Solar PV System Installation and Maintenance

Level-III

Learning Guide -12

Unit of Competence	**Lead Small Teams**
Module Title	**Leading Small Teams**
LG Code	**EIS PIM3 M04 LO1 LG-12**
TTLM Code	**EIS PIM3 TTLM 0920v1**

LO1:- Provide team leadership

ETHIOPIA

Instruction Sheet	Learning Guide:-01

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.
- Identifying areas for improvement
- Collecting feedback on performance of team members

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:-**

- Systematically identify and implement learning and development needs in line with organizational requirements.
- Collaboratively develop and implement learning plan to meet individual and group training and developmental needs.
- Encourage Individuals to self-evaluate performance and areas identified for improvement.
- Collect feedback on performance of team members from relevant sources and compared with established team learning process.

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
5. Perform Operation Sheets
6. Do the “LAP test”

1.1. Introduction

The goal of any organization is to be successful—to fulfil its purpose. To achieve this success, an organization requires certain things of its people. The term organization in the context of a quality management model is used to indicate the management and the supporting organizational structure of the workshop. Organization is one of the essential elements of the quality system, and is intimately related to all the other elements in the model

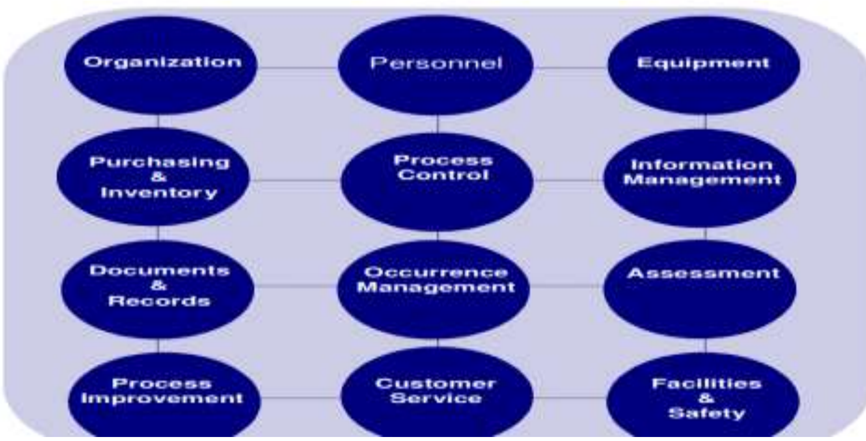


Figure1: Organizational structure

- The principal element for a successful quality management system is managerial commitment.
  - ✓ Management at all levels must fully support, and actively participate in the quality system activities.
  - ✓ Support should be visible to staff so that there is an understanding of the importance of the effort.
  - ✓ Without the engagement of management, including the decision-making level of the organization, it will not be possible to put in place the policies and the resources needed to support a workshop quality management system. A second vital element is that the organizational structure must be designed to assure that the quality goals of the organization are met.

- ✓ The workshop must be a legally structured entity according to local requirements.
- ✓ All the organizational elements required to assure a properly functioning quality management system must be in place.

1.2. Organizational requirements

The important organizational requirements for achieving a successful quality system include the following.

- **Leadership**—Laboratory leaders must be fully committed to implementation of the system, and these leaders also will need vision, team-building and motivational skills, good communication techniques, and the ability to use resources responsibly.
- Planning process—Skills for planning are needed, and planning should address a time frame, responsibility for conducting the activities, the availability and use of human resources, management of workflow, and financial resources.
- Implementation—Implementation requires that a number of issues must be addressed by the management staff. These include management of projects and activities, directing resources to accomplish plans, and assuring that timelines are met and goals achieved.
- Monitoring—as components of the quality management system are put in place, processes for monitoring will be needed to assure that the system is working, that benchmarks and standards are being met. This element is essential to the primary goal of a quality system, which is continuous improvement.
- **Organizational Structure**

The structure of the organization should be clearly defined, and this should be reflected by a functional organizational chart with clear assignment of responsibility. When considering organizational structure to support a quality management system, a number of elements should be considered: The Path of Workflow is the route of a sample through the laboratory, from collection to reporting of a result. The organizational structure must support an optimal Path of Workflow, by allowing processes that yield efficient sample handling while minimizing error. Considerable attention should be given to the design of this system.

Self-Check -1	Written Test

Say true or false

1. The Path of Workflow is the route of a sample through the laboratory, from collection to reporting of a result.
2. The organizational structure must support an optimal Path of Workflow, by allowing processes that yield efficient sample handling while minimizing error.
3. Implementation requires that a number of issues must be addressed by the management staff.
4. Procedures describe a process, while a work instruction describes how to perform the conversion itself

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

Information Sheet- 2	Identifying and implementing learning and development needs

2.1. Introduction

Clear, systematic ongoing identification of learning and development (L&D) needs is key in ensuring effective learning provision across an organization. However, the process can be seen as a rigid, box-ticking one-time exercise unless it's aligned with organizational requirements. The need for organizational agility means L&D professionals must act quickly to deliver a learning needs analysis when required

- **Identifying and implementing learning and development needs**

The factsheet examines the basics of identifying L&D needs, including how to carry out a capability analysis and suggests methods for collecting and making use of the data. It also provides insight for those in smaller organizations addressing their particular challenges in identifying learning and development needs.

- **The purpose of learning and development** – improving individual and organizational performance when using their own words, the majority describe the purpose of L&D in their organization in terms of improving individual and organizational performance through developing employee capability. Just a minority describe L&D's purpose solely in terms of providing training to ensure that statutory or regulatory compliance requirements are met or ensuring staff have the 'skills to carry out their current roles'. A far larger proportion define L&D's purpose in the context of 'achieving

Self-Check -2	Written Test

Say true or false

1. Clear, systematic ongoing identification of learning and development (L&D) needs is key in ensuring effective learning provision across an organization.
2. The factsheet examines the basics of identifying L&D needs, including how to carry out a capability analysis and suggests methods for collecting and making use of the data.
3. The majority describe the purpose of L&D in their organization in terms of improving individual and organizational performance through developing employee capability..
4. a minority describe L&D's purpose solely in terms of providing training to ensure that statutory or regulatory compliance requirements are met or ensuring staff have the 'skills to carry out their current roles'.

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

Score:____________

Rating:____________

3.1. Developing a learning plan

In order to develop a learning plan with a learner you will first need to identify their learning needs. From these needs you will be able to formulate learning goals and develop a plan to meet these goals. The learning plan should contain details on what will be learned, how it will be learned, by when, what criteria will be used to evaluate the learning and how the learning will be validated. A learning plan is best prepared by the learner with the guidance and support of a mentor or facilitator. Once learner needs have been identified they can be matched up with the units of competence and the resources available.

3.1.1. Developing a learning pathway

When you have worked with your learners to identify their skill/knowledge gaps, the following guide may assist you in developing a learning pathway for each learner or group of learners. Learners' may choose to do one, several or all of the units, depending on their needs. If learners want information about young people and ways of working with young people

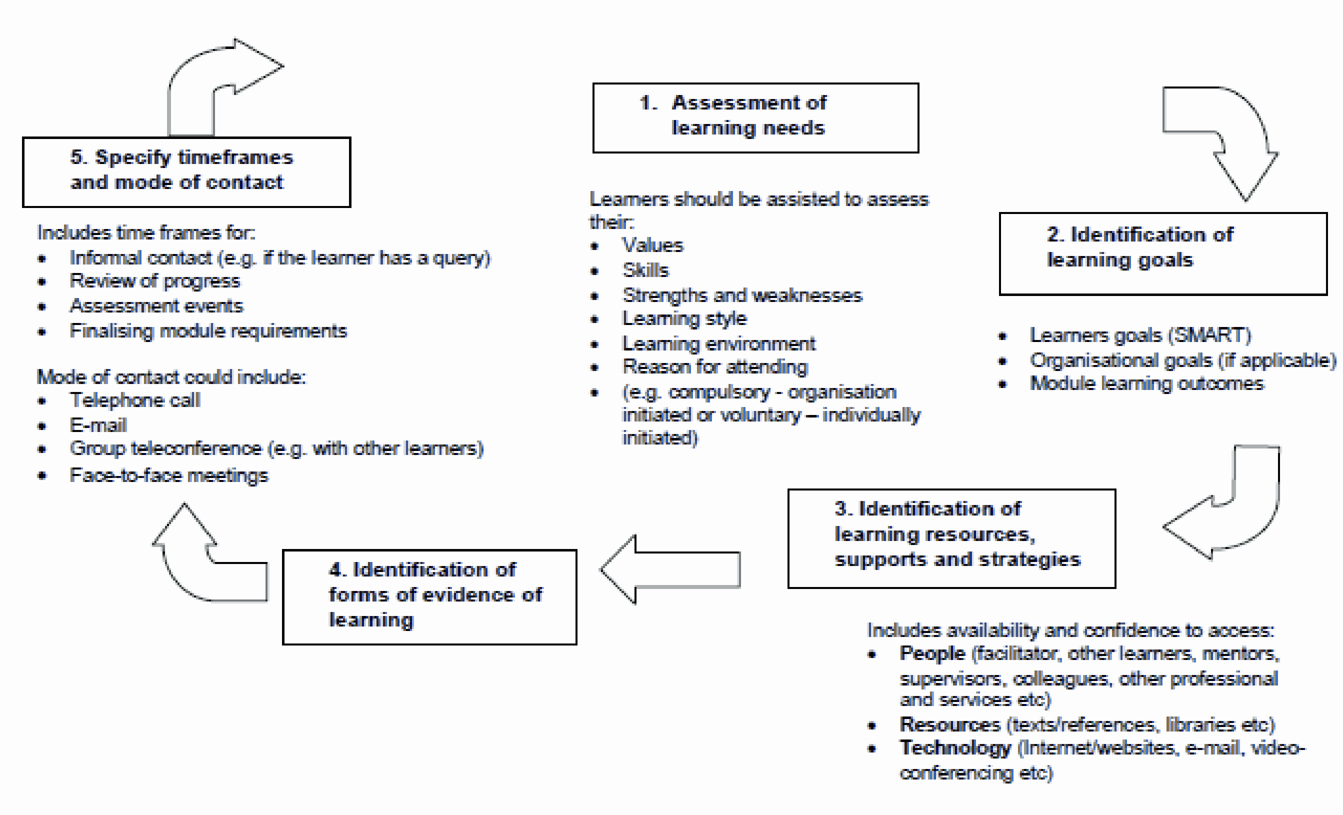
Perspectives on Working with Young People - Explores the stage of adolescence and a range of factors that impact on the development of young people

- **Young People, Risk and Resilience** - Provides a framework for understanding and working with young people
- **Working with Young People** - Provides a broad framework for understanding and working with young people, explores goals of working with young people and the development of specific skills. If learners want information about the alcohol and other drug sector and a greater understanding of drug use in society:
- **Young People, Society and AOD** - Looks at ways of understanding drug use in society and by young people in particular and presents an overview of patterns and trends of AOD use by young people. Broad societal factors that influence work on AOD issues are also explored.

