Poultry Production

NTQF Level - III

Learning Guide -04

Unit of Competence: - Lead Small Teams

Module Title: - Leading Small Teams

LG Code: AGR PLP3 M02 LO1-LG-04

TTLM Code: AGR PLP3 TTLM0120v1

LO 1: Provide team Leadership

Instruction Sheet	Learning Guide #-04

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

- Identifying and implementing learning and development needs
- Developing and implementing learning plan
- Encouraging Individuals to self-evaluate performance
- Identifying areas for improvement.
- Collecting feedback on performance of team members

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

- Identify and implementing learning and development needs systematically in line with organizational requirements.
- Developing and implementing learning plan collaboratively to meet individual and group training and developmental needs.
- Encourage individuals to self-evaluate performance and identify areas for improvement.
- Collect feedback on performance of team members from relevant sources.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 6.
3. Read the information written in the "Information Sheets 1, 2,3 and 4" in page 3,8,11,15 and 17. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the "Self-check1, 2,3 and 4 in page 7,10,14,17 and 21.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-check 1,2,3,4 and 5).
6. Submit your accomplished Self-check. This will form part of your training portfolio

Information Sheet #1	Identifying and implementing learning and development needs

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.

Identifying learning and development (L&D) needs is based on an assessment of prevailing levels of skills, attitudes and knowledge, and on any current or anticipated gaps. This assessment can use formal and/ or informal methods. Such an analysis will enable decisions about what learning provisions are needed at individual, team or organizational level. These gaps should be interpreted and prioritized in connection with the wider organizational strategy.

Implementing a formal learning needs analysis (LNA) is different to a training needs analysis (TNA). An LNA may be seen as a current or future health check on the skills, talent and capabilities of the organization (or part of the organization). It's based on the systematic gathering of data about employees' capabilities and organizational demands for skills, alongside an analysis of the implications of new and changed roles for changes in capability. A TNA is more of one-off event looking at the specific needs for a specific learning event.

The LNA process needs to flow from business strategy, and its aim is to produce a plan for the organization to make sure there is sufficient capability to sustain current and future business performance. It is also vital to consider statutory and compliance requirements.

1.1. Importance of training and development

- An article by Training Magazine proves that employee engagement, productivity, customer service and quality of performance are all elements that directly correlate with providing the right learning and development.
- It helps you stay ahead of your competitors by keeping up with the latest developments in your sector.
- It's good for staff retention.
- It'll help you attract top talent.
- it can improve job satisfaction, it's a major contributor to employee wellbeing.

But you should never offer training and development for the sake of it. You need to offer the sort of training that's actually going to make a difference.

1.2. Importance of L&D needs analysis

Organizational performance depends on having the right people in the right place with the right skills at the right time.

Providing learning opportunities can help build organizational effectiveness as well as enabling staff to achieve personal and career goals which can increase employee engagement.

Having a clear idea of what needs to be learned and the outcomes that are expected provides a foundation for L&D professionals to evaluate effectiveness and demonstrate the impact of L&D to the organization.

Well-planned learning is an effective retention strategy, particularly when linked into talent strategies. It is also useful in times of high attrition providing it's designed to capture in house knowledge well, therefore stopping knowledge 'walking out of the door'.

1.3. Preparing for a learning needs analysis

Engaging with a variety of stakeholders, including subject matter experts, operational managers and the intended learner group, is vital and they need to be consulted with early in the process. This also continues when the results are communicated.

1.3.1. Levels of learning needs analysis

Analysis of learning and development needs can be done at a number of levels:

1. For the organization as a whole
2. For a specific department, project or area of work
3. For individuals

1. **Learning needs analysis** approach

1.1. The 'RAM' approach

The RAM approach helps to focus the analysis on the key business and organizational outcomes in the following ways:

1. **Relevance**: how existing or planned learning provision will meet new opportunities and challenges for the business.
2. **Alignment:** if the plan is to deliver a changed L&D offer, it's critical for HR and L&D to talk to key managers and other stakeholders about what they're seeking to deliver and how the function can help them achieve it.
3. **Measurement:** it's also critical that the L&D function measures and evaluates the interventions effectively and consistently. It may be helpful to use a mix of evaluation methods such as return on investment (ROI) and broader measures of expected change and improvement such as return on expectation, and to link L&D outcomes to key performance indicators (KPIs).

