



Medical laboratory technique

NTQF Level III

Learning Guide#67

Unit of Competence: -	Lead small team
Module Title: -	Leading small teams
LG Code:	HLT MLT3 M14 LO2-LG62
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LO2. Foster individual and organizational growth



Instruction Sheet	Learning Guide # 2
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- organizational growth

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:

- Maintained or improved individuals and/or team performance given a variety of possible scenario
- Assessed and monitored team and individual performance against set criteria
- Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf
- Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed
- Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 14.
3. Read the information written in the “Information Sheets 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 2” in page__.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 2).



Information Sheet 1	Foster individual and organizational growth
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Introduction to foster individual and organizational growth

In order to drive growth, the focus must be on people and in cultivating the right mindset and the right culture. *In order to drive growth, the focus must be on people and in cultivating the right mindset and the right culture.*

Continuous, accelerated growth doesn't happen by itself. In order to keep growing as a company, you need to foster a "growth mindset". If you are able to create and foster a growth mindset in the midst of your company culture, you ensure all your employees are ready and willing to explore new opportunities without the fear of failure. On the other hand, a growth mindset means that there is a focus on delivering the best possible results at every step of the way.

Growth isn't about numbers; it's about people. Sure, numbers tell you how successful your team is, but it isn't just numbers you should be looking at when you are after growth, because it is people, not numbers, who do extraordinary things. To create a successful growth mindset, you need to push for both individual and team development and growth.

Focus on Learning Together

Teaching employees new skills helps them cope with quick changes, which often take place during rapid growth. Learning new skills also improves employee engagement and makes work more enjoyable: after all, up to 87 percent of millennials think professional development is important in a job.

Learning shouldn't happen in silos and only in short individual spurts. Instead, management should make learning a company-wide goal and encourage team-learning sessions. When people develop their skills together, they are able to learn faster and in a supportive environment. Group learning also fosters trust, builds relationships and makes it easier for employees to lean on each other when they need help in the future.

Set Individual Goals

While learning should happen in teams and in groups, goals should still remain personal. In order for goals to be a part of a functional growth strategy, they need to be transparent and openly communicated. This doesn't mean everyone should know everyone's personal goals. It simply



means each person should know what is expected of them and that the goals remain achievable while being ambitious.

After making sure everyone understands what is expected of them, make sure you provide individual support and coaching to every single employee. Don't assume some people need less support than others: instead, make sure those who seem to be excelling stay motivated and are met with new and exciting goals to reach.

Create an Open Communication Culture

In order to be successful, employees need to understand all aspects of their business. Salespeople working in fast-paced industries are much more effective when the lines of communication between product development and sales are open. By gaining and growing their understanding of the product and the needs it fulfills, salespeople can work on offering the best possible value to their customers. The same rule works both ways: with clear lines of communication, product development teams can understand the needs and trends of customers and prospects and improve their products much better. The same dialogue-driven nature needs to exist between all departments of an organization, with clear goals on what needs to be achieved through the dialogue.

Growth mentality only thrives in an organization where people are willing to share their own ambitions and realities. When people grow together but meet their personal goals individually, the culture enables true success stories to take place. With open lines of communication and a supportive and encouraging atmosphere, any company can build and foster a growth mindset.

Foster Organizational Growth with Leadership and Delegation

Effectively developing key personnel is a key to building an effective business structure

Whether you are a laboratory owner or manager, take a moment and be honest with yourself about your abilities to supervise others. Do you truly delegate tasks and responsibilities or do you micromanage the process?

Ask yourself the following questions:

- Do you experience high turnover of personnel?
- Is morale low throughout the laboratory?
- Are technicians not motivated to make suggestions that improve workflow, quality, etc?
- Are productivity and profitability declining?



