



# Medical laboratory technique

NTQF Level III

## Learning Guide#66

<b>Unit of Competence: -</b>	<b>Lead small team</b>
<b>Module Title: -</b>	<b>Leading small teams</b>
<b>LG Code:</b>	<b><u>HLT MLT3 M14 LO1-LG61</u></b>
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LO1: Provide team leadership



<b>Instruction Sheet</b>	<b>Learning Guide #1</b>
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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

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

- Identifying and implementing in line with *organizational requirements*.
- Learning plan is collaboratively developed and implemented to meet individual and group training and developmental needs.
- Individuals are encouraged to self-evaluate performance and areas identified for improvement.
- *Feedback on performance* of team members is collected 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 respectively.
4. Accomplish the “Self-checks respectively
5. If you earned a satisfactory evaluation from the “Self-check” proceed.



<b>Information Sheet-1</b>	<b>Providing team leadership</b>
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### 1.1. Concepts of providing team leadership.

- ✓ A team is defined as two or more people who interact and influence each other toward a common purpose.
- ✓ Team is a group of people working together to achieve set goals and objectives.



### Types of teams

**1. Formal Team:** is a team deliberately created by managers to carry out specific activities, which help the organization to achieve its objectives.

#### Formal team can be classified as

**A. Command team:** is a team composed of a manager and employees that report to the manager.

**B. Committee:** a formal organizational team usually relatively long lived, created to carry out specific organizational tasks

**C. Task force or project team:** A temporary team to address a specific problem

**2. Informal team:** emerge whenever people come together and interact regularly. This group has a function of:

**A.** to hold in common the norms and values of their members



**B.** gives to their member's status, security and social, satisfaction

**C.** help their members communicate

**D.** helps solve problems

**E.** act as a reference groups

3. **Super teams:** a group of workers drawn from different departments of the organization to solve problems that workers deal with their daily performance

4. **Self managed team:** are super teams who manage themselves without any formal supervision

### **Characteristics of a team**

Awareness of the characteristics of a team helps to manage effectively the group. Effective teams are built on:

- Communication
- Trust
- Shared decision-making
- Positive reinforcement
- Cooperation
- Flexibility
- Focus on common goals
- Synergy

Teams that are effective can achieve more together than they would as individuals all working alone.





## Stages of team development

Teams move through five stages to develop

**A. Forming:** during the initial stage the team forms and learns the behavior acceptable by the group

**B. Storming:** as the group becomes more comfortable with one another they begin to assert their individual personalities

**C. Norming:** the conflicts that arose in the previous stages are addressed and hopefully resolved. Group unity emerges as members establish common goals, norms and ground rules.

**D. Performing:** it is a stage by which a group begins to operate as a unit

**E. Adjourning:** it is a time for a temporary group to wrap-up activities

## Team cohesiveness

Team cohesiveness is the degree of solidarity and positive feelings held by individuals towards their group. The more cohesive the group the more strongly members feel about belonging to it. Highly cohesive teams have less tension and hostility and fewer misunderstandings than less cohesive groups do. Studies have found that cohesive teams tend to produce more uniform output than less cohesive groups.

## Ways to improve team cohesiveness

1. Introduce competition
2. Increase interpersonal attraction
3. Increase interaction
4. Create common goals

## Guidelines for effective committee functioning

1. Goals should be clearly defined, preferably in writing



2. Specify committee's authority
3. Determine the size of the committee
4. Select a chairperson on the basis of the ability to run the meeting efficiently
5. Distribute the agenda and all supporting materials before the meeting
6. Start and end meeting on time

### Leadership Concepts

We don't want to be like the leader of the French Revolution who said;" there go my people. I must find out where they are going so I can lead them." John F. Kennedy



### What is Leadership?



Leadership is one of the **fundamental concepts** in an organization and management theory, It is one of the most important thing managers do, It is the means by which things are accomplished in organizations, A manager can establish goals, strategies, make decisions, plan ,organize, monitor; **but nothing happen without leadership.**

A critical factor in becoming an effective leader is the recognition that leadership behavior is developmental. Few people are born natural leaders.

Leadership is developed through experience. A lot of effective leadership relies upon the use of specific skills—and these can be learned. If you are really serious about being a “good” or effective leader then you need to analyze your leadership behaviors: by self reflection, honest feedback from those who work with you, and objective assessment (leadership tests).