1.2. Capability analysis

Knowing which jobs will be done now as well as those proposed in the future is the first step when reviewing skills needs. Keeping an open mind helps future proof in this process; nobody honestly knows what jobs will exist in the future, however being agile and prepared for them is important. Next, for each category of employees covered, the following questions can be considered:

- Which capabilities will be required to carry out the job? (the person specification)
- Which capabilities do existing employees possess? (a formal or informal skills analysis)
- What are the gaps between existing capabilities and new/future requirements? (the learning specification)

2. Potential methods gathering data on learning needs

After planning the extent and nature of the analysis, the next stage is to decide how the information can be collected.

- Interviews and/or focus groups with line managers or other key players
- Questionnaire-based or other surveys of managers, employees and their representatives.
- Pre-existing online data, for example from management information systems or virtual learning environments.
- Information on existing competence frameworks and analysis of levels of competence achieved.
- Performance management and appraisal data captured both formally and informally.
- Documentation – for example organization wide business plans, objectives and new work standards, job descriptions and person specifications.

Steps for identifying the training needs of your employees

- Set clear expectations.
- Monitor performance
- Ask away
- Analysis (and lots of it)
- Set up personal development plans
- Set up a focus group
- Set up a system of mentoring and coaching

Self-Check #1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (2pts each)

1. Describe Importance of training and development?
2. What is the Importance of L&D needs analysis?
3. List and discuss levels of learning needs analysis?
4. What is the 'RAM' approach?
5. Describe the potential methods gathering data on learning needs?

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet #2	Developing and implementing learning plan

1. Developing a learning plan

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

Once learner needs have been identified they can be matched up with the units of competence and the resources available.

When developing a Learning Plan for individuals, teams and companies you should complete the following steps

1. Determine the learning objectives
   When determining the learning objectives, you should consider the strategic objectives of your organization, team goals and individual requirements.
2. Priorities the learning needs
   Prioritizing learning needs will require a good understanding of individual, team and the organizational goals, requirements and priorities. You may need to complete a risk assessment to rank the learning needs. Think about the potential risks or losses to the individual, team and organization if the learning is postponed or ignored.
3. Decide when the training is required
   Traditionally, learning activities deliver all of the information required to complete a task or use a system at once. This often means the learner receives too much information and information that is not necessary. Determining when the information should be delivered allows you to distribute the information in manageable chunks.
   This step can also assist in determining the way in which the information is delivered.

4. Determine the most effective way to deliver the learning activity

   The method of delivery should be determined by considering the complexity of the information, the importance of the learning activity and the way in which the learner can best receive the information. System skills are learnt best when the learner can access and utilize the system. Therefore, learning activities should incorporate some form of practice.
5. Establish how the learning is to be completed

   When thinking about the learning window you will need to consider any set delivery or implementation dates. For example, if the system is active on a particular date or if it has been agreed that a particular service will be available to customers from a specific date. Working backwards from this date you will need to allow for the learning activity or activities, practice, assessment and rework if necessary.
6. Consider how the learning is to be validated

   Before the Learning Plan is complete you will need to decide whether competency has been attained by the learner(s). Competency can be assessed by observing the learner complete the task or by having the learner complete a survey or questionnaire on the topic covered in the learning activity.

   A Learning Plan should include the following components

Component	Information
Who	The individual/group who need to undertake the learning
What	The competencies or performance criteria to be developed
How	The strategy or action recommended
When	The timeframe for completing the learning activity and attaining competence
Where	The location of the learning activity and the details if the provider is external
Why	The identified need

Self-Check #2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (5pts for each)

1. What are the components learning plan?
2. How to develop learning plan?

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet#3	Encouraging Individuals to self-evaluate performance

1. Encouraging Individuals to self-evaluate performance

1.1. Why You Should Use an Employee Self-Evaluation?

- An employee self-evaluation will enhance the performance management process
- Want to encourage more participation in performance evaluation and career planning from your employees?
- Employee self-evaluation is one of the best methods to engage employees in the process of looking at performance and setting both job and career goals.
- The employee self-evaluation ensures that employees prepare thoughtfully for their performance development planning or appraisal meeting with their manager. It provides a useful opportunity for the employees to seriously consider their level of performance and contribution.
- This is especially important when you want to encourage your employees to set stretch goals. Self-reflection on the possibilities can enhance their capability to aim further, higher, and smarter. It is not the same as the manager expecting more from them. It is far superior for performance when it is the employee raising the expectations.

