Midwifery level-III

NTQF Level III

Learning Guide#56

Unit of Competence: - Lead small teams

Module Title: - Leading small teams

LG Code: HLT MDW3 M14 0219

TTLM Code: HLT MDW3 TTLM 0919V1

LO4: Supervise team performance

Instruction Sheet	**Learning Guide #55**

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

- Monitoring of performance
- Providing team members with feedback
- Referencing Performance issues
- Informing and allocating team members
- Monitoring team operations.
- Providing follow-up communication on all issues
- Completing all relevant documentation

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

- Monitor performance
- Provide team members with feedback
- Reference Performance issues
- Inform and allocate team members
- Monitor team operations.
- Provide follow-up communication on all issues
- Complete all relevant documentation

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 5, sheet 6 and Sheet 7
4. Accomplish the "Self-check 1, Self-check 2, Self-check3, self check 4, self check 5, self check6, and self check 7 " **in page 5, 9, 12, 18, 24, 29 and 34** respectively.
5. If you earned a satisfactory evaluation from the "Self-check" proceed to the next learning guide

Information Sheet-1	**MONITORING OF PERFORMANCE**

4.1 Monitoring: Refers to the process of regularly checking on the status of a program by comparing the actual implementation of activities against a work plan. It is **an internal function** in any project or organization.

All businesses, whatever sector they are in, will have plans, aims and objectives. In some cases these can be very sophisticated but in some small businesses very modest. Whatever they are a business will need to monitor its performance in relation to these goals.

Aims

Aims are the long-term goals of a business. In many cases they are not very exact and can be deliberately vague. Part of the reason is that businesses have found that if they try to be too precise then invariably they will not be able to achieve the aim and this can make the business look bad in the eyes of its stakeholders. Aims of a business might be

- Survival
- Maximize profit
- Maximize revenue
- Be environmentally friendly
- Boost share price

Objectives: objectives are the means by which the business will seek to achieve its aims. If we take the aim of 'being environmentally friendly' then the objectives that can help achieve that might be monitoring levels of waste generated by the business, investing in new technology to help improve efficiency, installing energy saving devices, switching its fleet of vehicles to less polluting fuels and so on.

Why do we monitor?

- ✓ To identify strengths and weakness of a project/program
- ✓ To take timely & appropriate decisions
- ✓ To improve the performance of a project and to enhance accountability at all levels

How do we monitor?

- ✓ Monthly & quarterly reports
- ✓ Monthly & quarterly meetings
- ✓ Review of service statistics records
- ✓ Field visit
- ✓ Management Information system (MIS)

Steps in monitoring

Step 1: Review **objectives, activities** and determine which activities to monitor (Priority)

Step 2: Identify/develop the **indicators** that you will use in carrying out the monitoring

Step 3: Develop monitoring plan such as **who is responsible** for implementing the monitoring, **Schedule/time** table and **Required resources**

Step 4: Collect the necessary information review reports & records, Conduct meetings and Conduct field visit.

Step 5 : Analyze the data Regardless of type of data collected, it needs to be analysed, Make a list of strong & weak points, reporting results & recommendations

Step 6 : Use the data Remember Monitoring &Evaluation is a tool to help you do your work better and Share monitoring report with others.

4.1.1 Challenges of monitoring:

- ✓ Absence of monitoring plans & tools (record keeping formats, reporting formats etc)
- ✓ Bulky & not standardized reporting format & terminologies
- ✓ Delay in reporting (Not timely informed)
- ✓ Absence of management readiness & commitment
- ✓ Absence of trained staffs in Monitoring &Evaluation of expectations.

- ✓ Rare use of monitoring report

Self-Check -1	**Written Test**

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

1. What is monitoring?
2. Why do we monitor?
3. Mention the challenges of monitoring?

***Note:* Satisfactory rating – 10 points** **Unsatisfactory - below 10 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Question

Name: _________________________ Date: ____________

Short Answer Questions

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Information Sheet-2	PROVIDING TEAM MEMBERS WITH FEEDBACK

4.2 Providing feedback : Providing regular feedback to the student regarding his or her work with you is the most powerful teaching tool you have. It is also the area most commonly cited as lacking when students and residents evaluate medical faculty.