## Management and Leadership

What is leadership, and what is the difference between leadership and management? the difference is:

- Leadership is setting a new direction or vision for a group that they follow, ie: a leader is the spearhead for that new direction
- Management controls or directs people/resources in a group according to principles or values that have already been established.

## Management

Traditionally, the term "management" refers to the activities (and often the group of people) involved in the four general functions: planning, organizing, leading and coordinating of resources. Note that the four functions recur throughout the organization and are highly integrated. Emerging trends in management include assertions that leading is different than managing and that the nature of how the four functions is carried out must change to accommodate a "new paradigm" in management.

## Leaders

At the commencement of a programme the leader is usually a person (such as a supervisor) to whom the team members would report to in their natural work environment, however as the team matures and more teams are formed it is good practice to encourage team members to take on the role of leader. A supervisor is by nature already a team leader, so the new role in teams is perceived as a natural extension which needs some extra training for the new skills involved. Where the team leader is not the natural supervisor of the work group, more extensive training will be needed and care must be taken not to threaten normal reporting lines. Recognizing, discussing and dealing with team member's query and concerns

Quality control or QC: The ISO definition states that quality control is the operational techniques and activities that are used to fulfill requirements for quality. This definition could imply that any activity whether serving the improvement, control, management or assurance of quality could be





a quality control activity in short, is a process by which entities review and compare the quality of all factors involved in production, service etc. to the standards. This approach places an emphasis on three aspects:

1. Elements such as controls, job management, defined and well managed processes,<sup>[1][2]</sup> performance and integrity criteria, and identification of records
2. Competence, such as knowledge, skills, experience, and qualifications
3. Soft elements, such as personnel integrity, confidence, organizational culture, motivation, team spirit, and quality relationships.

The quality of the outputs is at risk if any of these three aspects is deficient in any way.

Quality control emphasizes testing of products to uncover defects and reporting to management who make the decision to allow or deny product release, whereas quality assurance attempts to improve and stabilize production (and associated processes) to avoid, or at least minimize, issues which led to the defect(s) in the first place.<sup>[citation needed]</sup> For contract work, particularly work awarded by government agencies, quality control issues are among the top reasons for not renewing a contract.

## MANAGER VERSUS LEADER

Much has been said on the subject of management and leadership. Frequently they overlap and the scope, depth and breadth of their application may draw upon either a stronger tendency to leadership or towards management. Warren Bennis comments: *“Leaders are people who do the right things. Managers are people who nothings right”* Leaders deal with the direction a team is going in, the manager deals with the speed at which you are going. The leader deals with the vision always keeping the mission in sight, striving for effectiveness and results, inspiring and motivating people to work together with a common vision and purpose. Management deals with establishing structure and systems to get those results. It focuses on efficiency, cost benefit analysis, logistics, methods, procedures, and policies. Leadership derives its power from values and correct principles. Management organizes resources to serve selected objectives to produce



the bottom line. It is now recognized in many companies and organizations around the world that having one leader with supreme decision making power is no longer effective. More and more we are seeing the use of Team Leadership. That is, having many people in the organization who take responsibility in sharing the leadership and forming part of a strong decisive team. This requires good communication, vision sharing, and strategic planning, but the results are worthwhile.

A leader who desperately hangs onto a position and the power it carries, who does not mentor, empower and train new leaders, and does not plan for those who will take their turn at leading, is both narrow minded and foolish, for the work will be held back under that style of leadership

### **Organization**

A pattern of relationship through which people pursue to achieve common goals, Are groups of people, with ideas and resources, working toward common goals.

Organization is a social unit of people that is structured and managed to meet a need or to pursue collective goals. All organizations have a management structure that determines relationships between the different activities and the members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems--they affect and are affected by their environment. Organizational requirements are those which come out of a system being placed in a social context. Organizational requirements will have their source not only in organizational structures and the activities of individuals and groups but also in power structures, obligations and responsibilities, control and autonomy, values and ethics. (Harker et al. 1990).