- **How Drugs Work** - Provides information about drugs and how they act on the body.
- **Frameworks for AOD Work** - Provides an overview of the range of AOD interventions, from prevention through to treatment and explores their relevance to work with young people on AOD issues. If learners want skills in identifying AOD drug impacts on young people to develop responses to alcohol and drug issues for the young people you work with
- **Helping Young People Identify their Needs** - Develops skills in identifying alcohol and other drug issues for young people at an individual, group and community level.
- **Working with Young People on AOD Issues** - Provides skills in working with young people with AOD issues on a one-to-one basis. The emphasis is on young people who are experiencing problems because of their AOD use.
- **Working with Families, Peers and Communities** - Provides a framework and skills for working with young people on AOD issues at a community and family level.
- **Young People and Drugs - Issues for Workers** - Explores a range of issues that workers may encounter when working with young people on AOD issues. These include personal values, ethical issues and issues surrounding confidentiality and accountability. If learners want skills and information to work with young people who are intoxicated
- **Working with Intoxicated Young People** - Provides information and skills in working with intoxicated young people. If learners want advice about planning learning and how to learn:
- **Planning for Learning at Work**

Supporting distance learners in developing learning plan

Diagram



Developing a learning plan consists of a cyclical process as outlined in the steps below:

- **Assessment of learning needs** - learners should be assisted to assess their:
  - ✓ Values
  - ✓ Skills
  - ✓ Strengths and weaknesses
  - ✓ Learning style
  - ✓ Learning environment
  - ✓ Reason for attending
  - ✓ (e.g. compulsory - organisation initiated or voluntary – individually initiated)
- **Identification of learning goals**
  - ✓ Learners goals (SMART)
  - ✓ Organisational goals (if applicable)
  - ✓ Module learning outcomes

Self-Check -3	Written Test

Say true false for the statements given below

1. The learning plan what will be learned, how it will be learned, by when, what criteria will be used to evaluate the learning and how the learning will be validated.
2. A learning plan is best prepared by the learner with the guidance and support of a mentor or facilitator.

Note: Satisfactory rating – 1 and above points Unsatisfactory - below 1 points

Score:____________

Rating:____________

4.1. What is self-evaluation?

A self-evaluation is your thoughtful and considered written review of your performance during the evaluation cycle. It involves rating established goals, competencies, and overall performance. What Are The Benefits of a Self-Evaluation? When you self-assess, you become an active participant in your own evaluation. Your involvement enables you to honestly assess your strengths and also areas you need to improve. You then can participate more constructively in the evaluation meeting with your supervisor.Self-evaluation also serves to increase commitment to goal setting/ achievement, competency development, and career planning.

Self-evaluation is central to continuous improvement. It enables care settings to reflect on what they are doing so they can get to know what they do well and identify what they need to do better. Self-evaluation is about testing changes and ideas for improvement to see what works best for your service whatever its type or size so that you can then implement good practice and support innovation. The process involves reflection, conversations, challenge and support so you can make informed decisions about how your service makes a positive difference to people's lives by delivering better outcomes. Rather than a one-off activity that you do to prepare for inspection, it is an ongoing process throughout the year that leads to continuous improvement.

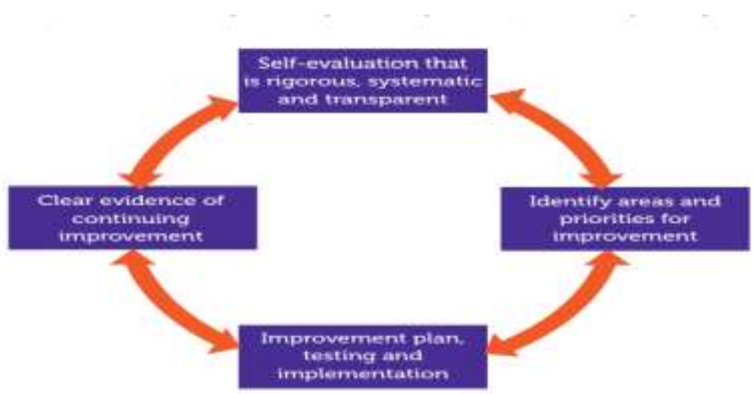


Fig2: self-evaluation

- **Self-evaluation is based on three questions:**

- ✓ How are we doing? – Do you understand how good your service is and the impact it has on the lives of people experiencing it?
- ✓ How do we know that? – Do you have evidence to show how good you are? You can look at performance measures, outcomes and processes but you should also speak to the people experiencing your service, and their families to get their views.
- ✓ What do we plan to do next? – What is your improvement plan? What are your improvement priorities? What changes do you plan to test out? This diagram shows the approach:

Fig 3: self-evaluation

Carrying out your self-evaluation your quality assurance processes some care services already have a culture and experience of evaluating their performance. This guide does not suggest you replace or add to those processes but gives you advice and ideas about how they can be effective. The importance of leadership: Good leadership is very important in self-evaluation. Leaders can ensure that staff is empowered to self-evaluate. Leaders can create a culture where it is safe to challenge culture, staffs are encouraged to reflect on their own and others' practice, and feedback is actively sought from people experiencing care.

Self-evaluating as a group, there is no set way to carry out self-evaluation. You should select the people, processes and timescales best suited to your care service. In most types of service, self-evaluation is best done in a small group (perhaps five or so people). Drawing on the views and perspectives of different people is strength and involving people who are crucial to the success of the work is very important.

Self-Check -4	Written Test

Say true false for the statements given below

1. A self-evaluation it involves rating established goals, competencies, and overall performance.
2. Self-evaluation is central to continuous improvement.
3. Self- evaluation also serves to increase commitment to goal setting/achievement, competency development, and career planning.
4. Good leadership is very important in self-evaluation.
5. Self-evaluation is best done in a small group

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

Score:_____________

Rating:____________

Information Sheet- 5	Identifying areas for improvement

5.1. 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 recognised 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. When services are carrying out improvements (linked to requirements or areas for improvement) the following questions should be considered by the inspector.

- What does the service need to accomplish to improve experiences and outcomes for people?
- What changes does the service need to make to improve?
- What timescales are appropriate?
- How and when will the service inform people experiencing care, care staff, families, friends and others about the improvements and involve them?
- What data could the service gather to show the change has been an improvement; it is being monitored and sustained?

5.1.1 What are requirements?

A requirement is a statement which sets out what a care service must do to improve outcomes or potential outcomes for people who use services and must be linked to a breach in the Act, its regulations or orders made under the Act. In writing a requirement, we should also identify the most relevant part of the Health and Social Care Standards which are not being evidenced. Requirements are enforceable in law. When making requirements, we should be prepared to enforce their implementation through our enforcement process if they are not met. Requirements must be clear and, when implemented, improve experiences and outcomes for people experiencing care. The fact that a provider has not complied with a regulation is not in itself enough justification for making a requirement. Requirements should only be made where: (a) there is evidence of poor outcomes for people experiencing care or (b) there is the potential for poor outcomes which would affect people's health, safety or wellbeing. Where any inspector considers making a requirement based on potentially poor outcomes associated with a risk, it is for the inspector to make the professional decision about the most appropriate and proportionate course of action. For example, if a service is not recruiting new staff appropriately and ensuring that staff is fit to work with vulnerable people, we would make a requirement based on the potential risk to people experiencing care. We would not have to wait until that risk materialized and a person had been exposed to harm.

Self-Check -5	Written Test

Say true false for the statements given below

1. An area for improvement would be appropriate where you have the need to follow this up at the next inspection.
2. A requirement is a statement which sets out what a care service must do to improve outcomes or potential outcomes for people who use services and must be linked to a breach in the Act, its regulations or orders made under the Act.

Note: Satisfactory rating – 1 and above points Unsatisfactory - below 1 points

Score:____________

Rating:___________

Information Sheet- 6	Collecting feedback on performance of team members

6.1. Introduction

Show Interest-The best way to get candid feedback from your team is to create a culture of open and honest communication. To do this, start by showing a genuine interest in how your people are doing, what's causing them problems, and how you can help. Ask questions that will help you gauge how your employees feel about their environment, workload, and productivity. For example, when inquiring about an employee's assignment, you might ask:

- How is your project coming along?
- What's going well?
- What's stopping you from reaching this goal?
- What do you need in order to reach your goal?
- Think of a time you've been highly productive: What factors influenced this productivity? What factors get in the way of it?

This will help you determine when and where you need to offer more support and when you might need to back off. You can also throw in questions specifically about you and your performance, as long as you don't come across as an egomaniac or, conversely, someone who needs constant reassurance. Instead, you want to ask these questions in a way that encourages dialogue, such as:

- How can I help?
- What could I have done better to support you?
- What do you need from me?
- How can I best support you on this project?
- What can I do differently next time that will be more helpful?

Pay Attention to Non-Verbal's

Look around the room when you speak to your team. Do you see downcast eyes? Averted gazes? Tight faces? At times, such reactions may be appropriate—like if you announce bad news, or if an employee really messed up and you call her out on it. However, if you regularly see body language or non-verbal reactions that convey distrust or frustration, you may have a problem on your hands, and you should take the time to dig a little deeper. Again, you need to ask meaningful questions at the right time. For instance, you might approach an employee individually and note, “I noticed tension when I announced the new project assignments. I was obviously hoping for a different reaction. Maybe I missed something in planning for this project. Can you tell me a little bit about what’s going on?” This lets your employee know you’re aware of his frustration and provides him an opportunity to enlighten you. Whether you believe your employee’s frustrations are warranted or not, it’s better to know why discontent is breeding than to dismiss or misunderstand it. You can’t adequately address something you don’t understand.

Ask for Feedback from Others

You want to know how you’re doing as a manager? Take a deep breath and ask some of your contacts within the company for their insights. If you’re really brave, you can even ask what they hear about you. A helpful starting point is to ask your own supervisor about his or her observations of your management style. You can also ask your colleagues who are also managers about their own styles, which can open the door to a discussion about the way you manage your team and any feedback they may have for you. Do you have a trusted friend or mentor in the company? Let her know your interest in strengthening your leadership style, and ask if she has heard feedback that she would be willing to share (without disclosing the sources, of course). Now that you know how to get the information, it’s equally important to consider how you respond—which brings me to:

Avoid Defensiveness

This one may seem obvious, but I hear stories about managers’ defensive reactions to their employees all the time. However, one poor response can shut down all your efforts to build rapport and get feedback. For example, if an employee shares with you her disappointment that a colleague’s part of a project isn’t coming along as planned, you might be tempted to shut her down with a sharp, “Well, there are things going on behind the scenes that you don’t know.”