Quite simply, feedback is the sharing of information about the student's performance. Positive feedback serves to sustain behavior that is appropriate and effective. Negative or corrective feedback serves to change behavior that is inappropriate or ineffective. Thus, the student should receive a mixture of positive and corrective feedback. The feedback should be specific enough that the student understands which behaviors are appropriate and which ones need to be changed. General comments such as "you're doing a really super job!" may be pleasant to give, but do little in the way of teaching. Feedback is most meaningful when it is based on solid data obtained while observing or interacting with the student. This teaching skill quickly becomes easier with deliberate practice. An experienced preceptor who has worked on developing this skill can incorporate feedback comfortably and quickly into regular interactions with a student.

Feedback: is giving specific information about a person's current behavior in order to help him/her either continue the behavior or modify the behavior.

Purposes

- Provides a basis for maintaining or improving performance
- Provides a forum for assessing need and planning additional experiences

Timing and Setting

Most useful immediately following the experience

Process established during orientation

Brief, in-route encounters

Characteristics of Effective Feedback

- ✓ It is specific and performance based.
- ✓ It is descriptive, not labeling.
- ✓ It focuses on the behavior, not the learner.
- ✓ It is based on observations, repeated if possible.
- ✓ It begins with "I" statements.
- ✓ It balances negative and positive comments.
- ✓ It is well-timed.
- ✓ It is anchored to common goals (for example, the learner’s learning or quality patient care).
- ✓ It provides for two-way communication, soliciting, and considering the receiver’s input.
- ✓ It is brief. (Be alert to signs of resistance).
- ✓ It is based on trust, honesty, and concern.
- ✓ It is private, particularly if it is negative.
- ✓ It is part of your regular teaching process, not an exception to the norm.
- ✓ It provides for follow-up.

Guidelines for Giving Constructive Feedback

All comments should be based upon observable behavior and not assumed motives or intents.

Positive comments should be made first in order to give the student confidence and gain his/her attention.

Language should be descriptive of specific behaviors rather than general comments indicating value judgments.

- ✓ Feedback should emphasize the sharing of information. There should be opportunities for both parties to contribute.
- ✓ Feedback should not be so detailed and broad so as to "overload" the student.
- ✓ Feedback should deal with the behaviors the student can control and change.
- ✓ Feedback requires the ability to tolerate a feeling of discomfort.

Self-Check -2	**Written Test**

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

1. What is feedback?
2. What is the purpose of feedback?
3. Mention at least 2 Guidelines of constructive feedback?

Note: **Satisfactory rating – 5points** **Unsatisfactory - below 5 points**

Answer Sheet

Score = ___________
Rating: ____________

Name: _________________________ Date: _______________

Short Answer Question

Name: _________________________ Date: ____________

Short Answer Questions

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Information Sheet-3	Informing and allocating team member

4.3. Informing and allocating team member

Each task within each Project is assigned to a specific team member, making everyone's responsibilities clear. This also enables team members to understand the role they're playing within the bigger picture. With all tasks and responsibilities displayed transparently, team leaders can take a less hands-on approach, knowing each task will be seen through by the assigned person.

If your distributed team is working across time zones and you'd like to set up a standing appointment for calls, it's important to find a time which works for everyone involved. By not always holding calls at inconvenient times for the remote team member, they'll be more open (and awake) to honestly and accurately communicate with you.

Transparent working environments have been found to make teams more accountable, happy and creative. It sounds like a big claim but transparent environments help to develop a feeling of **mutual respect** between team members and team leaders. Via open and consistent communication, transparent and authentic workplaces help employees to feel secure in their positions. In turn, team members feel freer to contribute ideas and suggestions, enhancing creativity.

The aim is to create an environment in which team leaders feel able to provide honest and constructive feedback, and team members feel confident to voice concerns and communicate with one another. Inevitably, your team members will be happier if they can get along well with one another. As an added bonus, they'll perform better too.

