactory	1 points
Unsatisfactory	Below1points

Solar PV System Installation and Maintenance

Level- IV

Learning Guide -52

Unit of Competence	**Develop Individuals and Team**
Module Title	**Developing Individuals and Team**
LG Code	**EIS PIM4 M13 LO4- LG-52**
TTLM Code	**EIS PIM4 TTLM 0920 v1**

LO4:Develop team commitment and cooperation

Instruction Sheet	Learning guide # 42

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

- Using open communication processes
- Reaching decisions
- Developing mutual concern and camaraderie

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**–

- Use open communication processes
- Reach decisions
- Develop mutual concern and camaraderie

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	Using open communication processes

1.1. Introduction

Commitment means acceptance of the responsibilities and duties and cooperation means help and assistance. By developing team commitment and cooperation in a work team you are assisting the team to meet its goals and objectives. Work teams that are committed and cooperative are more likely to achieve the goals the business has set. Team commitment and cooperation is developed through good communication and effective decision making, as well as fostering mutual concern and camaraderie between team members. There are a number of signals that indicate the work team is committed and cooperating. These include:

- maintaining or increasing quality
- reaching or exceeding production targets
- decreasing complaints from team members
- limited conflict between team members
- Fewer workplace injuries.

1.2. Open communication processes

No, at times you may find it difficult to identify the communication requirements as well as the communication preferences of your team members. A number of things can affect how a team member communicates with you and with other team members. A specific style of communication, as a consequence of the supported employee's disability, may be a constant factor. There may be other situations which may arise, however, which have unexpected results. These could include such things as a change in the medication or the side effects of a medication, the team member may be ill, or there may have been changes in the work routines. Team leaders are the people who spend the most time working with and observing team members in the workplace, therefore they are usually the best person to identify communication preferences and requirements. There will be situations where you are unable to determine a supported employee's needs and will need to seek advice from other people

1.3. Here's how to go about encouraging open communication in order to create such an environment.

- Acknowledge that your employees' views are important
- Ask your employees for input
- Listen to your employees reflectively
- Engage your employees on a personal level
- Be respectful to your employees
- Acknowledge your employees' input

Self-Check-1	Written Test

Instruction: Follow the below selected instruction

There are a number of signals that indicate the work team is committed and cooperating. These include:

N°	Questions and answers
1	There are a number of signals that indicate the work team is committed and cooperating not include: A, Ask your employees for input B, Ask your employees for input C, Acknowledge your employees' input C, Be respectful to your employees
	Here's how to go about encouraging open communication in order to create such an environment. A, Fewer workplace injuries. B, Open communication processes C, Acknowledge your employees' input C. maintaining or increasing quality

Note: the satisfactory rating is as followed

Satisfactory	1points
Unsatisfactory	Below1points

Information Sheet -2	Reaching decisions

2.1. Reaching decisions

Team commitment and cooperation is also based on the team's capacity to make effective decisions. Many teams need assistance to learn how to make effective decisions and it is part of a team leader's role to provide this assistance

Team leaders can help teams make effective decisions by encouraging a work environment that supports the team and its members to make considered choices, act on them and review the results of the action. There are degrees of team involvement in decision making. Your knowledge of the skills and abilities of the team members will guide your decision about the extent supported employees can contribute to making a decision. There are no rules for when and how team members should be involved. It is a matter for your judgment. The following diagram shows the degrees of involvement team members may have. At the highest level of involvement the team identifies and solves problems, and brings recommendations to the supervisor. At the lowest level of involvement the team plays no role in the decision making at all. Between these two extremes the supervisor and team may make the decision together, or the supervisor may outline the problem and constraints for solving it (time, money, etc.) and hand it over to the team to solve.

Involving team members in decision making, which can include problem solving, should be based on whether one or more of the following is met:

- **The need for acceptance.** The greater the need for the team to accept your decisions, the more you should involve them.
- **The effect the decision will have on the team.** The more the problem or decision affects the team, the more you should involve them.
- **Their involvement in implementing the decision**. If the team will be implementing or carrying out the decision, involve them.
- **The ability and desire of the group to become involved.** If the team wants to be involved, consider involving them, particularly if they have sufficient knowledge or expertise in the issue involved. Even if they do not, it could be useful for training and development purposes.