A more productive response would be, “I get what you’re saying. Our CEO made some last-minute changes that were out of Sarah’s control, and she’s working diligently to complete her responsibilities. I didn't realize that I hadn't updated the rest of you about the situation. I'll call a meeting this afternoon to make sure everyone is up to speed. We can look at our overall timeline together and address any other issues." When an employee tells you something that makes you think, "Wait, she doesn't know anything about this situation," just clamp your lips shut for a minute. Breathe. Think. Yes, as the boss, you have a high-level perspective on many things that your subordinates don't have. But they have a perspective you don't have. Your employee just trusted you enough to tell you her perspective. Listen. Turn the feedback over in your mind. Then respond.

Own Your Mistakes

The most effective thing you can do to endear your employees to you and gain their trust is to be genuine with them. That includes admitting to your shortcomings and saying "I'm sorry" if an apology is warranted. Being honest about the ways you can encourage your employees to

Self-Check -6	Written Test

Say true false for the statements given below

1. The best way to get candid feedback from your team is to create a culture of open and honest communication.

2. Poor response can shut down all your efforts to build rapport and get feedback.

Note: Satisfactory rating – 1 and above points Unsatisfactory - below 1points

Score:_____________

Rating:____________

List of References

1. Missouri Professional Learning Guidelines for Student Success
2. https://dese.mo.gov/sites/default/files/Professional-Learning-Guidelines-section-4-with-cover.pdf
3. Self-evaluation for improvement – your guide
4. Website: www.careinspectorate.com Email: enquiries@careinspectorate.gov.scot

Solar PV System Installation and Maintenance

Level-III

Learning Guide -13

Unit of Competence	Lead Small Teams
Module Title	Leading Small Teams
LG Code	EIS PIM3 M04 LO2 LG-13
TTLM Code	EIS PIM3 TTLM 0920v1

LO2:-Foster individual and organizational growth

Instruction Sheet	Learning Guide:-01

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.
- Workplace learning opportunities and coaching/ mentoring.

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:-**

- Identify Learning and development program goals and objectives to match the specific knowledge and skills requirements of competence standards.
- Make learning delivery methods appropriate to the learning goals, the learning style of participants and availability of equipment and resources.
- Provide workplace learning opportunities and coaching/ mentoring assistance to facilitate individual and team achievement of competencies.
- Identify and approve resources and timelines required for learning activities in accordance with organizational requirements.

Learning Instructions:

1 Read the specific objectives of this Learning Guide.
2 Follow the instructions described below 3 to 6.
3 Read the information written in the information Sheet 1, Sheet 2, Sheet 3, Sheet 4, Sheet
in pages 25, 32, 36, and 40respectively.
4 Accomplish the Self-check 1, Self-check 2, Self-check 3, Self-check 4 in pages 28, 31, 35, and 39respectively
5 If you earned a satisfactory evaluation from the "Self-check" proceed to Operation Sheet
6 Do the "LAP test"

Information sheet 1	Identifying learning and development program goals and objectives.

1.1. Introduction

The purpose of this chapter is to define and explain the processes and approaches involved in learning and development including informal and formal learning, e-learning, blended learning, development and training.

- Learning and development defined

Learning and development is the process of acquiring and developing knowledge, skills, capabilities, behaviour's and attitudes through learning or developmental experiences. It is concerned with ensuring that the organization has the knowledgeable, skilled, engaged and committed workforce it needs.

1.2 Comparison of learning and training

Learning should be distinguished from training. 'Learning is the process by which a person constructs new knowledge, skills and capabilities; whereas training is one of several responses an organization can undertake to promote learning. The encouragement of learning makes use of a process model, which is concerned with facilitating the learning activities of individuals and providing learning resources for them to use. Conversely, the provision of training involves the use of a content model, which means deciding in advance the knowledge and skills that need to be enhanced by training, planning the programme, deciding on training methods and presenting the content in a logical sequence through various forms of instruction.

1.3 Approaches to learning and development

Learning and development can be formal or informal and can use computer, networked and web-based technology (e-learning). Its effectiveness is increased by joining up different methods of learning and development (blended learning) and by encouraging self-directed learning. Informal and formal learning As discussed below, a distinction can usefully be made between informal, workplace and formal learning but there is in fact a spectrum from highly informal to highly formal approaches.

- **Informal learning**

Informal learning is experiential learning. It takes place while people are learning on-the-job as they go along. People can learn 70 per cent of what they know about their job informally.

- **Workplace learning**

Informal learning occurs in the workplace but there are a number of specific ways in which learning can be enhanced. The most important of these are coaching and mentoring, but other methods are job rotation, job shadowing, bite-sized learning through e-learning, cross-functional or cross-site project work.

- **Formal learning**

Formal learning is planned and systematic. It makes use of structured training programmes consisting of instruction and practice that may be conducted on- or off-the-job. Experience may be planned to provide opportunities for continuous learning and development. Formal learning and developmental activities may be used such as action learning, coaching, mentoring and outdoor learning

- **Development**

Development takes the form of learning activities that prepare people to exercise wider or increased responsibilities. In development programmes there is an emphasis on self-directed learning as described above, personal development planning (together with learning contracts) and planned learning from experience.

- **Personal development planning**

Personal development planning is carried out by individuals with guidance, encouragement and help from their managers as required. A personal development plan sets out the actions people propose to take to learn and to develop themselves.

They take responsibility for formulating and implementing the plan but they receive support from the organization and their managers in doing so.

Identification of learning goals

it is important to identify learning objectives both from a learner's perspective and from an organisational perspective. Those learners who are undertaking learning as part of a process initiated by their organisation may well have different needs and motivations to those learners who have elected or volunteered to undertake further learning. Once established, learning goals can be reviewed against the learning outcomes of the module/s in this resource. This will assist the selection of appropriate modules.

1.4. Identify learning resources, supports and strategies. Evaluate the availability of the following resources and the learner's confidence in accessing them.

- people (facilitator, other learners, mentors, supervisors etc)
- resources (e.g. texts/libraries)
- technology (e.g. phones, Internet/e-mail, video-conferencing)

Self-Check -1	Written Test

Say true or false

1. Learning and development is the process of acquiring and developing knowledge, skills, capabilities, behaviour's and attitudes through learning or developmental experiences.
2. A personal development plan sets out the actions people propose to take to learn and to develop themselves.
3. Learning is the process by which a person constructs new knowledge, skills and capabilities; whereas training is one of several responses an organization can undertake to promote learning.
4. The encouragement of learning makes use of a process model, which is concerned with facilitating the learning activities of individuals and providing learning resources for them to use.

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

Score:_____________

Rating:____________

2.1. Introduction

Conducting training programs in the organization is becoming more crucial these days. Every organization wanted their people to grow well both in terms of technical skills &behavioural skills. Everyone will not know everything when they get into the organization. With experience & effective training, an employee gets the knowledge & will start incorporating things in the work place. Without training the job becomes monotonous. Thus to make the work more conducive, training is becoming more mandatory. Training is a process of learning a sequence of programmed behaviour. It is application of knowledge. It gives people an awareness of the rules and procedures to guide their behaviour. It attempts to improve their performance on the current job of prepare them for an intended job. Training is everything that is done by and for staffs in order to maintain and explore their work related knowledge skills and capabilities. Training is a technique aimed at improving what the organization is doing, by improving the skills of individual and teams.

2.2 The major purposes of training

- Improves Productivity "Purposeful instruction can help employees increase their level of performance on their present assignment. Increased operational productivity and increased company profit." Again, " increased performance and productivity, because of training, are most evident on the part of new employees who are not yet fully aware of the most efficient and effective ways of performing their jobs."

- Increase Quality Better informed workers are less likely to make operational mistakes. Quality increases may be in relationship to a company product or service, or in reference to the intangible organizational employment atmosphere."

- Helps a Company Accomplish its Future Personnel Needs "Organizations that have a good internal educational programme will have to make less drastic manpower changes and adjustments in the event of sudden personnel alternations. When the need arises, organizational vacancies can more easily be staffed from internal sources if a company initiates and maintains an adequate instructional programme for both its non-supervisory and managerial employees."

- Improve Organizational Climate "An endless chain of positive reactions result from a well planned training programme. Production and product quality may improve; financial incentives may then be increased, internal promotions become stressed, less supervisory pressure ensure and base pay rate increases result. Increased morale may be due to many factors, but one of the most important of these is the current state of an organization's educational endeavour."

- Training **Methodology:**

  Traditional & Computer Assisted Training In the early days, the training methodology was more into class room sessions. Later, they started using Computer Systems in mid 90s for conducting sessions. In the class room sessions, the facilitator will talk & people would be listening to it. People were hardly given a chance to speak. When computer systems were used, people were more inclined towards knowing it as it was a new training concept for all.

- The E-Learning Era

  Once the computers were used in the training, there were a lot of associations who came with an E Learning methodology. Here the participants can learn from anywhere. Initially, participants were forced to sit at one place & sessions will be conducted by a facilitator. But in the E Learning modules, the participants were given flexibility options. Thus it became robust. This method is followed even now.

- **BENEFITS OF TRAINING**
  - ✓ Helps in an increased use of technology which results in higher production
  - ✓ Brings together additional hands to cope with an increased production of goods and services

- ✓ Enhances performance of inexperienced, new joiners
- ✓ Old employees would need refresher training to enable them to keep abreast of the changing methods, techniques and use of sophisticated tools and equipment.
- ✓ Helps the employees to do the work in a more effective way, to reduce learning time, reduce supervision time, reduce waste and spoilage of raw materials and produce quality goods and develop potential goods
- ✓ Reduces grievances and minimizes rate of errors and mistake

Self-Check -2	Written Test

Say True False

1. Once the computers were used in the training, there were a lot of associations who came with an E Learning methodology.
2. Training is a process of learning a sequence of programmed behaviour.
3. The major purposes of training Improves Productivity.
4. Old employees would need refresher training to enable them to keep abreast of the changing methods, techniques and use of sophisticated tools and equipment.