Assuming you made good hiring decisions and have a good group of people working with you, real organizational growth comes when you realize when to nitpick and when to simply let go and delegate. A dedicated individual delivers far more value performing in an environment of freedom than when someone is continually looking over her/his shoulder. Let's examine this concept in relation to the four previously stated questions:

- If employee turnover is an issue, perhaps it's due to the fact that people are not given the freedom to do their job properly, they feel that their talents are being wasted, or they are not experiencing professional growth. Anyone who is capable and ambitious will not continue to work in an environment where someone causes frustration and blocks their career growth.
- If morale is an issue, perhaps your personnel do not feel they can contribute in a meaningful way and that their suggestions are not taken seriously. This feeling that personnel cannot make a difference can lead to a lack of commitment to the objectives of the laboratory and general apathy.
- If motivation is an issue, perhaps your personnel are not providing you with consistent quality work because people tend to give up and just decide to go along with whatever you want, simply because it is easier than making suggestions that may "rock the boat."
- If productivity and profitability are declining, perhaps you are spending so much time "working in the business" that you do not have time to "work on the business." If you're bogged down in the details of micromanaging the process and the personnel, you won't have the time to use your creative talents to run the business and create the bright future the laboratory and your personnel deserve.

The primary component of moving toward high-performance leadership and delegation is trust. What, and how, you delegate is one of the core indicators of the trust levels between you and your personnel. Simply assigning unwanted or overflow tasks is not high-performance delegation. Leading personnel so that they grow both personally and professionally will cause the laboratory to follow suit. Keep these principles in mind when delegating:

- Delegate assignments that challenge people and enable them to grow beyond their current skill set(s).
- Give peoples the authority to make decisions and deliver the required results. • When



something goes wrong, focus on the learning experience and what could have been done differently to enable people to avoid future mistakes.

- Create an environment through which vigorous and open debate of ideas can occur.
- Set up systems that monitor performance and measure progress.
- Build relationships with people that inspire them to put forth their best efforts for you.

As you give more responsibility and autonomy to your most capable personnel, focus your conversation less on how they should approach a task and more on the questions of what and why. Explain the scope of the task, and define their level of authority and the goal, eg, whether they should present recommendations for your approval or make a decision. Also explain why the task or initiative is important. It's also important for people to understand that they may need to collaborate with others to achieve their assignment.

A great collaborative method is to start the morning with a huddle. Morning huddles have the ability to energize personnel and make sure everyone is set up for success. For example, have a representative from each product department in attendance who is responsible for reporting a "to-do" list for the day, sharing any big wins, and letting others know if help or guidance is needed on a specific issue or problem. This way, everyone is on the same page and feels aligned and potential problems are solved much sooner.

It's important to be aware that your personnel won't do things exactly the same way you would. Challenge yourself to distinguish between the style in which people approach tasks and the quality of the results. As you delegate more and coach those who need it, take notice if you have been successful in expanding people's skill set(s) so they can operate more autonomously, and whether you've made a fundamental change in how you're spending your time and energy. If the answer is "yes," then you have succeeded in fostering growth through leadership-truly a win for your personnel and your laboratory.



2.1. Identifying learning and development program goals and objectives.

Forward-thinking companies are taking steps to address this negative view of performance management. They are implementing innovative solutions that ensure the process delivers real results and actually improves employee performance and the business' bottom line.

In this guide, you'll find 10 practical steps that can be used to improve the performance management processes at your organization.

1. Set Goals Effectively

Goals are the basis of an effective performance management process. There are two key elements to consider when developing goals. First, are goals written clearly and objectively? Second, are they directly contributing to the achievement of business strategy?

Typically, the process begins with departmental managers setting goals for their departments, based upon organization-wide goals, which support the general business strategy. Making departmental goals accessible to all managers ensures there is no overlap, reduces conflict, and allows members of different departments to see where they support each other and ensure they are not working at cross purposes. Each manager in turn shares the overall goals with his/her department and meets with employees to identify individual performance goals and plans.

When setting goals, key job expectations and responsibilities should act as the main guide and reference. Goals should be set that not only address what is expected, but also how it will be achieved. For example, the "what" covers quality or quantity expected, deadlines to be met, cost to deliver, etc. The "how" refers to the behavior demonstrated to achieve outcomes, for example, focus on customer service. In addition, some organizations choose to include competencies within performance expectations, to reinforce the link to business strategy, vision and mission.

