



Midwifery level-III

NTQF Level III

Learning Guide#54

Unit of Competence: - Lead small teams

Module Title: - Leading small teams

LG Code: HLT MDW3 M14 0219

TTLM Code: HLT MDW3 TTLM 0919V1

LO2: Assign responsibilities



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| Instruction Sheet | Learning Guide #54 |
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This learning guide is developed to provide you the necessary information regarding the following content covering and topics

- Assigning duties and responsibilities
- Allocating duties

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:**

- Assign duties and responsibilities
- Allocate duties

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4
3. Read the information written in the information “Sheet 1, and information Sheet 2
Accomplish the “Self-check 1, and Self-check 2” in **page 11, and page 16** respectively.
4. If you earned a satisfactory evaluation from the “Self-check” proceed to the next learning guide.



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| Information Sheet-1 | Assigning duties and responsibilities |
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1.1 Responsibility: is state of being responsible, accountable, or answerable. It is duty , obligation or liability for which someone is held to be accountable

Duty: that which one morally or legally obligated to do

Responsible: are those who do the work to achieve the task. There is typically one role with a participation type of *responsible*, although others can be delegated to assist in the work required

Accountable: (also *approver* or final *approving authority*)

The one ultimately answerable for the correct and thorough completion of the deliverable or task, and the one from who *responsible* is delegated the work. In other words, an *accountable* must sign off (approve) on work that *responsible* provides. There must be only one *accountable* specified for each task or deliverable.

Very often the role that is *accountable* for a task or deliverable may also be *responsible* for completing it (indicated on the matrix by the task or deliverable having a role *accountable* for it, but no role *responsible* for its completion, i.e. it is implied). Outside of this exception, it is generally recommended that each role in the project or process for each task receive, at most, just one of the participation types. Where more than one participation type is shown, this generally implies that participation has not yet been fully resolved, which can impede the value of this technique in clarifying the participation of each role on each task.

As the leader of [a high-performing team](#), how you distribute and balance work across the members of that team is a critical success factor. It needs to be done fairly. Note, I didn't say equally. Work allocation needs to be done fairly because you want your team to operate on the basis of equality. You want people to work on things they're good at but also that they're excited by. There are five criteria to think about as you think about distributing work.

1. Priority

Consider the work's priority. Priority needs to drive everything. If you've been rigorous in your prioritization process, start at the top of the list and begin allocating work from there. That list should



be based on the team's and the organization's goals. This has to be the first consideration in terms of how you distribute work. If a project is a top priority and somebody is available to do that work, they should be tasked with that work.

2. Skill Sets

Evaluate the skill set of the people who you're thinking about distributing the work to. If they have the right skill set, you're going to get a high quality result. The end product will be something that meets your customer's needs. This also reduces the likelihood of people failing because you're not giving them work that they don't have the skill set to perform. You're giving them something they can be successful with.

3. Availability

The next consideration for allocating work is a person's availability. All things being equal in terms of priority and skill set, who is free to do the work? Who has the bandwidth? You should not be shifting resources from one project to another when you have available resources to pick up that new project.

If you start shifting resources around between projects when you have available resources elsewhere, you're going to lose momentum on that first project and that project might fail. Additionally, the people who are on the project are going to be very frustrated. They had the resources they needed and all of a sudden they don't. It's going to seem like it was at a whim to just move somebody around. The person who will be most frustrated is the person who has the resource taken off the project they're succeeding on and put onto something new.

4. Development

Next, you have to think about the development opportunity this project might present for that person. You should be constantly upgrading your team's skill set. A way to do that is to give them new work where they're going to learn new skills. Put them in situations where they're going to be a little bit uncomfortable. Give them projects where they're going to have to step up and learn, be taught, and



be open to feedback and coaching. That's how you're going to take your team to the next level of performance.

5. Interest

The last consideration in terms of which person gets the work when it needs to be allocated is does somebody have an interest in performing that particular task? If someone is really interested and passionate about a project, you should let them take it on. They're going to be motivated, excited to do it, and hopefully their performance will follow. One caveat here – make sure people don't only gravitate to the work they enjoy doing and they stay away from things that they're not comfortable with. If you let that happen, they're going to end up getting pigeonholed and they'll be very narrow in their focus.