Effectively; to have an element of personal control so that they can make decisions and make choices, and to have a well designed job that provides the right mix of interest, variety and challenge. The manager and his (her) staff are asked to complete the questionnaire and to analyze the results and to collate comments on the use of skills etc.; what people like doing most; what people like least; aspects of work that staff are most satisfied with and those they are least satisfied with. Organizations should clearly communicate organizational goals to engage employees in their work and achieve the organization's desired ends. Having a clear idea of



organizational requirements helps employees determine their course of action to help the health to achieve their goals. Employees should also be equipped with the proper tools and resources needed as they do their work to help meet the overall organizational goals. Setting goals can also help companies evaluate employee performance -- for example, creating individual employee goals that support overall organizational goals and measuring individual performance against those individual goals. While an organization can communicate its organizational goals through normal channels, the most effective and direct way to do so is through employees' direct supervisors. This enables managers to work with their staff to develop SMART (specific, measurable, achievable, realistic and time-bound) goals that align with the organization's goals. Setting organizational goals also helps build workplace harmony because it makes employees work toward attaining similar goals.

While developing sound goals helps organizations with planning, over time, goals might turn out to be unrealistic and need to be modified accordingly.



<b>Self-Check -1</b>	<b>Written Test</b>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. What is the most commonly cited definition of a team?
2. What makes teams different from other type of groups?
3. What is the leadership
4. In detail write the difference between manager and leader and give exam
5. Why detailed work instruction is important in an organization?
6. List and describe types of teams?

**Note: Satisfactory rating - 6points and above    Unsatisfactory - below 5 points**

You can ask your teacher for the copy of the correct answers.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**

**Answer sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_



<b>Information Sheet- 2</b>	<b>Identifying and implementing learning and development needs</b>
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### **1.1. Identifying and implementing learning and development needs**

Identifying learning and development (L&D) needs involves the assessment of employee capabilities alongside an understanding of current or anticipated gaps in knowledge or skills. This analysis can be conducted at the individual, team or organizational level. In any case, the outcomes can identify the appropriate learning provisions required to enable sustained business performance and should be closely aligned to the overall organization strategy.

This factsheet examines the basics of identifying L&D needs, including guidance on how to conduct a capability analysis and suggested methods for collecting and making use of the data. It also provides insight for those operating in smaller organizations into addressing their particular challenges in identifying learning and development needs.

<b>Self-Check 2</b>	<b>Written Test</b>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. Define what learning development needs is.
2. What do people are doing when they are not responsible?
3. What is the importance of allocating duties and responsibilities?

**Note: Satisfactory rating - 4 points and above Unsatisfactory - below 3 points**

You can ask your teacher for the copy of the correct answers.



<b>Information Sheet-3</b>	<b>Developing and implementing learning plan</b>
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## **1.2. Developing and implementing 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 validated. a learning plan is best prepared by the learner with the guidance and support of the mentor or facilitator.

### **Steps to develop learning plan.**

The following steps will assist you to develop a learning plan with a learner.

#### 1. Assessment of learning needs.

This is my include analysis of:

- learner's value
- skills
- strength and weakness
- preferred learning style
- Suitability of learners work situation as a work based learning environment (is there is a quiet place to read /write /consider? are study leave provisions available ? is management supportive of work based learning ?
-



A learning and development plan acts as a road map for employees and helps to support their career and personal development. ... The plans can be used to manage performance and demonstrates to staff that their employer is keen to invest both time and resources in their career development.

## 2. identification of learning goals

It is important to identify learning objectives both from a learners perspective and from an organizational perspective,. Those learners who are undertaking learning as part of a process initiated by their organization 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.

## 3. Identify learning resources, support 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. text/library)
- technology (e.g. phones, internets,/e-email, video conferencing)

## 4. Specify what constitutes evidence of learning how will you and the learner know that learning has occurred? Assessment of learning could include a portfolio , case notes , role play and case studies .

## 5. specify target dates

Specify dates for progress reviews and for module / task completion. Agree on how this will occur.



Mode of contact could include

- telephone call
- review of progress
- E-mail
- group teleconference (e.g. with other learners )
- face-to-face meetings
- 

### **1.3. Encouraging Individuals to self-evaluate performance.**

A successful team uses the individual skills and abilities of its members to work towards the achievement of goals and to establish its own identity. This is called synergy.