An accepted framework to use to help write effective goals is SMART:



- **S – Specific**
- **M – Measurable**
- **A – Achievable/Attainable**
- **R – Results-Oriented/Realistic/Relevant**
- **T – Time-Bound**

The inclusion of the above criteria results in a goal that is understandable and easily visualized and evaluated. Making a goal specific, measurable, and time bound contributes to the ability to make progress on the goal and track that progress. Some managers choose to further define goals with a start and finish date with milestones in between. As we have mentioned, goals must be achievable and realistic. An unachievable goal is just that. An employee knows when he/she does not stand a chance of reaching it, and their effort to achieve the goal will be affected. In addition, goals must reflect conditions that are under the employee's control and the R's (results oriented, realistic and relevant) should definitely consider these conditions. Sometimes the focus on the outcome of the goals can overshadow the necessary steps to achieve them. Action plans to support each goal can include documentation of the steps necessary to achieve a goal. By keeping goals relevant, a manager reinforces the importance of linking to strategic objectives and communicating why the goal is important. Some organizations have suggested the use of SMARTA, or SMARTR with the additional A standing for aligned and the R standing for reward.

A focus on objective, behavioral-based, and observable outcomes that are job-related helps ensure fairness of the process and reduces discrepancy. Although sometimes difficult to hear, objective feedback supported with regular documentation is difficult to dispute. This is also where an understanding of the organization's overall objectives and goals and how individual efforts contribute becomes essential. If for example, an individual understands that their actions support an area of the business then it is easier to understand the impact when deadlines are not met. Using the SMART framework provides clarity up front to employees who will be evaluated against these goals.

2. Begin with Performance Planning



Using established goals as a basis, performance planning sets the stage for the year by communicating objectives, and setting an actionable plan to guide the employee to successfully achieve goals.

Performance planning, as with all other steps, is a collaborative process between the manager and employee, although there will always be some elements that are non-negotiable. Begin with the job description and identify major job expectations; expectations then can be clarified for each major area.

Under each key contribution area, it is important to identify long-term and short-term goals, along with an action plan around how they will be achieved. Goals can be weighted to identify priorities. Discuss specific details related to how progress against goals will be evaluated. Next steps include determining any obstacles that would stand in the way of these goals being achieved. If an obstacle is knowledge, skills or behavior – a plan should be developed to overcome, i.e. training, mentoring, etc.

Using the performance plan as a reference document, the employee and manager then should regularly monitor progress against goals, problem-solve road blocks, re-assess goals, change goals as business direction changes, and re-evaluate training and resource needs. This is where the conversation is critical and often where the follow-through sometimes falls down. Performance planning and ongoing performance feedback are critical because they facilitate continuous improvement and aid open communication.

3. Create an Ongoing Process

Performance management – including goal setting, performance planning, performance monitoring, feedback and coaching – should be an ongoing and continuous process, not a once or twice-yearly event. Feedback that is delivered when it is most relevant enhances learning and provides the opportunity to make any adjustments needed to meet objectives. The attitude towards ongoing feedback is also crucial. If there is organizational support for building constructive feedback into the fabric of day-to-day interactions, then the environment will encourage development and drive goal-directed performance improvement.



4. Improve Productivity through Better Goal Management

Regular goal tracking allows for the opportunity to provide feedback as needed, make adjustments to performance plans, tackle obstacles and prepare contingencies for missed deadlines. Without a mechanism to regularly track progress against goals, the ongoing, cyclical nature of the process falls apart and productivity dips.

Goal progress discussions, along with all performance feedback, should be delivered with respect and should be objective and supportive. Specific examples provide clarity and help the employee focus on future improvements. It is crucial that the manager listens to the employee's perspective and incorporates the employee's observations into future plans – the employee often experiences roadblocks the manager may not see.

5. Gather Information from Multiple Sources

Gathering performance information from a variety of sources increases objectivity and ensures all factors impacting performance are considered. This information should include objective data like sales reports, call records or deadline reports. Other valuable information includes: feedback from others, results of personal observation, documentation of ongoing dialogue, records of any external or environmental factors impacting performance. Many reviews also include an employee self-evaluation. Other documents that help define performance objectives include: past performance appraisals, current departmental and organizational objectives and documented standards related to career goals.