1.2. Using Self-Evaluation as a Career Promotion Tool

The employee self-evaluation encourages employees to think about and plan for their future with your organization. They can target their next opportunity, possible promotions, different jobs they'd like to try, and cross-training they'd like to obtain. The self-evaluation is also an opportunity for employees to think about their careers either with your company or with another employer.

Does your company use a traditional performance appraisal system? Or, does your company pursue a forward-thinking performance management process?

Whatever method your company uses to encourage employee performance development, consider making an employee self-evaluation an integral component in the process. Your employees will appreciate the opportunity for input and your managers will receive further insight into what motivates and excites the employee.

1.3. What Is Included in a Self-Evaluation?

In a self-evaluation, an employee responds to a series of questions that help the employee evaluate his or her performance during the evaluation period. This guides the employee through a thought process that allows him or her to focus on the many aspects and nuances of performance.

The employee is prompted to think about all of the components of performance, from the job description to goals accomplished and to include professional development in the mix. This structured approach to performance management and planning helps the employee take a look at his current and desired level of contribution.

This self-evaluation opens up the conversation between an employee and the manager during the performance evaluation meeting. The act of self-evaluation and the concurrent introspection causes an employee to review goals, assess progress and thoughtfully consider areas for job and career growth.

1.4. Purpose of Performance Evaluation

The primary purpose of a performance evaluation is to encourage communication about job performance between the manager and his or her reporting staff members. Additionally, the performance evaluation meeting is an ideal time to discuss:

- The quality and quantity of the work that you accomplished during the evaluation timeframe
- Your business goals for the quarter or evaluation time period
- Your goals for performance enhancement and improvement
- The next steps for your personal and business development in your job and career.

Recommended Approach to Employee Self-Evaluation

One way to prepare for this evaluation is to write a job description for the duties and responsibilities you complete on a regular basis. As you prepare for self-evaluation spend time thoughtfully considering and evaluating your job performance since your last performance evaluation or performance development planning meeting. Think about your work, career, and personal development progress since that time. Also, consider the goals you'd like to achieve during this performance evaluation period.

Determine the areas where you may want to improve your performance. You may be able to use coworker and manager feedback over the evaluation period as input to where you can improve. Decide if you are spending time on tasks that are preventing you from contributing the outputs that the organization most needs from you. Perhaps you could suggest they be moved to another place in the organization where they would be a better fit.

During the formal evaluation, be prepared to ask your manager's opinions about how you are performing. Ask if there is any particular need or output that they feel is not currently being met by your work. As you interact with your manager during the evaluation, try to approach it more like a conversation rather than them passing judgment of your failings.

Following your thoughtful preparation, send copies of your self-evaluation to your manager and the Human Resources department before your performance development and evaluation meeting.

Self-Check #3	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (2pts for each)

1. **Why You Should Use an Employee Self-Evaluation?**
2. **What Is Included in a Self-Evaluation?**
3. **What are the purposes of Performance Evaluation?**
4. **Describe Recommended Approach to Employee Self-Evaluation?**

Note: **Satisfactory rating - 4points** **Unsatisfactory - below 4points**

Answer Sheet

Score = ___________

Rating: ____________

Name: ___________________________ Date: _______________

Short Answer Questions

Information Sheet#4	Identifying areas for improvement.

1. Identifying areas for improvement

1.1. How organizations can identify areas for improvement?

Typically, organizations will identify a problem and then work to identify the root cause of the problem to come up with a solution for implementation. But what if there are several, few, or no problems in the organization, but you would like to improve your organization? How do you go about identifying areas for improvement? One of the best ways that I know how an organization can identify areas for improvement is to use a Lean assessment methodology.

The Lean assessment helps an organization identify potential opportunities for improvement at a high level and provides an understanding of the process before change occurs. It is a methodical evaluation that documents the current state of the business and what can be expected in the future state. Typical areas that are evaluated through a Lean assessment include the company's current culture, market expectations, customer satisfaction, employee skills requirements, readiness to change, and other areas that may be identified by management: Ultimately, any area can be evaluated.

1.2. Steps to performing a Lean assessment in your organization

1) Meetings. Meet with key and controlling stakeholders to determine expectations and timeline for the Lean assessment.
2) Determine the project scope. Write a project charter to contain the project.
3) Conduct interviews with staff to gather answers to specific questions. What are the perceived levels of empowerment in the business? There is value in speaking to as many staff as possible to identify the strengths, weaknesses, opportunities and threats to the business. Also include other situational topics specific to your business.