To achieve this, encourage your team members to collaborate. On your team, there will likely be a whole bunch of diverse skills. Make sure these different skillsets are utilized by ensuring everyone is aware of ongoing projects. That way, team members can jump in to collaborate wherever they feel they can bring value.

Allocating roles and responsibilities

Identifying team roles and responsibilities will enhance team performance, as it provides clarity about who does what and encourages team members to take responsibility for their contribution to overall team goals. Additionally, where one member becomes unable to meet deadlines or if someone leaves, it is easy to identify outstanding work and re-allocate it.

When allocating roles and responsibilities it is important to:

- Identify all the tasks that will be needed to complete the project.
- Allocate tasks evenly amongst team members, making use of team strengths or areas where development is desired.
- Ensure agreement from team members to taking on specified tasks.
- Provide frequent opportunities feedback to team members from individuals.
- Re-allocate roles and responsibilities only after agreement with all of the relevant team members.

Self-Check -3	Written Test

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

1. Define team member allocation.
2. What is the benefit fair team allocation?

Note: **Satisfactory rating – 8> points** **Unsatisfactory - below 8 points**

Answer Sheet

Score = ____________

Rating: _____________

Name: _________________________ Date: ____________

Short Answer Questions

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Information Sheet-4	Referencing performance isue

4.4 Performance Reference Model (PRM)

The PRM is a framework for performance measurement that provides common outcome and output measures throughout the Federal government. It allows agencies to better manage the business of Government at a strategic level while providing a means for gauging progress towards the target. The PRM accomplishes these goals by establishing a common set of general performance outputs and measures that agencies use to achieve much broader program and business goals and objectives.

The model articulates the linkage between internal business components and the achievement of business and customer-centric outcomes. Most importantly, it facilitates resource allocation decisions based on comparative determinations of which programs/organizations are more efficient and effective.

T**here are three areas to the Performance Reference Model.**

1. The first is the **Goal**. This enables grouping of investments and activities through a common and authoritative framework established It allows the identification of common performance elements across investments or activities, and in the future will enable cross-platform information linkages between systems such as Performance.gov and the IT Dashboard. This linkage provides the logical relationships necessary to consistently provide much richer insights into details of the supported performance areas than previously feasible.
2. The second area of the Performance Reference Model is **Measurement Area.** This describes the manner in which the investment or activity supports the achievement of the supported performance element identified by the Agency Goal. Measurement Areas apply to the more detailed performance indicators associated with the investment of activity rather than the functions of the investment or activity. Investment or activity performance indicators should have a clear linkage to the activities, of course, but it is important to recognize that investments or activities may align to multiple measurement areas.

3. The third area, Measurement Category, refines Measurement Area. Any Measurement Category may be applied to any Goal

Self-Check -4	Written Test

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

1. Define what is performance reference model?
2. What is the Areas of performance reference areas?

Note: **Satisfactory rating – 5> points** **Unsatisfactory - below 5 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: ____________

Short Answer Questions

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Information Sheet-5	Monitoring team operations

4.5 Operational teams

An operational team: is formed to undertake some ongoing activities that are required for the provision of goods or services. For example, the counter service and telephone services operated by a bank are provided by operational teams that are supplying a service to the public, whereas an accounting department within a larger organization is supplying a service to other parts of the organization. The purpose of the operational team is usually specified in terms of the level of service or the quality of the goods supplied.

Operational teams usually have well-defined roles and responsibilities. While the idea of team roles is typically applied to project teams, an operational team also needs a variety of types of people to support the processes and progress of the team.

An operational team can be a virtual team. However, it is less common for an operational team to be fully virtual than some other types of team. It is more likely that some, if not all, operational team members will be collocated. If the team does operate from more than one location it will be split into sub-teams, each of which will be collocated. The needs of a virtual operational team are very similar to the needs of a virtual project team; in particular, they need some shared workspace that may be wholly or partly virtual.

In some circumstances, operational teams can work as project teams. For example, an accounts department provides an ongoing service to other parts of the organization. When the organization needs to produce end-of-year accounts this can be approached as a project. A schedule may be devised, with interim milestones building towards the goal of producing a set of accounts that are complete, accurate and on time.