Go allocate some work

If you think about all of these considerations as you distribute work across your team, doing so will ensure you tackle the highest priority projects with the people who have the right skills to do it. The work will be balanced in a way where you're going to execute the project but at the same time you're going to develop your people.

1.1.1 Delegation: The act of assigning formal authority and responsibility for completion of specific activities to a subordinate

- Delegation is the downward transfer of formal
- authority from superior to subordinate.
- Managers must delegate authority in order to meet the organization's goals, focus on objectives, and ensure that all work is accomplished .

Advantages of delegation

- ✓ The more tasks managers are able to delegate , the more opportunities they have to seek and accept
- ✓ increased responsibilities from higher level managers



- ✓ Effective delegation speeds up better decisions making
- ✓ Gives employees the concrete skills, experience, and the resulting confidence to develop themselves for higher positions

1.1.2 Delegation Process: Delegation has five phases

1. Preparing
2. Planning
3. Discussing
4. Auditing, and
5. Appreciating.

Barriers of delegation

- Reluctance “ I can do it myself approach”
- My employees are not capable of “Time consuming”
- Lack of clarity / confusion which task to delegate
- When the managers considers it is a threat to the authority
- Some employees avoid responsibility and risk

What to Delegate?

Do not delegate things requiring so much explanation that it would be quicker to do it yourself, unless it is a teaching exercise meant to increase an employee's skill set -- which could certainly save you time in the long run. Also refrain from allocating important parts of critical projects that require your expertise and signature. Assignments containing confidential information are again not ones you generally want to delegate.

However, need to delegate duties that can be performed by subordinates to lighten your workload and to give them the opportunity to assume responsibility and control. Many times large projects can be delegated out to teams of employees, who can further divvy up roles as they learn how to manage and allocate as well. Consider what is best for company and remind yourself that accountability for operating your business ultimately remains in your hands.



Assess Qualifications

One of your first considerations when assigning particular projects to your workers is who possesses the needed qualities to get the work accomplished. Look at your employees with a critical eye. Assess their abilities, both hard and soft skills, to decide who should get each assignment. For instance, you want to assign cold sales calls to employees who are thoroughly knowledgeable about your projects and services, and who also have natural charm and warm personalities. Give other jobs, such as identifying and solving issues with your company's payroll system, to highly technical employees who can perform detailed work but do not need a sparkling personality.

Coordinate Teams

Energize and support your employees by allocating duties to teams of employees who then divvy up the workload themselves. This not only relieves individuals of the burden of a complicated set of tasks, but empowers these staff members to manage themselves. Collaboration increases creativity, accountability and problem solving. Put together diverse teams, such as pairing older and younger workers, people of different cultures and backgrounds, and employees with differing skill sets. This assures employees learn from one another, builds unity and helps avoid cliques of workers with similar backgrounds.

Think Practically

You need a clear head and a sound strategy when deciding how to divide up jobs for your employees. For example, you do not want to overload one employee with many tedious tasks that he cannot possibly perform in a single week while letting others slide through with fewer and more interesting work duties. You do, however, want to reward positive attitude and ambition in employees who display the desire to excel with engaging, meaningful work that will help teach them necessary skills, build self-confidence and guide them toward their goals.

Be Respectful

When rushed or preoccupied with other matters, it is easy to forget your manners when allocating duties. For example, you might dump a laundry list of "to do" items on an administrative assistant's



desk with a terse, "I'll need these finished today." This type of management does not endear you to your staff and can alienate them so that they lose the drive to perform at their best. Always take the time to use a polite tone, explain what needs to be done, express your appreciation of the staff member and help get him engaged in the project by explaining its importance and your belief that he can handle it.

Follow Up

The end result of the assignments you give to employees must be taken into account. You will have to take risks and trust your employees to handle their work, but you also need to communicate well so that your efforts and theirs are not compromised by a product that does not meet expectations. It is crucial not to micromanage by looking over shoulders and watching every move made, but you do need to follow up with specific checkpoints and give employees firm deadlines. Consider the nature of the assignment allocated and the proficiency of the designated employee when deciding how much directing, coaching and feedback is necessary.

Anticipate questions from your less experienced workers and, if you are not getting them, find out why with a face-to-face conference. Allow your subordinates to grow and learn by making mistakes but be on hand to spot them and guide them in how to correct issues and problem solve. In the end, you will celebrate with them in their achievements.