4) Develop benchmarking for several areas in your organization. For example, include strategic and operational planning in your review, workplace organization, IT systems, human resources development, current accounting practices, operational performance, sales and marketing, and other areas that you feel could or should be included in the assessment.
5) Prepare summary and detailed reports of your findings and include specific areas for initial improvement, reasons, and possible solutions. Estimate amount of internal and external resources and provide high level recommendations resulting from your findings.
6) Meet with the key and controlling stakeholders to present your findings and recommendations and determine steps forward.

But what should a company do now that you have all this information? At the beginning, start with a minimally intrusive area such as corporate culture or readiness for change. Then get stakeholder buy-in for change in that area. Your initial efforts should include a full-scale investigation in the area that you have chosen as well as extensive benchmarking as you establish your go-forward plan.

Whatever area you choose and however you choose to implement it, a crucial ingredient is and will be people. Include as many people from your organization as possible in the project. And remember to include them early in the planning stage, so that ideas are captured and heard. There is nothing worse than initiating a project and implementing it on your own in an effort to not make waves for staff. You need to make waves. You need to get staff involved. The more involved they are, the more accepting they will be of the change. And during the project, it will be much easier to implement the changes.

Ultimately, identifying areas for improvement in an organization is really dependent on what areas you choose to study and evaluate and what areas stakeholders agree to be priority – those areas that, once improved, will markedly improve the organization’s performance and bottom line.

And don’t forget – no matter how you proceed, document your lessons learned, so that subsequent projects can be conducted even better.

Self-Check #4	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:(3pts each)

1. How Organizations Can Identify Areas for Improvement?
2. How to performing a Lean assessment in your organization?

***Note:* Satisfactory rating - 3points** **Unsatisfactory - below 3 points**

Answer Sheet

Score = ___________
Rating: ____________

Name: _________________________ Date: _______________

Short Answer Question

Information Sheet#5	Collecting feedback on performance of team members

1. Collecting feedback on performance of team members

1.1. The Importance of Feedback in Your Contact Center

Providing effective feedback is critical to maintaining a capable workforce. A main component of the feedback process is acquiring accurate information to fuel feedback decisions. Obtaining relevant data and feedback from credible sources as well as enhancing the validity of the feedback by gathering information from multiple sources is critical to this process.

1.2. How important is it to collect employee feedback?

Many managers and executives are looking for ways to accelerate sales and improve company numbers, but overlook the importance of employee happiness and morale. While you may believe your work environment is an exception, according to a recent report, approximately 85% of employees are not engaged in their work. Gathering honest employee feedback gives managers the opportunity to listen to employees, discover flaws in their workflow and processes, and make employees feel valued and respected — which can all improve employee engagement, productivity, and overall job satisfaction. Here are four ways to collect employee feedback and improve your overall business.

1.3. Sources of Feedback in the Workplace

Managers seeking to improve the feedback process must first develop a comprehensive understanding of the sources of feedback. There are 5 main sources of feedback in businesses. Each source of feedback can provide a different perspective on performance and can be a valuable component of the feedback process.

1. Customers

   Customers can be the most important source of feedback. Companies should solicit feedback from customers about individual, team, group and management performance. They should do so using surveys, customer visits, a complaint system and customer focus groups.

2. Objective data

   Statistical measures and real-time data should all be used to provide objective feedback to an employee.

3. Supervisors, managers and team leaders

   Leaders typically are a rich source of feedback. They are experienced and have specialized knowledge of the tasks their subordinates are performing. They also have insight into company procedures, policy and trajectory.

4. Peers

   Co-workers performing similar jobs can have a better understanding of their peer's performance than supervisors and upper management.

5. Subordinates

   "Upward feedback" is the method of allowing subordinates to provide feedback about manager's style and performance.

All five sources of feedback provide a different perspective on an employee's performance. The most effective feedback should incorporate components from each source.

1.4.5 Tips to consider before gathering employee feedback

Successful gathering feedback is almost entirely based on good preparation. First, it's important to determine what the purpose or topics you want to gather feedback about, by defining the scope of the project. Following this, the practical implementation begins.

1. When do you want to collect feedback?

   Feedback can be gathered, for example when a new employee has joined the organization and is completing the onboarding process, or when working in teams, or on specific themes that are apparent within the organization**.**

2. Which method will you use?

   There are several methods which can be considered for collecting employee feedback. In general, these include:

   - Quantitative feedback: a survey (digital or print)
   - Qualitative feedback: for example, in-depth interviews or panel discussions
   - A combination of both quantitative and qualitative feedback

3. How frequently is it necessary to collect feedback?

   conducted on an annual or biennial basis. More and more organizations desire the flexibility of a pulse survey, because they can quickly and more regularly collect feedback on specific topics, or specific samples. Thus, allowing them the flexibility they need to react and anticipate change.