In order to gather feedback from other employees, organizations will often use a 360° feedback process. Along with the completion of a self-assessment, selected peers, subordinates, and manager(s) are asked to contribute feedback around pre-identified areas. The feedback is based upon specifically identified skills or competencies and the final results are compared against the employee's self-assessment. This type of feedback increases self-awareness and in some cases is used to support the performance evaluation process.

Objectivity is essential when evaluating performance and it begins with clarity about job expectations and evaluation methods. Certain checks and balances can be built in to ensure



objectivity. Managers commonly make mistakes when they conduct evaluations and the first step to minimizing those errors is to acknowledge they exist. Consistent processes organization-wide contribute to fairness and objectivity. Access to information allows others to check the validity of the process. Obviously, not all employees need access to other employees' performance appraisal results, but processes like calibration meetings will help ensure consistency. In the calibration process, managers with employees in similar positions meet and discuss the appraisals before they are finalized and shared with the employees. A calibration meeting helps establish the reasons individuals are awarded various performance rankings, educates managers about the process across the organization and promotes consistency. It also provides validation for manager's decisions, if appropriate.

Reporting is very valuable to assess the fairness and consistency of the process. For example, it can be used to compare ratings from one division to the next or from one manager to the next. People analytics and technologies like machine learning are also helpful in removing bias from performance appraisals and evaluation.

6. Document, Document, Document

Note-taking must be consistent and include all significant occurrences, positive or negative. Documentation is important to support performance decisions, and notes should be written with the intent to share. In addition to documenting the details of an occurrence, any subsequent follow up should be detailed.

The performance log is a record that the manager keeps for each employee and is a record of performance "events." The maintenance of a performance log serves a number of purposes. The manager can record successes or performance that requires improvement. When it comes time to complete the appraisal, the manager has a historical record of events and will not have to rely on recent memory. In addition, this documentation can be used to support performance decisions or ratings. But it also can be used as a reminder for the manager – if the log has no recordings for a period of time, perhaps it is time to check in. If an employee does exceptionally well, or meets deadlines consistently, the log can be used as a reminder to provide recognition for a job well done. In addition, if a manager notices an area of deficiency, the log can serve as a reminder and



a record of circumstances. The performance log can also act as a reminder for coaching, i.e. record of upcoming tasks, manager can make note to discuss with the employee to ensure he/she is prepared for the individual for a task ahead, and then follow up discussion can promote learning and continuous improvement.

This log should be objective and based on observable, job-related behaviors – including successes, achievements and, if applicable, any documentation related to disciplinary actions taken.

7. Prepare and Train Your Managers

Managing the performance of another individual is not an easy task and requires many skills. Training may be required to ensure managers feel adequately prepared to effectively complete all the tasks related to performance management. This is especially the case for newly promoted supervisors. Managers need to understand human behavior, how to motivate, how to develop, provide coaching and deal with conflict. To a great extent, managers must be observers and able to assess a situation, provide motivation and identify problems that interfere with performance. In addition, managers must understand that individuals at different levels of comfort, ability and experience with their jobs will require different levels of input, support and supervision. A manager who feels adequately prepared to provide and receive feedback, deliver a performance evaluation and conduct a performance evaluation meeting will be a major contributor to a successfully functioning process.

8. Perfect the Performance Review

The employee performance appraisal or review should be a summary of all that has been discussed. Based upon job expectations and key areas of contribution, and previously discussed goals and evaluation methods, the appraisal should be a written confirmation of what has already been discussed with the employee.

The form should include key job responsibilities, current project work, relevant competencies, goals and achievements. Previously completed performance appraisals should be used as reference documents. It should also contain an area to allow employees to record their comments



and input. All comments included on the appraisal form need to be job-related and based upon observable behaviors.