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

Score:____________

Rating:___________

3.1. Coaching, mentoring and budding definitions

DEFINITIONS OF COACHING More traditional views of (on-the-job/performance type) coaching: 'Coaching is the process whereby one individual helps another; to unlock their natural ability; to perform, learn and achieve; to increase awareness of factors which determine performance; to increase their sense of self responsibility and ownership of their performance; to self-coach; to identify and remove internal barriers to achievement.' MacLennan (1999) 'Generally speaking, what coaches do is anchor people to their own internal strengths; they inspire organizations to dream beyond their plans. They apply emotional and intellectual intelligence to the long haul of life and work…coaches must be very special people…They must be able to transcend their own ego needs so that they can help others in unselfish ways. Finally, coaches must be selected and trusted by clients as highly reliable learning resources.' Hudson (1999) ' Coaching is the art of facilitating the performance, learning and development of another.' Downey (2003) ' Unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.' Whitmore (2003) ' Ultimately coaching aims to bring out the best in an individual to enable the team to work better as a whole. The same can be said of business and its leaders.' IoD (2013)

Personal/Life Coaching – '

A collaborative solution-focused on results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coach.

- **Executive Coaching –** 'As for personal coaching, but it is specifically focused at senior management level where there is an expectation for the coach to feel as comfortable exploring business related topics, as personal development topics with the client in order to improve their personal performance.'

Corporate/Business Coaching - 'As for personal coaching, but the specific remit of a corporate coach is to focus on supporting an employee, either as an individual, as part of a team and/or organization to achieve improved business performance and operational effectiveness.' Speciality/Niche Coaching - 'As for personal coaching, but the coach is expert in addressing one particular aspect of a person's life e.g. stress, career, or the coach is focused on enhancing a particular section of the population e.g. doctors, youths.' Group Coaching – 'As for personal coaching, but the coach is working with a number or individuals either to achieve a common goal within the group, or create an environment where individuals can co-coach each other.'

DEFINITIONS OF MENTORING

Mentoring is a slippery concept (Daloz 1986) and as such definitions vary with respect to differing dimensions such as hierarchy, intensity, duration and partnership (Gibson 2004) and according to national and cultural traditions. It also depends on which continent you are mentoring within!

Similarities between coaching and mentoring

When all this theory and confusion between continents is stripped away, however, mentoring is still simply about a regular one-to-one meeting to support the learner in their desire to improve their personal situation, their work life and their future. As such it has some similarities to the other learning interventions of coaching, budding, counselling and teaching. The Coaching and Mentoring Network state that 'coaching and mentoring are processes that enable both individuals and corporate clients to achieve their full potential' (C&MN 2005) and they argue that the common thread that unites both types of service, are that they offer a vehicle for analysis, reflection, learning and action that ultimately enables the client to achieve success in one or more areas of their life or work.

Definitions of buddying

Budding is normally a more informal relationship, often between students. 'a friend, comrade, or partner; chum.' OED 'a buddy is a close friend or a pal. An example of your buddy is your friend with whom you go and get a beer.' www.yourdictionary.com '

It is important to understand the difference between a workplace buddy, coach and mentor to ensure the right support is provided and roles are not confused

A workplace buddy is solely involved in providing one-point of access to necessary information, helping the individual to understand the organisational culture, and settle into the workplace.

A coach is someone tasked with developing an individual's job-specific skills. –

A mentor seeks to assist the individual with their development, both personally and professionally.’

Self-Check -3	Written Test

Say True or False

1. Coaching is the art of facilitating the performance, learning and development of another.
2. A coach is someone tasked with developing an individual's job-specific skills. –
3. A mentor seeks to assist the individual with their development, both personally and professionally.
4. Budding is normally a more informal relationship, often between students. ‘a friend, comrade, or partner; chum.
5. Mentoring is simply about a regular one-to-one meeting to support the learner in their desire to improve their personal situation, their work life and their future.

Information Sheet-4	Identifying and approving resources and timelines

4.1. Identifying resource

In turn, that means the right people are taking on the right work at the right time. But how do you know who are the right people? Any resource management process only works if you know who is needed to do the work. Here are 5 tips to help you identify the right resources for your project.

- **Know what work is required**

Make sure that you have a clear brief before the project starts. You should understand what part of the bid was. 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.

When you know what the scope of the project is, you can start to look at the resources required. Breakdown the work into the component parts as you start to build out your project plan, you'll need to draw on the subject matter experts from your team. They will help you identify the tasks to be done and give you an idea about the skills required to complete the tasks. When the project schedule comes together, you'll have a clear view of what kind of person is required to deliver each of those activities, even if you don't have exact names at this point.

- **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.

This exercise of booking resources in advance is part of capacity planning. It's essential to make sure that you have a solid flow of work through the organization. Capacity planning means that your resources have enough to do at all times. No one is waiting for work to come in, and everyone knows what the next quarter's commitments will be. Planning in advance for your project helps your client have confidence that the project will take the length of time you've said, and helps the business manage the throughput of assignments.

- **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. When you are comfortable that the resource you need is available at the time you need, use your PSA software's project management functionality to allocate the appropriate tasks to that person. They will be able to see their upcoming work, deadlines and what is expected of them. Plus, as PSA tools are fully integrated, they will automatically have those new project tasks on their timesheets so you can track how much time they are spending.

- **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.

- **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. This might all sound like a lot of work – and that it would be far easier just to book out some people automatically with the resource allocation features of your PSA tools. But if you don't spend enough time planning your resource management, you risk your client asking you, "Why didn't you think of that earlier?" Project delays happen when you don't have the right people, so for a smooth process, book who you need as soon as you can.

4.2 Specify timeframes and mode of contact

- Includes time frames for:
  - ✓ Informal contact (e.g. if the learner has a query)
  - ✓ Review of progress
  - ✓ Assessment events
  - ✓ Finalising module requirements

Self-Check -4	Written Test

Say True or False

1. When you know what the scope of the project is, you can start to look at the resources required.
2. Capacity planning means that your resources have enough to do at all time

Note: Satisfactory rating -1 and above points   Unsatisfactory - below 1points

Score:____________

Rating:____________

Solar PV System Installation and Maintenance

Level-III

Learning Guide -14

Unit of Competence	Lead Small Teams
Module Title	Leading Small Teams
LG Code	EIS PIM3 M04 LO3 LG-14
TTLM Code	EIS PIM3 TTLM 0920v1

LO3:-Monitor and evaluate workplace learning

Instruction Sheet	Learning Guide:-03

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 of competence

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 feedback from individuals or teams to identify and implement improvements in future learning arrangements.
- Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional support.
- Negotiate Modifications to learning plans to improve the efficiency and effectiveness of learning.
- Maintain records and reports of competence within organizational requirement.

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
5. Perform Operation Sheets

   Do the “LAP test”

Information Sheet-1	Using feedback from individuals or teams

1.1. Introduction

Monitoring and Evaluation (**M&E**) is used to assess the performance of projects, institutions and programmes set up by governments, international organisations and NGOs. Its goal is to improve current and future management of outputs, outcomes and impact. Monitoring is a continuous assessment of programmes based on early detailed information on the progress or delay of the ongoing assessed activities. An evaluation is an examination concerning the relevance, effectiveness, efficiency and impact of activities in the light of specified objectives.

Monitoring and evaluation processes can be managed by the donors financing the assessed activities, by an independent branch of the implementing organization, by the project managers or implementing team themselves and/or by a private company. The credibility and objectivity of monitoring and evaluation reports depend very much on the independence of the evaluators. Their expertise and independence is of major importance for the process to be successful.

- **Evaluation**

The M&E is separated into two distinguished categories: evaluation and monitoring. An evaluation is a systematic and objective examination concerning the relevance, effectiveness, efficiency and impact of activities in the light of specified objectives. The idea in evaluating projects is to isolate errors in order to avoid repeating them and to underline and promote the successful mechanisms for current and future projects.

An important goal of evaluation is to provide recommendations and lessons to the project managers and implementation teams that have worked on the projects and for the ones that will implement and work on similar projects.

Evaluations are also indirectly a means to report to the donor about the activities implemented. It is a means to verify that the donated funds are being well managed and transparently spent. The evaluators are supposed to check and analyse the budget lines and to report the findings in their work.[3] Monitoring and Evaluation is also useful in the Facilities [Hospitals], it enables the donors such as WHO,UNICEF to know whether the funds provided are well utilised in purchasing drugs and also equipments in the Hospitals.

- **Monitor**

Monitoring is a continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of the ongoing assessed activities. It is an oversight of the activity's implementation stage. Its purpose is to determine if the outputs, deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible.

Good planning combined with effective monitoring and evaluation can play a major role in enhancing the effectiveness of development programs and projects. Good planning helps focus on the results that matter, while monitoring and evaluation help us learn from past successes and challenges and inform decision making so that current and future initiatives are better able to improve people's lives and expand their choices.

- **Differences between monitoring and evaluation**

In monitoring, the feedback and recommendation is inevitable to the project manager but in evaluation, this is not the case. The common ground for monitoring and evaluation is that they are both management tools. For monitoring, data and information collection for tracking progress according to the terms of reference is gathered periodically which is not the case in evaluations for which the data and information collection is happening during or in view of the evaluation. The monitoring is a short term assessment and does not take into consideration the outcomes and impact unlike the evaluation process which also assesses the outcomes and sometime longer term impact. This impact assessment occurs sometimes after the end of a project, even though it is rare because of its cost and of the difficulty to determine whether the project is responsible for the observed results.[2] Evaluation is a systematic and objective examination which is conducted on monthly and/or yearly basis, unlike Monitoring, which is a continuous assessment, providing stakeholders with early information. Monitoring checks on all the activities on the last [implementation stage] unlike Evaluation which entails information on whether the donated funds are well managed and those they are transparently spent.

1.2 Identify methods of providing feedback to individuals and teams on performance

Williams and Curtis (2005) stated that, regular feedback based on objectives assessments of performance need to be given. Feedback is a discussion between people which reveals back how another person sees someone else's behaviour or performance. At Extra mile, given feedback is part of an assessments and about behaviour or an activity which highlight something well done or offering suggestion about how to do something better, and it is an important role that has to be carried out by the manager(s) and the reason for carrying out feedback is to ensure that staffs are satisfied with their objectives and to see how the individual or team performs in their objectives, also to check if there is anything that has to be improved in the organisation Methods of providing feedback at extra mile are in following ways:

- Self-assessment
- Verbal feedback to individuals
- Verbal feedback to team
- One-on-one feedback
- Feedback on behaviour
- Feedback on information
- Feedback on performance

1.3 using feedback

Feedback is a critical for extra mile Care Company because of the nature of the job, so as to learn how to improve their performance and suggestion on what to do in improving the staff performance in achieving their objectives should be discuss during the feedback.