1.1.3 Conflict: is when two or more values, perspectives and opinions are contradictory in nature and haven't been aligned or agreed. Conflict is a problem when it:

- Problem when it is poorly managed
- hampers productivity
- lowers morale
- causes more and continued conflicts
- Causes inappropriate behaviours.

Source of the Conflict are :

- Different goals and time horizons
- Overlapping Authority
- Task interdependency



- Incompatible evaluation and reward
- Scarce resource and Status inconsistency



Fig 1 Source of conflict

Strategy of conflict resolution

- Problem analysis to determine the basic issues
- Select the problem
- Identify the steps to attaining the goal
- Depersonalize the Goal
- Search for solution

1.1.4 Problem solving and decision making process

Decision making is derived from the Latin **de-** + **caedo** that means to cut off

- to cut off deliberations and to come to a conclusion
- A cross cutting issue or an integral all management functions or processes

Decision making process is:

- ✓ Diagnose the problem
- ✓ Secure and analyse pertinent facts
- ✓ Develop alternative courses of action
- ✓ Evaluate alternative courses of action
- ✓ Select alternative course of action
- ✓ Implement the decision

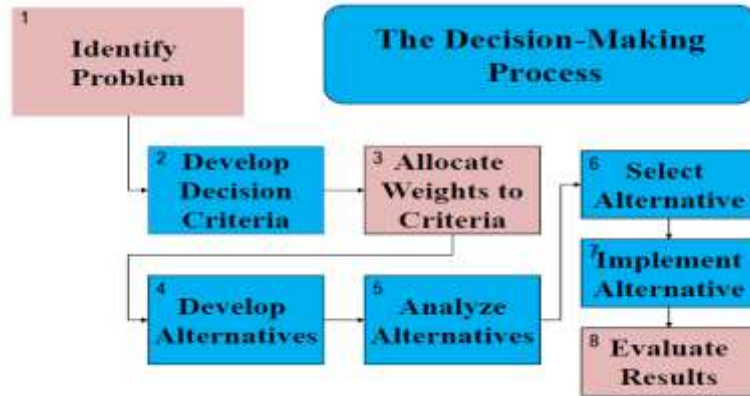


Fig 2 Decision making process

Factors affecting Problem solving And decision making:

- ✓ Problem it self
- ✓ Attribute of the problem solver
- ✓ Nature of the situation
- ✓ Characteristics of the environment

Models of problem solving:

- ✓ Prospective problem solving
- ✓ Retrospective problem solving
- ✓ Concurrent problem solving
- ✓ Immediate problem solving

Basic steps of problem solving

1. Problem analyzing
2. Making assumption



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| Self-Check -1 | Written Test |
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is responsibility?
2. What are the models of problem solving?
3. List down the decision making process?
4. List down at least 3 Advantages of Delegation?

Note: Satisfactory rating – 10 points

Unsatisfactory - below 10 points

Answer Sheet

| |
|---------------|
| Score = _____ |
| Rating: _____ |



Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

4. _____



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| Information Sheet-2 | Allocating duties |
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2.1 Duty: is a moral commitment to some thing or somewhere, that which one morally or legally obligated to do

A **duty** (from "due" meaning "that which is owing"; **Old French:** *deu, did* *Duty* is a commitment or expectation to perform some action in general or if certain circumstances arise. A duty may arise from a system of **ethics** or **morality**, especially in an **honor culture**. Many duties are created by **law**, sometimes including a codified punishment or **liability** for non-performance. Performing one's duty may require some **sacrifice** of **self-interest**.

An early Roman philosopher who discusses duty in his work "On Duty", suggests that duties can come from four different sources:

1. as a result of being a human
2. as a result of one's particular place in life (one's family, one's country, one's job)
3. as a result of one's character
4. as a result of one's own moral expectations for oneself

Duties of employment: specifics obligations a rise in the services performed by an employee.
Examples: duty to protect in medicine

Some examples of legal duties include:

- ✓ Duty of care
- ✓ Duty to defend
- ✓ Duty to retreat
- ✓ Duty to Vote

Some examples of civic duty include:

- ✓ Obey the law
- ✓ Pay taxes
- ✓ Provide a common defense
- ✓ Enroll to vote and vote all elections

Duties and responsibilities of team lead

- ✓ Prepare reports and maintain records of work accomplishments and administrative information, as required, and coordinate the preparation, presentation, and communication of work-related information to the supervisor.