4. Do you want centralized or decentralized feedback?

   Employee feedback can be obtained at multiple different levels.

5. Which questions will you ask?

   The formulation of questions determines the type and content of feedback you'll receive. Try to create questions in such a way, that they do not elicit socially acceptable answers.

1.5. Ways to Collect Employee Feedback

1) Hold Regular Employee Reviews
   a. One-on-one employee reviews may seem time-consuming but they are critical to learning the ins and outs of your company. By spending time at least once a quarter to talk personally with employees, you give workers an opportunity to address their concerns and provide feedback to you directly.
2) Hold Company All-Hands Q&A Session
   a. Question and answer sessions are not just great opportunities for employees to ask for information and receive more details and instruction, it also creates the ideal setting for gathering feedback from employees. There are many tools to streamline these Q&A sessions and make them more productive.
3) Conduct Anonymous Surveys for Employee Feedback
   a. Comment and suggestions boxes can also be beneficial for anonymous comments.
4) Follow-Up with Suggestions

a) After feedback is given, it is important that managers take the time to follow-up, even if very little change was made.

Self-Check #5	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (2pts each)

1. How important is it to collect employee feedback?
2. What are Sources of feedback in the Workplace?
3. Describe the 5 Tips to consider before gathering employee feedback?
4. Discuss with Ways to collect employee feedback?

Note: **Satisfactory rating - 4points** **Unsatisfactory - below 4 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: ___________________________ Date: ________________

Short Answer Question

List of Reference Materials

1. WEB ADDRESSES (PUTTING LINKS)

- https://www.talkdesk.com/blog/types-and-sources-of-feedback-in-the-workplace/
- https://blog.textmarks.com/4-ways-to-collect-employee-feedback/
- https://www.effectory.com/knowledge/blog/5-tips-to-consider-before-gathering-employee-feedback/
- https://www.cipd.co.uk/knowledge/fundamentals/people/development/learning-needs-factsheet
- https://www.breathehr.com/blog/how-to-identify-employee-training-and-development-needs
- https://www.e-days.com/news/identify-employee-training-development-needs
- https://www.thebalancecareers.com/use-an-employee-self-evaluation-1918856
- https://www.dlsweb.rmit.edu.au/Toolbox/leadership/toolbox/ls/ls_c06.html
- https://www1.health.gov.au/internet/publications/publishing.nsf/Content/drugtreat-pubs-front12-fa-toc~drugtreat-pubs-front12-fa-seca~drugtreat-pubs-front12-fa-seca-dev

Poultry Production

NTQF Level - III

Learning Guide -05

Unit of Competence: - Lead small team

Module Title: - Leading small team

LG Code: AGR PLP3 M02 LO2-LG-05

TTLM Code: AGR PLP3 TTLM0120v1

LO 2: Foster individual and organizational growth

Instruction Sheet	Learning Guide #-05

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

- Identifying learning and development program goals and objectives.
- Making learning delivery methods.
- Providing workplace learning opportunities and coaching/ mentoring.
- Identifying and approving resources and timelines.

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

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 6.
3. Read the information written in the “Information Sheets 1, 2,3 and 4” in page 2,5,9 and 14. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-check1, 2,3 and 4 in page 4,8,13 and 16.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-check 1,2,3 and 4).

6. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet #1	Identifying learning and development program goals and objectives

1. Identifying learning and development program goals and objectives

1.1. Learning Objectives

Every program of instruction, course, or training activity begins with a goal. This goal can be broken down into specific goals, or learning objectives, which are concise statements about what students will be able to do when they complete instruction.

1. Why are learning objectives important?

The philosopher Seneca once said, "If one does not know to which port one is sailing, no wind is favorable." When you know where you are headed, you can more easily get there. Well-defined and articulated learning objectives are important because they:

- ❖ provide students with a clear purpose to focus their learning efforts
- ❖ direct your choice of instructional activities
- ❖ guide your assessment strategies

2. What's the difference between a learning goal and a learning objective?

Learning Goals are what you hope to accomplish in your course: the overall goals that do not necessarily result in products of observable and measurable behavior.

Learning Objectives are brief, clear statements about what students will be able to do when they complete instruction.