- There are many ways to collect data via regular monitoring and periodic surveying. Many businesses use a customer retention management (CRM) software. Software capabilities vary but most offer several ways to monitor workplace operations.

Outbound calls, prospect contacts calls and correspondence, follow-ups and sales are all recorded in CRM tools. More advanced resources allow business owners to understand call duration. Some even help track orders, offer propensity to buy patterns and send follow up offers.

Beyond technology, business owners can use site operations reviews, employee surveys and customer feedback to collect valuable data about the how the company delivers its product or service. Site operations may be done by management, owners or by a third-party consulting firm, offering an outsider's perspective on operations. Employee surveys provide valuable feedback on areas of inefficiency that employees experience daily, such as consistent inventory issues.

Customer reviews, whether solicited or gathered via online social media channels, tell companies about the user experience. At times, when everything seems to be going smoothly, it might be the customer review that points out something otherwise overlooked.

1. **Analyze Data and Look for Patterns**

Business owners should look at data regularly to understand patterns and to look for anomalies. Although there might not be a monthly site review, employers can use other collected data to ascertain what's working well and what isn't.

For example, if customer reviews complain that the customer service hold times are more than 30 minutes, a manager shouldn't wait to look for a solution. If employee surveys haven't been conducted, this is a good time to send out a quick survey or a request for feedback to locate congestion issues. The manager may also decide to spend some time in the call center or he may even call in himself, posing as a customer, so that he can understand what the problem might be. The resolution might be to institute better training or to have faster computer systems.

2. Implement New Protocol

Once the issue is identified in the existing process, it is imperative that the company take steps to improve workplace operations. If a new call or sales protocol is implemented, it needs to be written in as part of the operations manual, and then distributed to employees. On top of the distribution of the written protocol, employers need to train employees consistently and regularly to make the new protocol habitual. Additionally, employers should ask for feedback on new policies and procedures to fine tune them.

Sometimes, improving workflow changes is easier than at other times. If inventory issues exist, managers need to make arrangements with suppliers or find new ones that can handle the demand. For example, a restaurant that has a popular salmon dish but its current supplier cannot provide enough salmon for the restaurant's weekend service, should find a secondary supplier. In many cases, this is an easier solution, compared to poor food quality or poor customer service

The Operations Executive is responsible for the part of the workplace team that directly manages the operations and maintenance of facilities. The Operations Executive can report to various parts of the company such as the Facilities Executive, Chief Financial Officer or Chief Operations Officer, but usually has direct access to senior management.

The Operations Executive role includes the following tasks:

- Communicating with upper management to develop strategic operations goals.
- Developing strategic long-range plans to achieve strategic objectives.
- Creating and managing the organization's fiscal operating and capital budget and expenses.
- Monitoring operational performance of both internal and external service providers.
- Monitoring facility condition and environmental performance and recommending or approving funding levels and spending plans.
- Providing a workplace setting that is conducive to productive work.
- Monitoring occupant satisfaction.
- Monitoring construction and renovation projects.
- Monitoring performance metrics, receiving and responding to approvals and notifications.

Self-Check -5	Written Test

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

1. What is operation team?
2. Mention at least 3 roles of operational team?

Note: **Satisfactory rating – 5points** **Unsatisfactory - below 5 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Question

Name: _________________________ Date: ____________

Short Answer Questions

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Information Sheet-6	Providing follow-up communication on all issues

4.6 Addressing Common Issues

This section describes some common issues that arise in Connecticut towns where planning for agriculture can positively support and improve the environment for local farmers. A description of each issue is followed by a discussion of approaches that may be used to help keep farms and farming viable in communities throughout the state. This section is not intended to be comprehensive as to issues or solutions. Every community and farming operation is unique and will present different opportunities for municipalities to create a supportive atmosphere for farming.

Follow up communication: No one would talk much in society if they knew how often they misunderstood others. — Johann Wolfgang Von Goethe

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver (U.S. Army, 1983).