- ✓ Report to the supervisor periodically on team and individual work accomplishments, problems, progress in mastering tasks and work processes, and individual and team training needs.
- ✓ Intercede with the supervisor on behalf of the team to inform the supervisor of performance management issues/problems and to recommend/request related actions, such as assignments, reassignments, promotions, tour of duty changes, peer reviews, and performance appraisals.
- ✓ Coach, facilitate, solve work problems, and participate in the work of the team
- ✓ Observe training needs and relay training needs and requests to supervisor

About duty-based ethics

(duty-based) ethics are concerned with what people do, not with the consequences of their actions.

- ✓ Do the right thing.
- ✓ Do it because it's the right thing to do.
- ✓ Don't do wrong things.
- ✓ Avoid them because they are wrong.

Good points of duty-based ethics emphasises the value of every human being

Duty-based ethical systems tend to focus on giving equal respect to all human beings. This provides a basis for human rights - it forces due regard to be given to the interests of a single person even when those are at odds with the interests of a larger group. says some acts are always wrong

Consequentialist ethical theories bring a degree of uncertainty to ethical decision-making, in that no one can be certain about what consequences will result from a particular action, because the future is unpredictable.

Duty-based ethics don't suffer from this problem because they are concerned with the action itself - if an action is a right action, then a person should do it, if it's a wrong action they shouldn't do it - and providing there is a clear set of moral rules to follow then a person faced with a moral choice should be able to take decisions with reasonable certainty.



Of course things aren't that clear cut. Sometimes consequentialist theories can provide a fair degree of certainty, if the consequences are easily predictable.

Furthermore, rule-based consequentialism provides people with a set of rules that enable them to take moral decisions based on the sort of act they are contemplating. deals with intentions and motives

Consequentialist theories don't pay direct attention to whether an act is carried out with good or bad intentions; most people think these are highly relevant to moral judgements. If a person didn't intend to do a particular wrong act - it was an accident perhaps - then from a deontological point of view we might think that they hadn't done anything deserving of criticism. This seems to fit with ordinary thinking about ethical issues. Ethical rules can be framed narrowly so as to include intention.

2.1.1 The importance of duty

❖ Do the right thing for the right reason, because it is the right thing to do.

Kant thought that the only good reason for doing the right thing was because of duty - if you had some other reason (perhaps you didn't commit murder because you were too scared, not because it was your duty not to) then that you would not have acted in a morally good way.

But having another reason as well as duty doesn't stop an action from being right, so long as duty was the 'operational reason' for our action. If we do something because we know it's our duty, and if duty is the key element in our decision to act, then we have acted rightly, even if we wanted to do the act or were too scared not to do it, or whatever.



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| Self-Check -2 | Written Test |
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is Duty?
2. Importance of duty?
3. Mention some examples of legal duties?

Note: Satisfactory rating – 10 points

Unsatisfactory - below 10 points

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|---------------|
| Score = _____ |
| Rating: _____ |



Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____



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| Prepared By | | | | | | | |
|-------------|-------------------------|------------------------|-------|--------|-------------|--|--------------|
| No | Name | Educational Back grand | LEVEL | Region | College | Email | Phone Number |
| 1 | Masresha Leta | Midwifery | A | Harari | Harar HSC | masreshaleta3@gmail.com | 0911947787 |
| 2 | Gosaye T/haymanot Zewde | Midwifery | A | Harari | Harar HSC | Zewegosa@yahoo.com | 0913227450 |
| 3 | Amare Kiros | Midwifery | A | BGRS | Pawi HSC | amarekiros9@gmail.com | 0920843010 |
| 4 | Jalele Mosisa | Midwifery | B | oromia | Nekemte HSC | jalemosis2018@gmail.com | 0939316415 |
| 5 | Serkalem Fetene | Midwifery | A | oromia | Mettu HSC | serkefetene@gmail.com | 0912022476 |
| 6 | Balela Kadir | Midwifery | B | oromia | Nagelle HSC | balela.kedirbedu@gmail.com | 0916633542 |
| 7 | Sadeya Mohamed | Midwifery | A | Somali | Jigjiga HSC | xanaan261@gamil.com | 0915076012 |