3. **What do good learning objectives need to be? Specific, observable and measurable**.

The most important and challenging aspect of writing good learning objectives is defining observable behavior that can be measured. "Learning" and "understanding" are laudable instructional goals, but they are not observable or measurable. You cannot measure learning or understanding; but you can measure how well a student can organize, label, explain, or create.

4. Tips on developing a Learning Goal

Similar to writing effective Work Objectives, Learning Goals should be developed using the SMART approach.

S	Specific	Single learning goal that is specific to a work objective or competency.
M	Measurable	Learning goal that can be quantifiable.
A	Achievable	Achievable goal within the fiscal year.
R	Relevant	Consistent with work objectives and career aspirations.
T	Time-Based	There is a time limit associated with completion of learning goal.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (2 pts each)

1. Why are learning objectives important?
2. What's the difference between a learning goal and a learning objective?
3. What do good learning objectives need to be?

Note: **Satisfactory rating - 3points** **Unsatisfactory - below 3 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet #2	Making learning delivery methods

1. Making learning delivery methods

According to LinkedIn's 2019 Workplace Learning Report, organizations are increasingly seeking the help of learning and development (L&D) to complement business strategy by attracting, developing and retaining top talent. A critical aspect to consider, besides the type of training to deliver, is the method of training delivery itself.

Choosing a training delivery method can be a daunting task, given the number of considerations, including budget, size and type of the workforce, location, time frame, and goals. Adding to this complexity are the multiple training delivery options available today that make decision-making easier said than done.

L&D professionals often evaluate delivery methods based on the organization's overall learning objectives. Most use multiple delivery methods, because a single modality can't do everything well. So, how can you choose training delivery methods that suit your needs? Let's consider some of the top options available today.

1.1. Training delivery methods

Training is a set of a systematic processes designed to meet learning objectives related to trainees' current or future jobs.

These processes can be grouped into the following phases;

- ✓ Needs analysis,
- ✓ Design, development,
- ✓ Implementation, and
- ✓ Evaluation.

Training delivery methods consist of the techniques and materials used by trainers to structure learning experiences. Different training delivery methods are better or worse at achieving various learning objectives. During the design phase (see Figure 1) the different methods are examined to determine their appropriateness for the learning objectives. Once appropriate methods have been identified, they are applied to the training plan in the development phase.

There are three categories of learning objectives: **knowledge**, **skills,** and **attitudes** (KSAs).

- Knowledge objectives are of three types: declarative, procedural, and strategic. Declarative knowledge is the person's store of factual information. Procedural knowledge is the person's understanding about how and when to apply the facts. Strategic knowledge is used for planning, monitoring, and revising goal-directed activity.
- Skill reflects one's proficiency at specific tasks such as operating a piece of equipment, giving a presentation, or making a business decision.
- Attitudes are beliefs and/or opinions about objects and events and the positive or negative affect (feelings) associated with them. Attitudes affect motivation levels, which in turn influence a person's behavior.

Most training programs have learning objectives for knowledge, skill, and attitudes; these programs need to combine several methods into an integrated whole because no single method can do everything well.

The various training delivery methods can be divided into **cognitive and behavioral approaches**. Cognitive methods provide information orally or in written form, demonstrate relationships among concepts, or provide the rules for how to do something. They stimulate learning through their impact on cognitive processes and are associated most closely with changes in knowledge and attitudes. The lecture, discussion, e-learning and, to some extent, case studies are cognitive methods. Though these types of methods can influence skill development, it is not their strength.

Conversely, behavioral methods allow the trainee to practice behavior in a real or simulated fashion. They stimulate learning through experience and are best at skill development and attitude change. Equipment simulators, business games, role plays, the in-basket technique, behavior modeling and, to some