Feedback is the process of communicating the results and learning from your work to the various stakeholders within and outside of your organisation. It is a key way to demonstrate your accountability. Feedback can stimulate changes that will improve the way in which you work and your effectiveness. It can provide examples of good practice to be shared with others, and can inform your national and international advocacy work.

Self-Check -1	Written Test

Say true or false

1. Monitoring and Evaluation (M&E) is used to assess the performance of projects, institutions and programmes set up by governments, international organisations and NGOs.
2. Feedback is the process of communicating the results and learning from your work to the various stakeholders within and outside of your organisation.
3. Feedback can stimulate changes that will improve the way in which you work and your effectiveness.
4. In monitoring, the feedback and recommendation is inevitable to the project manager but in evaluation, this is not the case.
5. Evaluation is a systematic and objective examination concerning the relevance, effectiveness, efficiency and impact of activities in the light of specified objectives.

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

Score:____________

Rating:___________

Information sheet -2	Assessing and recording outcomes and performance of individuals/teams

2.1 Recording and Keeping Assessment Results

Most organisations have a process in place for recording the results of assessments, and so does your Register Training Organisation. It is not uncommon as well for assessors to maintain their own records in case of any follow up or appeals. A generic approach would be:

- Assessor either records or passes on the results for recording
- Assessor checks that the result has been accurately recorded
- Result provided to learner

There are several reasons why the results need to be kept:

- Feedback to learner
- Legislative requirements
- Record in case of appeal
- Company records for future training needs

2.2 Recognition of Prior Learning

Another reason to maintain a record is for the recognition of prior learning and credit transfer processes. If outcomes can be matched by different training organisations detailed records of exactly how competency is assessed simplify the process. It also means, the competency a learner has acquired in one environment may be considered in another, different environment. With records a learner can apply to have prior learning recognised often before commencing a new training program. While it is necessary to keep a record of the actual result, it can be useful to also keep details on how the assessment was made.

2.3 Training Records and Confidentiality

Generally speaking, the only way an external person is able to access another person's record is with the written permission of the person involved.

- Access to records must be restricted for the sake of confidentiality.
- Generally, managers and supervisors have limited access to personal files, but consider:
- Who should have access to assessment records?
- Why would they need the information?
- What level of detail do they require?

Each organisation will have a policy and procedures for access that should comply with ethical and legal obligations. It would be worthwhile checking your store policy and procedures in relation to this area.

2.4 Accuracy of Assessment Documentation

Records of assessment often form part of an individual’s personal file and as such the information held within will often form the basis of deciding whether the individual is due a salary increase, promotion etc. Therefore, the information must be accurate. Your organisations will no doubt have policies and procedures in place as to the recording of results. Essentially, well-documented evidence will:

- Ensure that the requirements of the training organisation, such as record keeping for purposes of career progression, are met.
- Enable appropriate feedback to candidates, especially in the event of an appeal against assessment.
- Be used for other purposes, such as assessment of competencies for other occupations or courses. ANTA,1999 (402) 3.21.
- Recording assessment results could include the following information:
  - ✓ Name of candidate
  - ✓ Date and time of assessment
  - ✓ Location of assessment

- ✓ Unit being assessed
- ✓ Evidence required
- ✓ Methods used to assess competence
- ✓ Results of assessment
- ✓ Comments/feedback
- ✓ Assessor's name
- ✓ Appeals/Review procedures

Self-Check -2	Written Test

Say true or False

1. Records enable a learner can apply to have prior learning recognised often before commencing a new training program.
2. It is not uncommon as well for assessors to maintain their own records in case of any follow up or appeals.
3. The only way an external person is able to access another person's record is with the written permission of the person involved.
4. Records of assessment often form part of an individual's personal file and as such the information held within will often form the basis of deciding whether the individual is due a salary increase, promotion

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

Score:____________

Rating:___________

Information sheet-3	Negotiating modifications to learning plans

3.1 introduction

The effective design of professional learning will enable educators to move to the comprehension and implementation level of a new strategy, idea or practice. When designing professional learning opportunities, Professional Development Committees (PDC) will need to consider the goals for the learning experience, the characteristics of the learners, the comfort of the learners with each other and with the content, the work environment, availability of resources, and the magnitude of the expected change in educator behaviour and practice. The design will need to include opportunities to work collaboratively with other teachers; to observe in other classrooms; time for practice and feedback; and a mechanism for benchmarking progress and evaluating learning outcomes.

3.2 Planning for Professional Learning

- District Protocols for Professional Learning and Planning
  - ✓ **District Needs Assessment:** Annually, the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behaviour data, and other district data.
  - ✓ **Generating a District-wide Professional Development Plan:** Based on professional learning needs identified through the educator evaluation system, the PDC, in collaboration with district leaders, generates a district-wide Professional Development Plan that is research and/or evidence based, specifies how the plan will be evaluated, and aligns with Standards for Professional Learning, identified student and educator learning needs, educators' level of development, School Improvement Plans, and other district performance indicators.
  - ✓ **Research/Evidence Basis**: The district's professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.

- ✓ **Content Standards for Student Outcomes:** The district's professional learning supports implementing state-adopted content standards for student outcomes.
- ✓ **Integration of Initiatives:** Professional learning supports educators in addressing professional learning needs identified through educator evaluation integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.
- ✓ **Leadership Development:** The district supports professional learning that develops, maintains, and improves the leadership competencies and skills of instructional leaders.
- ✓ **Learning Communities:** The district supports and encourages professional learning in collaborative teams of educators.
- ✓ **Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific pedagogy.
- ✓ **Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modelling of research- and/or evidence-based instruction, practice, and classroom-based feedback as part of the educator evaluation process.
- ✓ **Sustained Professional Learning:** Professional learning is adequately sustained and rigorous to ensure learning for participants that leads to high fidelity classroom implementation for student achievement. 80 Missouri Professional Learning Guidelines for Student Success
- ✓ **Use of Technology:** Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.
- ✓ **Time Resources:** Sufficient time within the work day is available and used for professional learning.

- **District Support:** The district recognizes and supports professional learning as the key strategy for improving teaching quality and student learning and Implementing

- **Implementation of Learning:** The district PDC provides accountability for learning support system to facilitate implementation of professional learning in the workplace.
- **Coaching and Mentoring:** The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.
- **Implementing the Professional Development Plan:** The PDC conducts an ongoing formal evaluation of the degree of fidelity with which the district's plan is implemented.
- **Implementation of Learning:** The PDC evaluates district-level professional learning to assess the level of high-fidelity implementation in the work place.
- **Changes in Students:** The district PDC assesses the impact of professional learning on student performance.
- **Evaluation Measures:** The district PDC uses summative and formative data from state standardized student achievement measures, when available, and other measures of student learning and behaviour such as district achievement tests, progress monitoring, educator-created tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.
- **Use of Results:** The PDC reviews district and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.
- **Fiscal Resources:** The district documents that sufficient fiscal resources are used to support professional learning that aligns with school and district goals.

Self-Check -3	Written Test

Say True or False

1. . When designing professional learning opportunities, Professional Development Committees (PDC) will need to consider the goals for the learning experience.
2. The district PDC assesses the impact of professional learning on student performance.
3. The PDC evaluates district-level professional learning to assess the level of high-fidelity implementation in the work place.
4. The district PDC provides accountability for learning support system to facilitate implementation of professional learning in the workplace.
5. The district's professional learning supports implementing state-adopted content standards for student outcomes.

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

Score:_____________

Rating:____________

4.1 Explain recording systems for performance assessment for individuals or teams

Recording system for performance assessment is a prominent personality in field of human resources; it is a document in an organisation that serves as evidence of an activity of transaction formed by the organisation. Recording system at extra mile is a systematic, periodic and impartial record of an individual or team's activities in the matters pertaining to their present job. Processes of recording system are:

- A content analysis- describe content in the organisation that needs recording
- A file plan- indicate where record are to be kept and how long to keep the records
- A compliance requirements document- rules that organisation must follow.
- Process for holding records- needed when event such as litigations occurs
- Unmanaged recording system makes the performance of duties more difficult, costs organisations time, money and resources.

Reporting requirements

As team leader you are responsible for the direct support and development of each member of your designated team of supported employees. This is to be achieved by direct supervision of all team members, communication with other team leaders and support staff as well as the monitoring of supported employees' goal achievement as documented in their appraisal. You are also responsible for addressing day-to-day performance and behavioural issues of members of your team using agreed strategies. Should members of your work team be temporarily transferred to duties with other work teams, you will remain responsible for their support through continuous communication with other team leaders.

Self-Check -4	Written Test

Say True or False

1. A team leader is responsible for the direct support and development of each member of your designated team of supported employees.
2. A file plan- indicate where record are to be kept and how long to keep the records
3. Recording system for performance assessment is a prominent personality in field of human resources.
4. Process for holding records- needed when event such as litigations occurs

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

Score:_____________

Rating:____________

Solar PV System Installation and Maintenance

Level-III

Learning Guide -15

Unit of Competence	**Lead Small Teams**
Module Title	**Leading Small Teams**
LG Code	**EIS PIM3 M04 LO4 LG-15**
TTLM Code	**EIS PIM3 TTLM 0920v1**

LO4:-Develop team commitment and cooperation

Instruction Sheet	Learning Guide:-03

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 of competence

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:-**

- Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements.
- Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support.
- Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning.
- Records and reports of competence are maintained within organizational requirement.

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
5. Perform Operation Sheets
6. Do the “LAP test”

1.1 Introduction

What does commitment and cooperation mean?

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.

5 Ways to Build Team Commitment

"I am only as good as the team I surround myself with." I've said it many times. This statement applies to any team environment, but especially in professional services. It applies to large projects, small projects, quick and easy projects and those complex, painful, challenging projects that everyone claims one day "you'll look back on this as a learning experience."

Commitment and compliance are two very different states for project teams. A compliant team is one that shows up because they have to. They may not actually punch a time clock, but at the end of the day they shuffle their feet to the parking lot – they may even run out the door. They are working on the project because, well, what else would they do. A committed team treats the project like their own garden or pet – they obsess over it, they care for it, they own it. They are thinking ahead of how to do it better, already solving the next three problems that haven't been discovered. The project just 'clicks.' It's much easier to go from a committed team to a compliant one. A couple of poorly managed challenges can easily break the chain, and it's much harder to go from a compliant team to a committed one.

How do you get a team together that 'clicks'? How do you transform your team into a high performing one? Here are my top five means I like to employ to help build a solid team that is engaged, exceeding expectations and most importantly, committed. (Not quite to the level of the Spartans in 300 though – now that's commitment). I'd love to expand to this list and hear your thoughts – this is certainly not an exhaustive list.