2.2. Reaching group decisions

- **Identify the decision to be made.** Before beginning to gather information and list alternatives, it is important for you as a group to understand clearly what you are trying to decide so you have a goal on which to focus your discussions.
- **Analyze the issue under discussion.** Once you have defined your goal (i.e., the decision to be made or the problem to be overcome), examine the data and resources that you already have, and identify what additional information you may need.
- **Establish criteria.** Identify the criteria or conditions that would determine whether a chosen solution is successful. Ideally, a solution will be feasible, move the group forward, and meet the needs of every group member.
- **Brainstorm potential solutions.** Using the resources and information collected above, brainstorm for potential solutions to the problem or decision identified in step 1.
- **Evaluate options and select the best one.** Once you have a list of potential solutions, you are now ready to evaluate them for the best alternative according to the criteria identified in step 3.
- **Implement the solution.** This involves identifying the resources necessary to implement the decision, as well as the potential obstacles, then taking action.
- **Monitor and evaluate the outcome**. Based on the criteria identified in step 3, evaluate whether the decision was successful.

Self-Check-2	Written Test

Instruction: Follow the below selected instruction

The following Question choose the baste answer from the given alternate

N°	Questions and answers
1	-----------This involves identifying the resources necessary to implement the decision, as well as the potential obstacles, then taking action. A, Implement the solution C, The need for acceptance B, Establish criteria D, Reaching decisions
2	-------Identify the criteria or conditions that would determine whether a chosen solution is successful. A, Implement the solution C, The need for acceptance B, Establish criteria D, Reaching decisions

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

3.1. Introduction

Shared concern and camaraderie means team members support each other to complete the team's work. Your words and actions will do much to assist the development of this shared concern and camaraderie. Team members need to trust each other and you can act as a role model for this through your work with the team.

3.2. Team leaders build trust by:

- Behaving consistently
- Behaving with integrity
- Sharing control by delegating
- Including team members in decision making
- Providing accurate, clear information
- Explaining decisions
- Respecting the team's diversity
- Demonstrating consideration and sensitivity

3.3. Promoting Camaraderie the Inclusive Way

- Take a group cooking class. This one is great because you could schedule this during your lunch hour in case some employees can't stay after hours. ...
- Organize a potluck lunch for your team
- Improve workshops
- Give game day a try
- Try out an escape room

Self-Check-3	Written Test

Instruction: Follow the below selected instruction

The following Question choose the baste answer from the given alternative

N°	Questions and answers	
1	Not including Team leaders build trust	
	A, Explaining decisions	C, Improve workshops
	B, Behaving with integrity	D, Behaving consistently
2	Promoting Camaraderie the Inclusive Way which is correct	
	A, Explaining decisions	C, Behaving consistently
	B, Sharing control by delegating	D, Improve workshops

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

Solar PV System Installation and Maintenance

Level- IV

Learning Guide -53

Unit of Competence	**Develop Individuals and Team**
Module Title	**Developing Individuals and Team**
LG Code	**EIS PIM4 M13 LO5- LG-53**
TTLM Code	**EIS PIM4 TTLM 0920 v1**

LO5:Facilitate accomplishment of organizational goals

Instruction Sheet	Learning guide # 53

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

- Participation of team members.
- Developing individual and joint responsibility
- Sustaining collaborative efforts

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**–

- Participation of team members.
- Developing individual and joint responsibility
- Sustaining collaborative efforts

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	Participation of team members

1.1. Team members actively participated in team activities and communication processes

There are three ways team leaders can assist team members to participate in and facilitate work teams. They are by ensuring:

- Team members participate actively in team activities and communication processes
- Team members and teams take individual and joint responsibility for their actions
- The team receives support to identify and resolve problems which impede its performance.

  Workplace participation means that team members can:
- Influence the outcomes of issues that directly affect their work
- Accept delegation of responsibility
- Be involved in cooperative approaches to conflict
- Have shared understanding of objectives
- Feel empowered.

  As a team leader you are in a position to influence the ability of team members to participate in decision making through:
- Ensuring the potential of all team members is used
- Giving and receiving feedback
- Establishing and maintaining productive relationships with team members
- Matching communication processes to the needs of supported employees

1.2. Participation amongst team members

Optimal participation in team-working occurs where team members contribute, to the best of their abilities and with confidence, to mutually-recognized goals. Success in team-working centers on achieving team goals and on these achievements being recognized by the team leader and the organization.

1.3. Use your powers of persuasion to make meeting participants feel excited and agreeable

- Get people in the room to say “yes” Have them agree to something (even unrelated) right off the bat
- Be friendly
- Let others “own” the idea
- Avoid arguing and show respect
- Share context and data

Self-Check-1	Written Test

Instruction: Follow the below selected instruction

The following Question choose the baste answer from the given alternative

N°	Questions and answers
1	Workplace participation means that team members can include A, Feel empowered B, Avoid arguing and show respect C, Be friendly D, all
2	Use your powers of persuasion to make meeting participants feel excited and agreeable A, Let others "own" the idea B, Avoid arguing and show respect C, Be friendly D, all