However, being in a team does not mean that individuality is suppressed. The contributions of each member of the team should be acknowledged and appreciated. Each member of the team should also recognize and value their own individual contribution to the identity and performance of the team. Team members should be encouraged to think about what they are contributing – to self-assess their own input. After you work through each section of this topic you will find a self-assessment checklist. This is a time to pause and consider what you have learnt and ask yourself a series of questions to check whether you have understood the main points. Members of a work team can use the same principle of self-assessment by asking questions such as:

Am I taking steps towards achieving the set goals?

Am I sure about exactly what is required of me?





Am I managing to keep within the set timeframes?

Do I need clarification or training to perform better?

Am I working cooperatively with other team members?

How can I make better use of my strengths or the strengths of others?

Is there a better way of doing this?

What positive feedback can I give to other team members to provide encouragement?

How well have I done the work so far and how could I have done it better?

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

<b>Self-Check 3</b>	<b>Written Test</b>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. What do we mean performance expectation?
2. Define synergy
3. List identification of learning goals
4. Write assessment of learning needs
5. Write steps to develop a learning plan

**Note: Satisfactory rating - 6 points and above    Unsatisfactory - below 5points**



<b>Information Sheet-4</b>	<b>Identifying areas for improvement</b>
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## **1.4. Identifying areas for improvement**

Potential areas for improvement are identified through a proactive analysis to determine areas that could address process performance shortfalls. Causal Analysis and Resolution processes can be used to diagnose and resolve root causes. The output from this activity is used to evaluate and prioritize potential improvements, and can result in either incremental or innovative improvement suggestions as described in specific goal.

Example Work Products

Potential areas for improvement

### **Sub practices**

1. Identify potential improvement areas based on the analysis of process performance shortfalls.

Performance shortfalls include not meeting productivity, cycle time, or customer satisfaction objectives. Examples of areas to consider for improvement include product technology, process technology, staffing and staff development, team structures, supplier selection and management, and other organizational infrastructures.

2. Document the rationale for the potential improvement areas, including references to applicable business objectives and process performance data.

3. Document anticipated costs and benefits associated with addressing potential improvement areas.



4. Communicate the set of potential improvement areas for further evaluation, prioritization, and use.

### Five ways to give a good appraisal interview

With appraisal season round the corner, it's time to brush up on all that you have accomplished over the past year and set new goals. And during your interview with senior management, don't forget to be confident and proactively seek feedback.

Self-Check 4	Written Test
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. Why do we give good appraisal interview?
2. What is the area for improvement ?

**Note: Satisfactory rating - 8 points and above    Unsatisfactory - below 7points**



<b>Information Sheet-5</b>	<b>Collecting feedback on performance of team members</b>
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### **1.5. Collecting feedback on performance of team members**

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

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

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.



## **+Definition**

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.

Following are some suggestions for approaching superiors, subordinates, and clients/mentors:

### **Asking Your Superiors**

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

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

Don't be afraid to ask specific questions about any feedback you receive so that you know how to proceed. Once the cycle is complete, your managers might be perfectly happy to forget about your performance until the next official review period. Don't let them. Be proactive about setting up follow up meetings to review your progress, address potential problems, and incorporate new responsibilities and priorities.

When it comes time for your next official review, make sure your boss gives it to you. This may sound silly, but you'd be surprised how many organizations de-emphasize the importance of the official review. Remember, though, that it's your right to request a timely appraisal. Think of the official review as an opportunity to sell your manager on your value to the company as well as collect up-to-date feedback on your performance.



To prepare, think about successful projects that demonstrate how you've improved in previously identified weak areas. Also, brainstorm concrete examples that illustrate outstanding work, and practice communicating them so they're on the tip of your tongue.

Beware of asking for superior feedback *too* often, for if you are in your boss' office every ten minutes asking for reassurance on the most mundane task, he may begin to perceive you as needy and irritating. It's a fine line between appearing eager to learn and be guided and becoming the person your manager dreads seeing in the hall.



<b>Self-Check 5</b>	<b>Written Test</b>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. Define feedback?
2. What is the advantage of constructive feedback?
3. Write Characteristics of Effective Feedback

**Note: Satisfactory rating - 9 points and above    Unsatisfactory - below 8points**

You can ask your teacher for the copy of the correct answers.





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