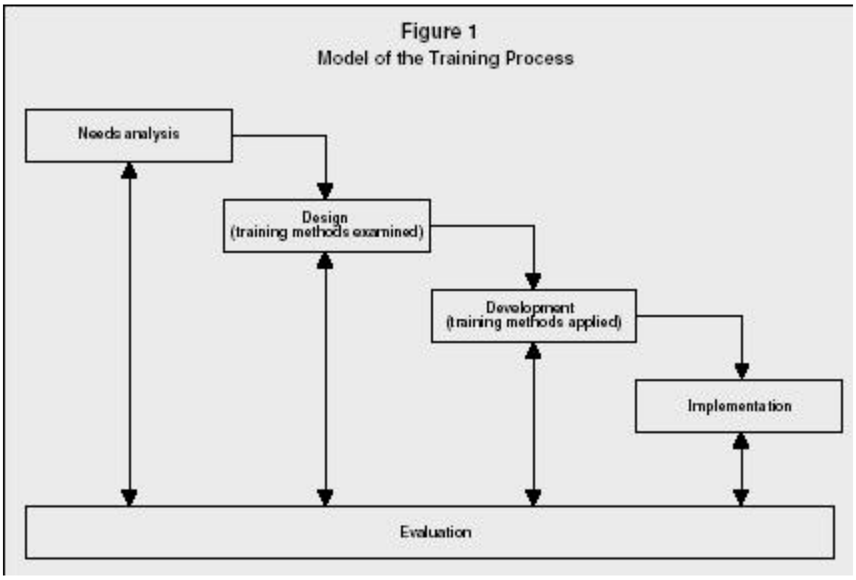

Figure 1
Model of the Training Process

extent, case studies are behavioral methods. Both behavioral and cognitive methods can be used to change attitudes, though they do so through different means. On-the-job training is a combination of many methods and is effective at developing knowledge, skills, and attitudes, but is best at the latter two.

.

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (2pts each)

1. What the considerations during choosing a training delivery method
2. Describe the processes of training?
3. List and explain the three categories of learning objectives
4. What are the two category training delivery methods?

Note: **Satisfactory rating - 4points** **Unsatisfactory - below 4 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet #4	Providing workplace learning opportunities and coaching/ mentoring

1. Providing workplace learning opportunities and coaching/ mentoring

1.1. Workplace Learning & Development Programs

What do people look for in a career today? The opportunity to learn and grow. Investing in your employees' development is one of the best ways to win and keep top talent. Another, Creating an exceptional workplace through better practices in hiring, management, employee engagement and performance development.

1.2. why it's important?

"How-to" learning opportunities are everywhere -- and they're not enough. Employees want meaningful growth opportunities -- and they need them to stay productive in their roles. If companies don't provide chances for ongoing development, they won't differentiate themselves or improve individual performance.

When looking to improve your organization’s culture, look first at your approach to professional learning. Creating a workplace with learning and development opportunities matters: 87% of millennials say it’s important in a job. While most organizations believe in the power of learning — 84% of corporate leaders view learning as a critical issue — most learning initiatives are less impactful than they could be. Professional development requires more than books or training courses; it requires actively learning by doing. This type of learning is otherwise known as experiential learning.

1.3. What is Experiential Learning?

Experiential learning is based on the assumption that learning best takes place on the job and in day-to-day experiences. This way, employees are playing an active role in their professional development — they’re learning by doing.

To help employees learn through experiences, their roles should answer four questions:

- **Is It Challenging?** Does their job push them to develop a new skill set or adopt a new process?
- **Does It Have Variety?** Are their projects diverse in scope?
- **Does It Include New Projects?** Are employees regularly introduced to new projects with new challenges?
- **Is Collaboration Required?** Do employees need to engage with new teams, peers, and leaders in order to do their job?

If you've created a workplace that answers these four questions affirmatively, you'll motivate your employees to develop new skills, see different aspects of your business, and stay on their toes in order to excel.

Here are some ideas for incorporating experiential learning into your employees' roles:

- Desk rotations: encourage employees to foster relationships across departments by regularly sitting with new teams for a day.
- Stretch assignments: connect with your employees about skills they'd like to develop and work with them to create projects that build those skills.
- Increase authority: give employees increased decision-making authority over the projects they're especially excited by or confident leading to success.
- Connection to the business: help employees see the larger impact of their role by including them in relevant conversations, tasks, or meetings with senior leaders.
- Innovation time: encourage employees to take a certain amount of time each week to learn something new, regardless of whether it connects directly to their current role.

1.4. How else can employees learn in The Workplace?

Experiential learning is one of the best ways to develop employees' skills and advance their careers. But it's most impactful when complemented with other types of learning — primarily, by social learning and formal education.

1. **Social Learning**

   Here are some ideas for how to provide social learning opportunities to your employees:

   - Peer Outings: set up regular company-sponsored lunches, coffees, or happy hours for employees to connect with their peers.
   - Mentorship Programs: establish a mentorship program within your organization.
   - Coaching Sessions: if your employee is looking to advance a particular skill set or their knowledge of your business, connect them with a colleague or leader who can help.