For the appraisal meeting, it is imperative to prepare ahead of time. Schedule an appropriate place and time with no interruptions. Ensure the employee has the information necessary to allow them to prepare adequately. Begin the discussion with job requirements and strengths/accomplishments. The focus, as pointed out previously, should be forward looking. The way the manager approaches this meeting conveys a message related to its importance and should be approached with the appropriate level of seriousness and an open mind. The manager must be prepared in regard to what he/she wants to discuss, but just as importantly must be prepared to listen.

Many suggest that it is important to first define the purpose of the meeting and provide an agenda. A factual discussion with a focus on job-related behaviors will keep the discussion objective. At the end of the meeting, key points should be summarized. It is important to note that the employee will be asked to sign the appraisal, whether or not there is agreement.

9. Link Performance with Rewards and Recognition

More and more, organizations are linking performance to compensation. This link, however, cannot effectively be established without the existence of sound performance management processes that are seen as fair and equitable.

Clear documentation of progress against performance expectations also allows proper recognition for a job well done. This can be provided a number of ways, i.e. formal recognition events, informal public recognition or privately delivered feedback.

It is important also to note the benefits of a consistent pay-for-performance process across the organization. A consistent process creates a sense of fairness and significantly increases job satisfaction. Employees need to know that if an individual in one department is identified as a top performer and compensated accordingly, then an employee performing at the same level in another department will receive similar rewards.



10. Encourage Full Participation and Success

The performance management process must add value, otherwise problems with resistance and non-participation will surface. In addition, the process itself must be as efficient and simple as possible. Automated reminders and scheduling tools can help keep the process on track.

Another element that contributes to success is upper-level management support. This support needs to take not only the form of verbal support, but also through participation in the same performance management process for evaluations. In addition, consider the current culture of your organization when it comes to performance appraisals and performance management. Is the atmosphere supportive of an effective process? Is there a culture of open, honest communication – or are employees fearful when they make a mistake? Employees must be able to honestly discuss performance and consider how to make improvements in order to move forward.

Another thing to consider is a mechanism to evaluate the process itself, whether it consists of an annual survey, focus groups, manager feedback, reporting, or a combination of these and other methods.

The Next Step: Choosing the Right Performance Management System

Organizations are increasingly using innovative technology solutions to implement performance management best practices and automate tedious manual processes. Cloud-based performance management systems are making advanced capabilities and technologies like machine learning, predictive analytics, and chatbot coaching affordable to companies of all sizes. These systems also offer quick implementation schedules, no IT support requirements, and automatic upgrades.

When selecting an automated performance management solution, make sure to do your research. Some solutions offer nothing more than an electronic appraisal form, while others offer complete best-of-breed performance and goal management. The best solutions include:

- Instant form routing and paperless processes
- Goal tracking and cascading functionality for complete visibility and alignment



- Automated goal management and performance review reminders
- Legal scan wizards to ensure appropriate/legal use of language
- Writing assistants to help managers prepare appraisal forms

Support tools providing coaching support to managers when they need it most

Dashboards to deliver company-wide, aggregated or individual reporting

It is especially important that technology provides us with access to performance data and the ability to evaluate progress against goals, compare average manager ratings, easily access performance levels of individuals and use this data to support decision making. Aggregating and analyzing data in traditional paper-based forms is often too time-consuming and costly.



Self-Check 1	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. What is the advantage to Encourage Full Participation and Success
2. Create an Ongoing Process
3. What is the advantage of learning together?

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

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



Information Sheet-2	Making learning delivery methods.
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2.2. Making learning delivery methods.

In order to create the best learning experience, it's vital to mix up your learning delivery methods to ensure you're always delivering training in the most effective way possible, which is why a blended learning delivery approach is an excellent idea for your internal training offering. Let's take a look at some simple ways you can mix up training delivery methods to achieve the most from your training. Only Use Classroom-based Training When Needed Classroom-based training is great and, in the past, tended to be the norm when it came to internal training. However, that tradition doesn't mean it needs to be your default option for all the training you conduct within your business. In fact, classroom-based training can often be the less desirable option for several reasons:

Expense: Hiring instructors to come into your business and run training sessions, perhaps multiple times to cover your entire workforce, can be costly. **Planning:** Trying to coordinate a large number of employees to attend training at the same time can be challenging, especially if they work in different teams or locations. **Time lost:** Classroom-based training requires team members to attend a large block of training in one or multiple sittings, which means time away from their regular work. If you have a large number of employees in a particular training session, it could create workload problems. Use classroom training only when you will reap the most benefit and not as a default option. For example, training that requires demonstrations or a lot of group work to aid in understanding are cases when classroom-based training can be a good fit. It will ensure that your learners can fully immerse themselves in the training and come away with the knowledge they need to be successful. Use classroom training only when you will reap the most benefit and not as a default option.