Roles and Responsibilities

It's important to know your team members and their skill sets to make sure each is in the right role, and it's even more important for the team members to know what their responsibilities are. Often times expectations aren't laid out for teams up front that are in line with a project's expected outcomes or objectives

Empowerment and Ownership

Once you have roles that are clearly defined for your team members and expectations set, empower them – let them "do their things" – and hold them accountable for the success and outcomes of their role. Set expectations that "you own it," with some guidance and parameters on what they need to do. Support them, back them up. One example I often use: "I don't really care which hours of the day you work, so long as you can make sure we meet our commitment on the deadline. What do you think and what's your plan?" Hire an event speaker for your next conference toenhance social relations and define roles within specific teams.

Trust

Trust needs to be earned, but also requires some faith. In a leadership position you need to grant some trust in order to start the chain. With follow-through and execution, trust will build. It's only a matter of time until you can finish each other's sentences.

Recognition

When a job is well done, don't skimp on recognizing the team. Highlight small wins and big wins all along the way. Look for those folks who aren't inclined to shout about their accomplishments. Make sure the management team stays in touch with what is happening and shares good news – not just the crises.

A Sense of Humor

Stress affects people differently. I, for one, need an environment where laughter exists. If everyone is so heads down focused without time for a good practical joke, to laugh at ourselves or share some good project humor, I'm not interested. Projects can be tedious, lighten up! What other means would you recommend for building a solid and committed team? What things do you remember most about good teams you have been a part of? What made them "click"?

Commitment to Open Communication

Communication between even two people presents a number of challenges that are multiplied geometrically as more people become engaged in the communication network. When organizational amnesia and multiple breakdowns in the communication networks occur, the feedback loops that are necessary for consistent and timely error correction are broken or disrupted so error compounds upon error. This is particularly noticeable when a crisis occurs. Unresolved interpersonal, intradepartmental and interdepartmental conflicts increase and are not resolved. Under such circumstances, inter organizational conflicts are likely to increase. The organizational conflict culture becomes rigid and inflexible; hierarchies become more fixed with one conflict management style dominating the rest. Organizations who participate in adopting the Sanctuary Model must learn how to use nonviolent forms of communication, repair broken feedback loops and employ nonviolent methods of conflict resolution, management and transformation. To be effective in this, they will have to look to the health of the organizational grapevine, minimize gossip and rumours by distributing a large amount of accurate information, and promote situations where the "elephants in the room" are openly discussed and politely escorted to their appropriate place.

Leading the Way Out of the Shadows

If you are in a leadership position, you have a responsibility to obtain a thorough knowledge of the shadow side of your organization. To do that there are things for you to look for and be curious about. What are the hidden arrangements and activities that may give you clues to the shadow side of the organization? You don't have to be a detective; you just have to be curious about questioning established practices. What are the unwritten rules in meetings and other decision making forums? What are the skeletons in the organizational closet? Where are the blind spots in the organization, the subjects you bring up that make everyone else look at you as if you have two heads? What happens when you ask the questions behind the questions? Think about ways in which you might be “in the dark” and explore what you don’t know – don’t be intrusive, be curious. Think back about the things that surprised you that you hadn’t expected and ask yourself why you were surprised. And when you think about the times you were surprised, had someone already tried to warn you and you didn’t listen? Ask yourself what you would rather not know and be honest about it, at least to yourself. If the things you see in the shadows that may or may not be there, are in fact there, what are the consequences of not dealing with them? Who can you talk to about your worst fears? Talking about the presences in the shadows often takes away their power. Identify issues that you don’t want to discuss, that frighten you and figure out how you can stop avoiding the things that worry you and find effective strategies to manage the situations and your fear. Look for laziness, indifference and cynicism and root it out – find out what darkness lies behind it. It takes courage to confront the un discussable and the organizational silent that surrounds them.

As a leader it is your job to lead in creating a culture where people say what they mean and where it is safe enough for people to speak from their heads and their hearts. You have to become skilled at tactfully naming those elephants in the room and desensitizing issues that are threatening and helping people who are emotionally reactive develop better emotional management skills. Much of that happens through role modelling. As a leader, it’s important not to take people’s fear of you too personally – it may have little to do with you. We carry into every new work situation all the baggage we have accumulated from our previous work experiences and then make a largely unconscious assumption that the same thing is going to happen now as has happened before. In doing so, we are likely to create self-fulfilling prophecies so that the new situation does indeed replicate the old. One of the roles of leadership is to surface these unconscious assumptions that are determining the nature of interactions and help the person understand and respond to what is happening in the present rather than what happened in the past.

How do team leaders develop team commitment and cooperation?

Team commitment and cooperation is developed through good communication and effective decision making, as well as fostering mutual concern and camaraderie between team members.

What are the signals that team commitment and cooperation has been gained?

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.

Activity: Gaining team commitment

What are the signals that team members in your work team are committed and cooperative? Take note of the Hint below when developing your response.

Who can you speak to about gaining team commitment and cooperation in your workplace? Take note of the Hint below when developing your response.

An important part of gaining commitment and cooperation is getting information from people. These people could be supported employees, or other supervisors and managers. Information could also be sought from specialists available to your workplace such as occupational therapists, physiotherapists or occupational health and safety trainers.

- **How important is good communication for a team leader?**

Good communication skills are essential for any team leader. An ability to communicate with supported employees according to their preferences is a first step in developing team commitment and cooperation. Without the skills and knowledge to talk and act in ways that acknowledge the needs of supported employees in the work team, obtaining commitment and cooperation in the work team is difficult.

Knowing how each member of your team prefers to gather information and how each member prefers to get advice and to be given instructions will help you to communicate the team goals appropriately to each team member.

- **Activity: Work Talk**

Take some time now to read the Work Talk series. Your organisation will have copies of these available. In particular read any parts of the series that are relevant to you and supported employees in your team.

What additional information or skills do you need to help you communicate effectively with supported employees?

Who can provide the information?

How can you gain the skills?

- **Are the communication requirements of team members easy to identify?**

No, at times you may find it difficult to identify the communication requirements as well as the communication preferences of your team members.

- **What can influence a team member's communication requirements?**

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.

- **Are team leaders always the best people to identify communication preferences and requirements?**

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.

Self-check 1	Written Test

Say true or false

1. Commitment means acceptance of the responsibilities and duties and cooperation means help and assistance.
2. A specific style of communication, as a consequence of the supported employee's disability, may be a constant factor.
3. An ability to communicate with supported employees according to their preferences is a first step in developing team commitment and cooperation.
4. Team commitment and cooperation is developed through good communication and effective decision making, as well as fostering mutual concern and camaraderie between team members.
5. Commitment and compliance are two very different states for project teams.

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

Score:____________

Rating:___________

2.1 Reaching a decision

Making a decision can be, and often is, difficult, particularly if it involves reaching some accommodation or agreement with others, as it does in working in a team. There follows four decision-making models to reach a decision when a group of people is involved. However, first the group has to decide which model to follow.

- **Autocratic**

The autocratic form of decision making applies where one person, usually the team leader or team manager, has the formal authority to take a decision to which others will be bound, or else one person has the personal charisma or personal authority – delegated to him or her by the others – to make decisions on the group's behalf. The drawback, particularly when a decision is taken without consultation, is that some or the entire group can be alienated.

- **Majority rules**

Majority rule doesn't mean that everyone agrees, but the decision is based on a majority vote. The drawback of this model is that it is possible to become deadlocked if there is no majority: half for and half against. Should that occur, there needs to be some mechanism for breaking the deadlock.

- **Majority rules with minority opinion**

This occurs where there is agreement for majority rules but the minority feels strongly enough about their side of the argument to wish to make known their disagreement. To do this, the minority writes what is known as a dissenting opinion: it states what a different outcome could be and the arguments as to why that outcome gained their support. In a team, if a minority feels sufficiently strongly about their view, allowing the minority to prepare a short report for inclusion with the main decision of their views and reasoning can be useful for group cohesion, and may also prove valuable should the group need to revisit the decision in the future.

- **Consensus**

The term consensus describes the quality or condition of being in complete agreement or harmony. In any group of more than a few, reaching a consensus requires a number of conditions or actions:

- ✓ being willing to accept that rejection of one's own proposals or ideas is not equivalent to rejection of oneself and does not demean one's worth within a group
- ✓ striving to find, in discussion with the other members of the group, areas of common agreement
- ✓ ensuring that those who don't initially agree have a chance to have their say
- ✓ ensuring that everyone has the chance to think about their response to counter-suggestions, changes in wording, and so on
- ✓ seeking to build on areas of agreement to achieve even wider agreement
- ✓ willingness to continue the discussions in this vein until a consensus is reached
- ✓ Communicate as a decision only that which is supported by the consensus.

A chairperson is required to manage discussions, whether face-to-face or electronic. The chairperson needs to:

- ✓ ensure that everyone has a fair say (both by asking those who dominate a discussion to give way to others and by inviting those who seem reluctant to join in to express their views)
- ✓ ensure that personality clashes don't occur or are quickly diffused by reminding the participants that the discussions are intended to reach a consensus, not score debating points
- ✓ Remind the participants of the value and importance of goals to be reached. These points apply as much to online discussions using email and conferencing software as they do to face-to-face sessions amongst participants.