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

Information Sheet -2	Developing individual and joint responsibility

2.1 Team's members developed individual and joint responsibility for their actions

Team leaders should always remember that they are part of the team, not separate from it. This means that there is a shared responsibility between the team leader and team members to take responsibility for actions occurring as part of the team's activities in the workplace. For team leaders working with supported employees there is a need to acknowledge the varying ability of each team member to recognize their responsibilities as part of the team. Assessing individual capacity for recognizing responsibility will provide a starting point for team leaders to communicate individual and joint responsibilities. A team leader's skills, knowledge and ability to communicate effectively with the supported employees in the team will be of paramount importance in assisting the team to identify and resolve problems. The ability of a team leader to solve problems and to develop problem solving skills in team members is also important

2.2 Five Ways to Take on More Responsibility at Work

2.2.1 Talk to Your Boss

Go to your supervisor and see if there are any additional projects you can work on. Make it a discussion rather than a direct question: you can share your own career goals and talk about how you see yourself fitting into the company's future. Think about what skills or knowledge you want to develop, and see if there's an opportunity that'll let you do just that. If possible, have a few concrete ideas in mind so you can suggest areas where you may be able to get more involved

2.2.2 Look for Busy, Stressed Out Co-workers

Look for the people who need help, be it in other departments or in the cubicle next door, and offer to lend a hand. Make sure that you don't get taken advantage of, though, or become a victim of a credit hog: those colleagues who will attempt to have you do their extra work, and then take all the credit. Learn to identify and avoid these people.

2.2.3 Become an Expert

Acquire new knowledge continuously and stay on top of trends or developments in your field. If you're seen as an expert in a particular subject, you're more likely to be needed for new projects coming up. One simple way: set up a “Google Alert” for topics relevant to your industry, company, or team’s area of responsibility. Pick your search terms, and any new articles featuring the terms you’ve chosen will be sent to your inbox in a daily update email. Another great option is to use

2.2.4 Be Proactive

Sometimes you can’t wait for someone else to give you the green light. Take initiative, and do what needs to be done before someone asks you (or someone else) to do it. Start by identifying tasks that are falling through the cracks and completing them. Your foresight will be appreciated. If part of your planned activity involves reaching out to clients or other external members of your company, make sure that you have approval to do this. “Jenn, I thought that a press search would be helpful here, and I wanted to reach out to Erik on the PR team” is a simple way of confirming your team is okay with you reaching out, and also of communicating what you're doing so it doesn't end up being done twice.

2.2.5 Start With the Fun Stuff

Lastly, some workplaces have extracurricular activities you can get involved in, be it the softball team or the sustainability initiative. Show your leadership skills there and get to know more people at work as a first step towards more official responsibility. Plus, it can be good for your co-workers to get to know you outside of your traditional professional environment.

Self-Check-2	Written Test

Instruction: Follow the below selected instruction

The following Question choose the baste answer from the given alternative

N°	Questions and answers
1	----------Acquire new knowledge continuously and stay on top of trends o developments in your field. A. Be Proactive B. Become an Expert C, all
2	----------Lastly, some workplaces have extracurricular activities you can ge involved in, be it the softball team or the sustainability initiative A. Become an Expert B. Be Proactive c, all

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

3.1. Collaborative efforts are sustained to attain organizational goals constructing productive collaborations

All parties in a learning collaboration are responsible for making it work. Several factors are essential for achieving success in the academic–practitioner context. These are:

- Being clear about the goals of the collaboration;
- Understanding what is at stake for each of the participants regarding the outcomes of the collaboration.
- Calibrating the engagement to match the needs, capacities, and interests of the partner.

  In other words, learning is not simply a technical exercise, but a process that occurs in a particular context, with a range of stakeholders, and is shaped by the resources, motivation, and capacities of the participants.

3.2. Being clear on the goals of a collaboration

Collaboration may begin with the shared goal of conducting research to improve the effectiveness intervention. However, an important first step is to „unpack" what both parties mean by this. There are several possible approaches that are distinguished by their scope and by the way in which each party defines the terms of the collaboration:

a. **The expert-consultant model:** in which the academic expert comes in and analyses a problem and makes recommendations, and the organization is a consumer of the product.
b. The expert-trainer model: in which the academic helps the develop organizational skills to deal with a particular set of problems.
c. The joint-learning model: in which research regarding a particular problem is used as a platform for developing skills in conscious or critical inquiry (discussed below).
d. The „best practice" model: in which the researcher is documenting organizational practice for the purpose of sharing that experience more broadly in order to improve development practice.
e. The theory-development model: in which the research is meant to contribute to the development of theoretical literature and may be part of a broader intellectual undertaking.

Self-Check-3	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Collaboration may begin with the shared goal of conducting research to improve the effectiveness intervention.
2	All parties in a learning collaboration are not responsible for making it work.

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

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