Use E-Learning for Company-wide Training E-learning is another delivery method you can use as part of your blended learning offering, and it's particularly great for training that a large number of learners, even your entire company, needs to complete. This training could be learning a new piece of software, fire safety for your office building or human resources (HR)-related training that is specific to your company. Rather than trying to schedule classroom-based sessions for company-wide training, which would be an organizational nightmare, e-learning is an easier option for you to roll out training. It also means that learners can work through the training at their own place, though you may want to set a completion deadline to ensure that everyone has completed the training by a certain date.

Use Videos to Save Time

If you have training sessions that are run by members of your internal training team or subject matter experts (SMEs) from other teams within your business, having them run the same training sessions over and over could be a drain on their time. An example could be when the same HR professionals deliver your company's onboarding program or new hire training, as this training happens every time you hire someone new.

A good way to ensure that your learners are still receiving the tailored training they need is to record your staff members while they deliver the training and then turn it into video training. You can deliver the videos on their own or add them to your e-learning offering. This approach means your staff or SMEs don't have schedule time away from their desk every time you need to deliver the training, but all your learners are learn the same knowledge and skills.

Offer VILT to Connect Remote Employees

If you have teams based in different offices or even different countries, virtual instructor-led training (VILT) can be a great option to deliver learning to everyone at the same time, no matter where they are based. With VILT, even though you have team members who are working remotely or in another location, they can still have the experience of attending a training session with their colleagues at the same time. It also means they can work collaboratively and ask the instructor questions in real time. VILT also saves money for your business, as you won't have to book different instructors to run separate training sessions in all your business locations.



These tips are just some ways that you can blend training delivery methods to build a strong learning offering for your business. Not only is a blended approach great for your learners, as training won't be boring or stagnant, but it also helps your business save time and money.

Not only is a blended approach great for your learners, but it also helps your business save time and money.

Self-Check 2	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. What is the benefit for proper learning delivery methods?
2. material needed to deliver learning method list most common useful for learning purpose?

Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points

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



Information Sheet-3	Work place learning opportunities and coaching/ mentoring.
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2.3. Work place learning opportunities and coaching/ mentoring.

What is Mentoring?

Mentoring essentially is a career management tool used by organizations to nurture and develop their staff. Mentoring occurs when there is a relationship between two people in a work setting for the purpose of passing on knowledge and information, sharing wisdom and experience, and offering advice and help in a confidential manner. Mentoring therefore can be defined as: “...off-line help by one person to another in making significant transitions in knowledge, work and or thinking” 1 the term ‘off-line’ in this context, means that the mentoring relationship is not between the manager and the immediate subordinate. Mentoring generally means to give advice and guidance to others by either helping newcomers settle in or in providing a role model for existing staff. For example, a mentor can highlight organizational cultural issues and invisible roadblocks which an organization chart cannot do. Mentors focus on the development of the learner, giving time and attention beyond the extent of the manager. Development usually takes place ‘as required’, at a pace which suits the individual. Interestingly the word ‘mentor’ has its origins in Greek mythology, when Odysseus before setting out on a journey to Troy, entrusted the education of his son Telemachus to his old friend Mentor, and exhorted him to ‘tell all you know’.

What is coaching?