Effective communication: occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Many of the problems that occur in an organization are the either the direct result of people failing to communicate and/or processes, which leads to confusion and can cause good plans to fail (Mistry, Jaggers, Lodge, Alton, Mericle, Frush, Meliones, 2008).

Studying the communication process is important because you coach, coordinate, counsel, evaluate, and supervise throughout this process. It is the chain of understanding that integrates the members of an organization from top to bottom, bottom to top, and side to side.

The Communication Process: Communication That is what we try to do Speak to those near us

- ✓ **Thought**: First, information exists in the mind of the sender. This can be a concept, idea, information, or feelings.
- ✓ **Encoding**: Next, a message is sent to a receiver in words or other symbols.
- ✓ **Decoding**: Lastly, the receiver translates the words or symbols into a concept or information that he or she can understand.

During the transmitting of the message, two elements will be received **Content and Context**.

1. **Content:** Are the actual words or symbols of the message that is known as ***language.*** The spoken and written words combined into phrases that make grammatical and semantic sense. We all use and interpret the meanings of words differently, so even simple messages can be misunderstood. And many words have different meanings to confuse the issue even more.
2. **Context:** is the way the message is delivered and is known as ***paralanguage.*** it is the nonverbal elements in speech such as the tone of voice, the look in the sender's eyes, body language, hand gestures, and state of emotions (anger, fear, uncertainty, confidence, etc.) that can be detected. Although paralanguage or context often cause messages to be misunderstood as we believe what we see more than what we hear; they are powerful communicators that help us to understand each other. Indeed, we often trust the accuracy of nonverbal behaviors more than verbal behaviors.

Some leaders think they have communicated once they told someone to do something, A message has NOT been communicated unless it is understood by the receiver (decoded). How do you know it has been properly received? **By two-way communication or feedback.**

This feedback tells the sender that the receiver understood the message, its level of importance, Communication is an exchange, not just a given, as all parties must participate to complete the information exchange.

Self-Check -6	**Written Test**

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

1. List down communication process?
2. Mention the two elements during transmitting a message?

Note: **Satisfactory rating – 5points** **Unsatisfactory - below 5 points**

Answer Sheet

Score = ____________

Rating: _____________

Name: ___________________________ Date: ________________

Short Answer Question

Name: ________________________ Date: ____________

Short Answer Questions

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Information Sheet-7	Completing all relevant documentation

4.7 Documentation: is something transposed from a thought to a document. The written account of an idea.

Documentation and reporting: - the student will be able to correctly and appropriately document data pertinent to the care of clients.1. Explain the purposes of documentation in healthcare.2. Discuss the principles of effective documentation.3. Describe various methods of documentation.4. Describe various types of documentation records.5. Describe the latest advances in computerized documentation.

Documentation is the written or printed record of a clients care; its an essential nursing responsibility. It is the nurse's responsibility that the record remains CONFIDENTIAL.

Documentation allows continuity of care, gives a way to let other healthcare workers know what we have done, and is a legal documentation on the client.

Six purposes for documentation

1. Communication
2. Legal documentation
3. Financial billing/ reimbursement
4. Education purpose
5. Research purpose
6. Audit-monitoring such as quality control

Documentation needs to be CC FLAT

- ✓ Concise
- ✓ Complete
- ✓ Factual
- ✓ Legible
- ✓ Accurate
- ✓ Timely (current)

5 different documentation systems

1. Narrative- chronological account of client's care & response to care

2. Problem-oriented- structure that emphasizes the clients identified problems and progress

3. Charting by exception (CBE) - requires only deviations from baseline

4. Problem-intervention-evaluation (PIE) - organizes information according to the clients problems

5. Electronic charting-newer method of documenting client care

1. **Narrative documentation**: more traditional method of charting, in story like format such as What you hear, observe, inspect, do, or teach also you can use descriptive phrases

Can explain in detail and use narrative when something goes wrong, during a code trauma's.

Self-Check -7	Written Test

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

1. What is documentation?
2. List Purpose of documentation?
3. Mention the different documentation systems?

Note: **Satisfactory rating – 5points** **Unsatisfactory - below 5 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Question

Name: _________________________ Date: ____________

Short Answer Questions

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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