2.2 How can team leaders help teams make effective 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.

- **Activity:**

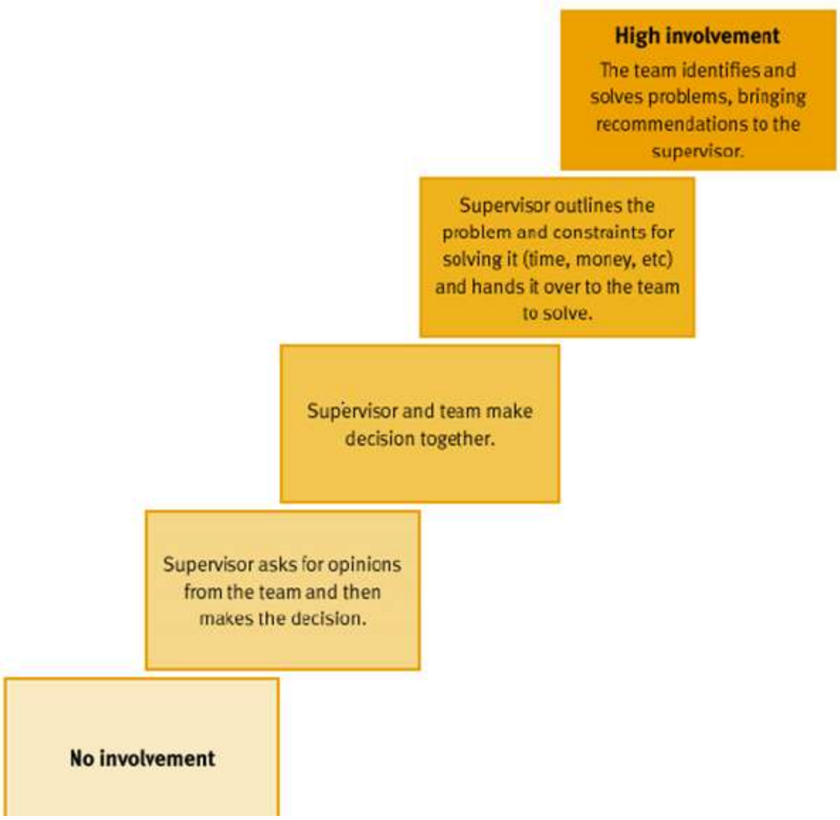
Provide examples of where you were part of a team that:

- **Operated with an appropriate and fair value system**
  - ✓ Encouraged the team and team members to act confidently
  - ✓ Identified meaningful levels of responsibility for team members
  - ✓ Trusted team members to act responsibly and autonomously
  - ✓ Presented opportunities for team members to test and stretch their abilities
  - ✓ Recognised and rewarded excellent performance
  - ✓ Provided support and encouragement
  - ✓ Provide examples of how can you contribute to ensuring that your current team:

- **Operates with an appropriate and fair value system**
  - ✓ Is encouraged to act confidently
  - ✓ Has meaningful levels of responsibility identified for team members
  - ✓ Knows that you trust team members to act responsibly and autonomously
  - ✓ Is presented with opportunities for team members to test and stretch their abilities
  - ✓ Is recognised and rewarded for excellent performance
  - ✓ Is provided with support and encouragement

2.3 When should supported employees be involved in decisions relating to the team?

- 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 judgement. 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.

Case Study: Morning tea chaos

Henry, a team leader, was annoyed. He had tried to involve the team in a decision about when to take a morning tea break and the discussion had ended in two of the supported employees yelling at each other. He spoke to Lisa, another team leader about the experience. 'It was awful, I thought I was doing the right thing and asking everyone. We need to get everyone's input into how we do our work otherwise it's always the team leaders making all the decisions.' Lisa's reply gave Henry some ideas about how he would approach similar situations in the future. She said, 'Henry, you're right that supported employees should be involved with decisions about their work life. We need to hear and act on what our team wants, it makes us a better team but sometimes it's the team leader's job to make a decision. This morning you asked people to change their routine quite significantly but did you really want them to make a team decision? It sounds as though you had already done that. Jocelyn always takes her medication at 10.30am and Valerina calls her mother, the change you were suggesting wouldn't have meant much difference in the team's output for the morning but it meant a lot for some of the members. We need to choose the times we ask supported employees to be involved in decisions and we have to be prepared for their responses'.

Do you think Lisa's advice should be useful to Henry? Why?

Where did Henry's communication skills let him down?

Self- check 2	Written Test

Say true or false

1. Making a decision can be, and often is, difficult, particularly if it involves reaching some accommodation or agreement with others, as it does in working in a team.
2. The drawback, particularly when a decision is taken without consultation, is that some or the entire group can be alienated.
3. Team commitment and cooperation is also based on the team's capacity to make effective decisions.
4. 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.
5. The term consensus describes the quality or condition of being in complete agreement or harmony.

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

Score:_____________

Rating:____________

Information sheet -3	Developing mutual concern and camaraderie in the team

3.1. Introduction

How can a team leader develop shared concern and camaraderie in a team?

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.

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.

3.2. Case Study: Working as a team

Kim was a new team leader at Craft Packs, an organisation that made children's craft packages. He liked to get things right and had been pleased with how easily he had managed to get into the flow of work at Craft Packs. His team had been meeting its targets, both quality and quantity, and Kim thought he had a pretty good team. One day soon after Kim had started, his manager asked to have a chat with him. His manager explained that some of the supported employees in the team had spoken to her. They were concerned that they weren't getting a 'fair go', 'were being told what to do all the time', and 'didn't know what was going on'. Kim was quite upset. He told the manager that he was trying to make sure the team got its work done properly. He felt that the supported employees couldn't make the right decisions so he needed to lead the way, he hadn't realised that he was upsetting the team members. He asked his manager for some advice. If you were Kim's manager, what advice would you give him? Why

Self-check 3	**Written Test**

Say true or false

1. Shared concern and camaraderie means team members support each other to complete the team's work.
2. Team members need to trust each other and you can act as a role model for this through your work with the team.

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

Score:_____________

Rating:____________

Solar PV System Installation and Maintenance

Level-III

Learning Guide -16

Unit of Competence	**Lead Small Teams**
Module Title	**Leading Small Teams**
LG Code	**EIS PIM3 M04 LO5 LG-16**
TTLM Code	**EIS PIM3 TTLM 0920v1**

LO5:-Monitor and evaluate workplace learning

Instruction Sheet	Learning Guide:-15

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

- Making team members actively participatory.
- 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:-**

- Team members are made actively participatory in team activities and communication processes.
- Individual and joint responsibility has been developed teams members for their actions.
- Collaborative efforts are sustained to attain organizational goals.

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
5. Perform Operation Sheets
6. Do the "LAP test"

1.1 Introduction

Some definitions of participation

Participation implies "empowering people to mobilize their own capacities, be social actors, rather than passive subjects, manage the resources, make decisions, and control the activities that affect their lives." Cernia 1985. Participation is the process through which stakeholders' influence and share control over priority setting, policy-making, resource allocations and access to public goods and services. World Bank . The organized efforts to increase control over resources and regulative institutions in given social situations on the part of groups and movements hitherto excluded from such control. Pearse and Stiefel, 1979

- **Participatory Development**

In the 1970s and early 1980s, a desire by decision-makers to more effectively incorporate the perspectives and priorities of the local people in decision-making, policy development and project implementation led to the emergence of a number of "participatory approaches" to development. This re-orientation towards greater participation in development by individuals was motivated by the development communities desire to move from an emphasis on top down, technocratic and economic interventions towards greater attention to bottom-up, community-level interventions (Kanji and Greenwood 2001).

Participatory approaches to development quickly evolved throughout the 1980s and into the early 1990s with the introduction of methods such as Rapid Rural Appraisal, Participatory Action Research and, particularly, Participatory Rural Appraisal. Development of the latter approach spawned the emergence of a myriad of new tools and principles for implementing and understanding participatory development. Throughout this period, researchers and community organizers sought to improve their understanding of "insider/local knowledge as a balance to the dominance of outsider/western scientific knowledge" (Kanji and Greenwood 2001, 8).

By the 1990s, and continuing to the present, participation had become a mainstream, expected component of development. Engagement of local stakeholders, involvement of poor members of communities, responsiveness to the outcomes of consultations—these have become central tenets of development and (typically) conditions for funding. This is especially true for the Poverty Reduction Strategy Papers (PRSPs). The growing adoption of a participatory approach to development reflects a continuing belief in a bottom-up approach in which participants becoming agents of change and decision-making. Participation is seen as providing a means through which to enable meaningful involvement of the poor and voiceless in the development process, allowing them to exert greater influence and have more control over the decisions and institutions. The growing adoption of a participatory approach to development reflects a continuing belief in a bottom-up approach in which participants becoming agents of change and decision-making. Participation is seen as providing a means through which to enable meaningful involvement of the poor and voiceless in the development process, allowing them to exert greater influence and have more control over the decisions and institutions that affect their lives.

Principles of Participation

The ability of participatory development to fulfill its promise rests in part on the manner in which it is undertaken. Effective participation needs to be undertaken in a manner that is cognizant of:

- The mode of participation- the participants to be involved and the manner in which they should be involved; and the institutional structure within which local people operate.
- Furthermore, effective participation rests on respecting a number of key principles, such as those identified by Egger and Majeres (1998):
  - ✓ **Inclusion** – of all people, or representatives of all groups who will be affected by the results of a decision or a process, such as a development project.
  - ✓ **Equal Partnership** – recognizing that every person has skill, ability and initiative and has equal right to participate in the process regardless of their status.

- ✓ **Transparency** – all participants must help to create a climate conducive to open communication and building dialogue.
- ✓ **Sharing Power** – authority and power must be balanced evenly between all stakeholders to avoid the domination of one party.
- ✓ **Sharing responsibility** – similarly, all stakeholders have equal responsibility for decisions that are made, and each should have clear responsibilities within each process.
- ✓ **Empowerment** – participants with special skills should be encouraged to take responsibility for tasks within their specialty, but should also encourage others to also be involved to promote mutual learning and empowerment.
- ✓ **Cooperation** – cooperation is very important; sharing everybody's strength reduces everybody's weaknesses. These principles for effective participation can be applied to all aspects of the development process or project.

- **Degrees of Participation**

  Today there are a variety of understandings of what is meant by the term "participation" and its purpose within the context of promoting development (as reflected in Box 2). Two broad perspectives on the rationale and objective of engaging in participatory processes emerge:
- **Functional or Passive Perspective** – participation is seen as a means of accessing information from a variety of stakeholders so as to support more effective implementation of a project, policy or program.
- **Rights-based or Proactive Perspective** – view participation as a means of enabling and empowering less powerful groups in society to engage in decision-making and exercise their democratic rights. The objective of participatory development is

Have Participatory Approaches Increased Capabilities? 5viewed as being to transform society and achieve more equitable access to and distribution of resources (Kanji and Greenwood, 2001). These perspectives are reflected in the various degrees of participation in the development process identified in Box 3, ranging from manipulation to self-mobilization. The processes presented in Box 3 illustrate a gradient of shifting control over information, decision-making, analysis and implementation awareness from a central, external agent towards those groups that have traditionally been marginalized and excluded from active participation in the development process. Participation thus involves a shift in power over the process of development away from those who have traditionally defined the nature of the problem and how it may be addressed (governments, outside donors) to the people immediately impacted by the issue. At its pinnacle, participation involves a transformation of the traditional development approach (Sand ström, 1994) towards the enhancement of the capabilities of the local people and communities to define and address their own needs and aspirations (Sen, 2000).

Participation recognizes the importance of involving all stakeholders, including the poor and voiceless, in the development process. How effective participatory processes are in bringing these voices into development processes, and whether doing so is effective in increasing the capacity of people to chart the course of their destinies in collaboration with the government, NGOs and international community, depends on the approach chosen and the manner by which it is implemented.