Coaching is an informal but personal on-the-job training technique aimed at developing a persons’ skills, knowledge and work performance. The Concise Oxford Dictionary defines coaching as: “to tutor, to train, to give hints, to prime with facts” Coaching usually takes place between a line manager and his or her staff - it is a key element of any manager’s role and can prove to be a highly effective method of staff development. Another description therefore of coaching is one of: “... helping people to develop and perform to their full potential” 9 While mentoring has its origins in ancient Greece, coaching has its origins in the world of modern sport. On the sporting field an



instructor tries to get the best possible performance from an individual or team without necessarily taking part in the sport directly. “Coaches in the sporting world have fine tuned their coaching skills to ensure their athletes win, set records, or at least achieve their best results. In the same way that athletic coaches help their teams or individuals to achieve excellent performances, workplace coaches need to help their teams and individual team members to reach their potential and deliver a personal best” 14 Coaching is very much concerned with getting individuals to unleash their own potential, or put another way, in bringing out the best in people. “...helping them to learn rather than teaching them...” 22 This highlights the subtle distinction of coaching - the focus of coaching is very much about facilitating or helping people to learn for themselves rather than simply teaching them what to do and then telling them to do it. Returning to the sporting analogy, the best sporting coaches are not necessarily the best athletes or players. Rather they have the ability to create the right environment for learning and development and then bring out the best in the individuals and teams they are coaching

Coaching versus Mentoring

Coaching is sometimes confused with mentoring. However while they have some similarities they are also different from each other. Mentoring is usually conducted with someone other than the person’s line manager and the focus is on providing advice and guidance on career and organizational issues. Coaching is generally conducted with the person’s line manager and the focus is generally on day to day work activities and job performance improvement. Mentoring however can be highly effective in complementing both formal training and informal on-the-job learning and coaching. “Coaching is the responsibility of a line manager who has an immediate and day to day accountability for the learner’s performance (while) a mentor is rarely a learner’s line manager...mentors have protégés rather than learners and will therefore aim to develop a special kind of relationship” 16 The differences between coaching and mentoring have been summarized as follows 6 : Who Needs Mentoring & Coaching? Everyone can benefit from mentoring or coaching.

However there are some situations where people can benefit in particular:

- Where performance improvements are needed
- When someone starts a new job, task or procedure
- Where someone is formally studying and learning
- Where people aspire to develop and advance their careers

Who Should Mentor?



A mentor is usually a more experienced and senior person than the mentee. They may be technical or professional experts or middle / senior managers and can come from either inside or outside the organisation. Typically they are not the mentee's line manager although this can sometimes be the case. If the manager is also the mentor, then the mentoring role should be very clearly defined in a mentoring contract as there can be a tendency for both to focus on operational day-to-day work issues. Mentoring will suit those who are interested in the development of others and who enjoy sharing their knowledge and experiences with them. Not everyone however will necessarily be suited to mentoring. It is also important to consider the time commitment, emotional resources and sustained effort that will be involved in mentoring - a mentor can feasibly cope with a maximum of two mentees at any given time. The Role of a Mentor the mentors' role is usually to provide their mentee with one or more of the following

- 2: • guidance on how to acquire the necessary knowledge and skills to do a new job
- Advice on dealing with any administrative, technical or 'people' problems • information on 'the way things are done around here'- the culture and its manifestations in the shape of core values and organizational behavior
- help in obtaining access to information and people within the organization
- coaching in specific skills, especially managerial skills such as leadership, communications and time management
- help in completing projects - not by doing it for the mentee but by helping them to help themselves
- a parental figure with whom mentees can discuss their aspirations and concerns, and who will lend a sympathetic ear to their problems There a number of roles therefore that mentors may have to fulfill

2 : • mentor as coach - coaching can help in developing new skills in the mentee, can give constructive and considered feedback and can offer an insight into management practice. It works best when the mentor is supportive and offers friendly encouragement.

- Mentor as counselor - counseling can help mentees explore and resolve problems and difficulties they may be facing in a confidential setting. However, it is important to remember that you are not a trained counselor and any issues that you cannot handle should be passed to an expert.
- mentor as role model - mentors by their behavior can demonstrate the acceptable standards of conduct and impart 'the way things are done around here', particularly in the case of new recruits.



They can also be seen as someone who has 'trodden the path' already. It is important that the focus of the mentoring is on helping the mentee to learn. While direct advice and instruction from the mentor can be helpful, it is important to ensure that the mentees learn to think for themselves and not, either intentionally or unintentionally, create a dependence where they just blindly follow the mentor's instructions and cannot take action without advice from the mentor.

Self-Check 3	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. What is the mentoring?
2. What is the coaching?
3. Difference between coaching and mentoring?

Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points

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

Information Sheet-4	Identifying and approving resources and timelines
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2.4. Identifying and approving resources and timelines

Balancing the elements of a complex project – time, money, scope and people – is one of the jobs of a project manager. Project management training is an essential step for managing the unexpected obstacles project managers can face on a daily basis. To help put things in



perspective, here is an overview of the top 10 project management challenges that project managers can encounter on the job.

Project Management Challenges within Corporate Projects

Undefined Goals – When goals are not clearly identified, the whole project and team can suffer. When upper management cannot agree to or support undefined goals, the project in question typically has little chance of succeeding. The project manager must ask the right questions to establish and communicate clear goals from the outset.

Scope Changes – Also known as scope creep, this occurs when project management allows the project’s scope to extend beyond its original objectives. Clients and supervisors may ask for changes to a project, and it takes a strong project manager to evaluate each request and decide how and if to implement it, while communicating the effects on budget and deadlines to all stakeholders.

Working with a Team: Challenges for Project Managers

Inadequate Skills for the Project – A project sometimes requires skills that the project’s contributors do not possess. Project management training can help a project leader determine the needed competencies, assess the available workers and recommend training, outsourcing or hiring additional staff.

Lack of Accountability – A project manager’s leadership qualities can shine when each member of the team takes responsibility for his or her role in achieving project success. Conversely, a lack of accountability can bring a project to a complete halt. Finger-pointing and avoiding blame are unproductive, but all-too-common features of flawed project management. Learning to direct teams toward a common goal is an important aspect of project management training.

Project Management Challenge: Dealing With Risk

Improper Risk Management – Learning to deal with and plan for risk is another important piece of project management training. Risk tolerance is typically a desirable project manager trait



because projects rarely go exactly to plan. Gathering input, developing trust and knowing which parts of a project are most likely to veer off course are aspects of the project manager’s job.

Ambiguous Contingency Plans – It’s important for project managers to know what direction to take in pre-defined “what-if” scenarios. If contingencies are not identified, the entire project can become mired in an unexpected set of problems. Asking others to identify potential problem areas can lead to a smooth and successful project.

Project Management and Communication Challenges

Poor Communication – Project managers provide direction at every step of the project, so each team leader knows what’s expected. Effective communication to everyone involved in the project is crucial to its successful completion.

Project management training includes an emphasis on written and oral communication skills

Proper communication can help increase morale by establishing clear expectations

Good project managers keep communication and feedback flowing between upper management and team leaders

Managing Expectations: An Important Project Manager Attribute

Impossible Deadlines – A successful project manager knows that repeatedly asking a team for the impossible can quickly result in declining morale and productivity. The odds of successfully completing a project under unreasonable deadlines are generally not feasible expectations.

Resource Deprivation – In order for a project to be run efficiently and effectively, management must provide sufficient resources. Project management training shows how to define needs and obtain approval up front, and helps project managers assign and prioritize resources throughout the duration of a project. Lack of Stakeholder Engagement – A disinterested team member, client, CEO or vendor can destroy a project. A skilled project manager communicates openly and encourages feedback at every step to create greater engagement among participants.

Project Management Training Pays Off



Effective project management skills can be learned and developed with quality project management training. It's important to honestly evaluate your skills and work to improve those lacking. Continuing education is typically the first step toward overcoming the challenges you'll likely face throughout your project management career.

Project managers can learn best practices through training programs offered online. Villanova University offers 100% online project management certificate programs that are delivered via a flexible, video-based e-learning platform. Professionals can explore critical topics in Villanova's Certificate in Applied Project Management program. Students enrolled in Villanova's online project management program can also prepare for industry certification which can lead to expanded career opportunities and successful project implementation.

Self-Check 4	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. What is the challenge working with team
2. What is the advantage proper resource utilization
- 3.

Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points

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



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