Self check- 1	Written Test

Say true or false

1. Participation is the process through which stakeholders' influence and share control over priority setting, policy-making, resource allocations and access to public goods and services.
2. Participation recognizes the importance of involving all stakeholders, including the poor and voiceless, in the development process.
3. Participation is seen as a means of accessing information from a variety of stakeholders so as to support more effective implementation of a project, policy or program.
4. Participation is seen as providing a means through which to enable meaningful involvement of the poor and voiceless in the development process.
5. The growing adoption of a participatory approach to development reflects a continuing belief in a bottom-up approach in which participants becoming agents of change and decision-making.

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

Score:____________

Rating:____________

2.1 Assign responsibilities

Provide direction to the members of your team and motivate and support them to achieve the objectives of the team and their personal work objectives. This standard is taken from the MSC suite of national occupational standards.

You will apply the following skills:

- Communicating
- Consulting
- Planning
- Problem solving
- Team building
- Valuing and supporting others
- Leading by example
- Monitoring
- Providing feedback
- Managing conflict
- Setting objectives
- Decision-making
- Motivating
- Following

2.2 Explain the Links between Individual, Team and Organisational Objectives

As Carlos (1999) stated, the link between individual, team and organisational objectives is an agreed contract to achieve a common goal within a specific period of time. And as a matter of fact, the link between individual, team and organisation objectives simply describes the overall objectives which the team and the organisation aimed to achieve on either a short term period or long term period. Individual, team and organisation objective is to provide best care service to those who need their service in the community and to be the best care company in the country by 2013 and by achieving this; the other objectives such as giving their best care training quality also have to be met. And for this reason, the organisation strategic creates an effective link between individual, team and the organisation objectives so that the effort of both individual and team and the organisation can aligned with the organisation overall business plan.

2.3 Identify the Selection Of, And Agree, Individual and Team Objectives

According to Ryan (2007), in other to accomplish explicit and valuable results, there must be a need for a proper selection of individual and team for objectives in any organisation. Selection of and agree individual and team objectives is a process of selecting a right individual or team to carry out a particular job effectively, so as to achieve the organisation objective. A right individual and team must be accessed through their level of competency, right skills and knowledge, backgrounds, medical reports and so on.

Selection of, and agree, individual and team objectives is a very crucial task which is normally carried out by HR Manager(s). This is a process of getting a right individual for a right objectives, as well as right team for the right objectives upon agreement. Every staff (both individual and team) are equally access, so as to know if they can achieve the organisation objectives. Because of the nature of the organisation objectives, identifies the selection of both individual and team through their: Qualifications, Experience, Age, Right skills and knowledge, Personal interest for the job, Medical history &Criminal Records bureau check (CRB). It is the responsibility of managers to make sure that they select right individual or team for the organisation objectives, because failure of right selection of an individual or a team will have a terrible influence on the company's objectives.

2.4 Identify and Agree Areas of Individual and Team Responsibility in Achieving Objectives

Dewaker (2008), suggested that individual and team are required to first of all understand the basic objectives of the organisation for which they are working and the manager is required to define the better details of the job or task to his staff so that he may be able to relate his contribution towards achieving the overall objective of the organisation. Identifying areas of individual and team responsibilities in achieving objectives is mostly carried out by the team leader or the manager; this is a process of knowing the responsibilities of individual and team in achieving objectives. The basic responsibilities of their staffs both individual and a team in achieving objectives are outlined by the manager or in the staff contract letter. Responsibilities of carers for their clients are: Personal care which includes washing, bathing, showering, assistance with dressing/ undressing, toileting, etc. Assistance with medication, Shopping, Preparing and cooking meals and snacks, Laundry, Health & hygiene cleaning, Community access, Emotional support. This will become the individual or team responsibilities, only if they agree to carry out the responsibility.

2.5 Identify the need to create an environment of trust and support with others

Fisher (2006) suggested that managers who build trust within their team are more likely to create an environment of openness where people feel good about themselves and others. Trusted colleagues helps people to accomplish their work, and people work better if they are treated with respect, support trust and honesty by those they work for. At extra mile, the manager realised the importance of creating an environment of trust and support with others because it helps in many ways such as:

- Cooperation between individual and team
- Increase in loyalty and commitment from those they manage
- Increase in number of good working relationships
- Decrease the number of difficulty relationship by converting them to neutral.

Ashok (2010) also stated that “low trust environment people suffer as they cannot work to the full potential due to lack of support from others which puts hurdles on growth, coexistence and co-operation”.

Self check 2	Written Test

Say true or false

1. It is the responsibility of managers to make sure that they select right individual or team for the organisation objectives
2. A right individual and team must be accessed through their level of competency, right skills and knowledge, backgrounds, medical reports and so on.
3. Identifying areas of individual and team responsibilities in achieving objectives is mostly carried out by the team leader or the manager; this is a process of knowing the responsibilities of individual and team in achieving objectives.
4. The basic responsibilities of their staffs both individual and a team in achieving objectives are outlined by the manager or in the staff contract letter.
5. Selection of and agree individual and team objectives is a process of selecting a right individual or team to carry out a particular job effectively, so as to achieve the organisation objective.

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

Score:_____________
Rating:____________

Information sheet 3	Sustaining collaborative efforts

3.1. Collaboration: An Overview

Many issues facing communities today are dynamic and interrelated, necessitating coordinated approach on the part of organizations and individuals aiming to make a positive impact on their communities. Such an approach allows needs to be addressed that exceed the scope of a single organization. Moreover, with the continuing rise of information technology and the increasing eagerness of funding bodies to support joint efforts in the community, initiating and maintaining collaborative relationships is a more readily attainable goal than ever before.

Advantages of Collaboration

- The coming together of diverse stakeholders who may not otherwise meet
- The pooling of both tangible and information-based resources
- The sharing of ideas and information
- The diversification of talents and capabilities of individuals between agencies
- The limiting of overlap in services and the coordination of existing services
- Gaining access to skill sets of a person or group of people that may only be
- required for a certain project
- Research and analyses that are broader in scope and more expansive in detail
- than those done by a single organization in isolation
- A unique chance to gain a better understanding of other organizations in the community Of course, it is not sufficient to consider the things that collaboration can offer; we must also take into account what a successful collaborative relationship demands.

First and foremost, clear communication is required from the outset. With this in mind, a working definition of the term is offered: Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.

- **Cooperation**
  - ✓ Informal; short-term; low-intensity; little structure.
  - ✓ Each partner retains its own decision-making
  - ✓ authority, identity, autonomy and responsibility for its
  - ✓ own actions
  - ✓ Very little risk is associated with cooperative efforts, as
  - ✓ information is only shared regarding the topic at hand
  - ✓ and resources are not shared between organizations
  - ✓ Decision-making need not be coordinated, as groups
  - ✓ may decide to go on doing things differently

    Example: A group of organizations with similar missions meet regularly to exchange ideas and
  - ✓ information regarding issues they address, funding
  - ✓ opportunities and service approaches.iii

- **Collaboration**
  - ✓ Formal; long-term; moderate intensity; specific roles and responsibilities for each agency
  - ✓ Each partner is accountable to the other(s)
  - ✓ Some autonomy and decision-making authority is lost
  - ✓ Some risk is involved, since resources are pooled
  - ✓ Decision-making must be coordinated, as agreement by way of reaching a consensus is required
  - ✓ Example: In an effort to reduce youth crime, leaders from the local school board, police force, mental health services, and social services form a collaborative body that meets regularly to discuss and implement ways of addressing the issue in a comprehensive manner

- **Integration**
  - ✓ Formal; long-term; high intensity; organizations or members combine to create a newly structured organization.
  - ✓ Organizations are not only accountable to each other. They operate according to shared regulations and policies specific to the integrative agreement
  - ✓ Each organization loses much autonomy, as relevant decision-making is carried out through a new common structure
  - ✓ Risk can be an issue, as resources are pooled
  - ✓ Decision-making is done in the new common structure; agreement is achieved by way of consensus or a vote.

- **Deciding to collaborate**

Is your organization ready to begin a collaborative relationship?

In order to effectively begin such a partnership, your organization should already have or be prepared to offer

- ✓ A clearly defined vision & purpose for the collaborative effort
  - ➢ Why are you entering the collaboration? What do you expect to contribute to this effort? In what ways do you expect to benefit from this effort?
- ✓ A firm commitment
  - ➢ Is there a desire to commit to the collaborative effort at each and every level of your organization?
- ✓ Time
  - ➢ Is your staff already pressed for time to complete projects? How will workloads and time be managed to facilitate involvement in this long term commitment?
- ✓ A welcoming organizational culture
  - ➢ Is every level of your organization open to new ideas? Would changes in the way projects that are completed and issues are addressed be welcomed or resisted?

- ✓ Adequate funding
  - ➢ While much collaboration is undertaken because funders tend to require joint efforts, collaborations often create novel expenses for an organization, and these must be taken into account during planning. Is the proposed partner a good fit with your organization?

Consider:

- ✓ Exactly how will collaborating with this partner, as opposed to other potential partners, enable your organization to achieve key goals?
- ✓ What does each party look to gain from the collaboration? Will the end result be a 'win-win' situation?
- ✓ Do any or all organizations have a vested interest in the project at hand?
- ✓ Can all organizations reach an agreement regarding the mandate of the collaboration and the purpose of the collaborative initiatives?
- ✓ Do the collaborating organizations have enough in common to work together effectively, or are organizations that are very different from each other willing to look past the differences in order to work towards common goals together?
- ✓ Is one of the organizations markedly smaller than the other? Are there steps being taken to ensure that the smaller organization will not be 'lost in the mix?
- ✓ Does the organization have a good understanding of whom you serve?

- **Unexpected Collaborations**

When considering possible collaborations, it is important to keep in mind that collaboration is a means to an end, not an end in and of itself. Joint efforts between dissimilar organizations are useful in terms of enhancing agencies' focus, centralizing processes, improving communication within and between organizations and augmenting the chance of achieving the desired goal on the first try. Some of the most interesting and successful collaborations are those undertaken by organizations whose ideologies are orthogonal to one another's - neither aligned nor opposed. These initiatives function according to the belief that effective collaborations necessitate an operational overlap combined with agreement among partners solely with respect to actions to be taken- not necessarily with respect to organizations' missions, visions and values. In fact, this sort of collaboration, though difficult, can be superior in terms of efficacy, as agencies with closely aligned visions sometimes find themselves in competition for resources, both monetary and otherwise, which can foster problems and delays in implementation or in consensus-building as the collaboration unfolds.

Self check -3	Written Test

Say true or false

1. Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals.
2. Decision-making is done in the new common structure; agreement is achieved by way of consensus or a vote.
3. Decision-making must be coordinated, as agreement by way of reaching a consensus.
4. Collaborations often create novel expenses for an organization, and these must be taken into account during planning.

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

Score:____________

Rating:___________