2. **Formal Education**

   Here are some ideas for how to provide formal education to your employees:

   - Stock an office library or bookshelf for employees to use freely.
   - Provide employees with an annual learning budget (or)
   - Reimburse employees for seminars, lectures, materials, or conferences they attend that are related to their roles.
   - Set up lunch-and-learn events at your office. Employees can teach a skill set they're particularly proud of; helping employees learn something new from people they trust.
   - Attend industry events or lectures as a team.

1.5. 6 Tips to Create a Culture of Continuous Improvement

1. How much does development cost?
2. Take away risk, take away growth.

3. Build an environment of constant feedback.
4. Make the workplace a classroom with action learning.
5. Give employees opportunities to grow with a job assignment strategy.
6. Not everything can be done in-house. .

Self-Check -4	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:(2 pts each

1. What do people look for in a career today?
2. why it's important?
3. What is Experiential Learning?
4. How else can employees learn in The Workplace?
5. Write the 6 tips to create a culture of continuous improvement

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet #4	Identifying and approving resources and timelines

Organizations turn to employee training and development to prepare for the future. Training helps them refresh their workforce, adopt new technologies, and enter new markets. A badly planned or wrongly executed corporate training plan, however, can sabotage these efforts and hold a company back, costing it millions in lost revenue.

Take inventory of your training resources

You need more than a list of training needs to build an employee training plan. You also need to know what resources you have available, what your budget is, and how much organizational support you can look forward to in implementing your staff training and development plan.

Here's a training resource checklist you can use:

- Are there existing training materials that you can reuse (Word documents, presentations, videos, and so on)?
- Do you have the in-house knowledge and resources (content creators, video equipment, etc.) required to build your training content?
- Do you have the budget to hire training experts to create custom training content for your company?
- Do you have access to classroom space for in-person training sessions?
- Are there commercial courses available that cover some of your training needs?
- Can you leverage the tons of freely available training resources online and offline?

If you want to properly organize your employee training program, you'll need the answers to these questions. This will also help you plan for content creation more effectively. Employee and company time are also a finite resource.

Ask employees how much time they can devote to their studying, and take their answers into consideration when designing your curriculum. Work employee shifts, time zone differences, and peak business hours in your training timetables. Those are especially important when scheduling in-person training sessions that require real-time attendance

Timelines

For some types of training, time lines may be required to ensure the training has been done. This is often the case for safety training; usually the training should be done before the employee starts. In other words, in what time frame should an employee complete the training?

Another consideration regarding time lines is how much time you think you need to give the training. Perhaps one hour will be enough, but sometimes, training may take a day or even a week. After you have developed your training content, you will likely have a good idea as to how long it will take to deliver it. Consider the fact that most people do not have a lot of time for training and keep the training time realistic and concise.

From a long-term approach, it may not be cost effective to offer an orientation each time someone new is hired. One consideration might be to offer orientation training once per month so that all employees hired within that month are trained at the same time.

Development of a dependable schedule for training might be ideal, as in the following example:

- ❖ Orientation is offered on the first Thursday of every month.
- ❖ The second and third Tuesday will consist of vestibule training on management skills and communication.
- ❖ Twice yearly, in August and March, safety and sexual harassment training will be given to meet the legal company requirements.

Developing a dependable training schedule allows for better communication to your staff, results in fewer communication issues surrounding training, and allows all employees to plan ahead to attend training.

Self-Check -4	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:(2pts each)

1. What is the use of training?
2. Why taking inventory of your training resources?
3. Why dealing with time lines?
4. What are the considerations regarding time lines?

Note: **Satisfactory rating - 4points** **Unsatisfactory - below 4 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

List of Reference Materials

1- WEB ADDRESSES

- https://www.referenceforbusiness.com/management/Tr-Z/Training-Delivery-Methods.html
- https://www.geteverwise.com/talent-development/3-ways-provide-learning-opportunities-workplace/
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- https://saylordotorg.github.io/text_human-resource-management/s12-04-designing-a-training-program.html
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Poultry Production

NTQF Level - III

Learning Guide -06

Unit of Competence: - Lead small team

Module Title: - Leading small team

LG Code: AGR PLP3 M02 LO3-LG- 06

TTLM Code: AGR PLP3 TTLM0120v1

LO 3: Monitor and evaluate workplace learning

Instruction Sheet	Learning Guide #-06

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

- Using feedback from individuals or teams.
- Assessing and recording outcomes and performance of individuals/teams.
- Negotiating modifications to learning plans.
- Maintaining records and reports of competence

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

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 6.
3. Read the information written in the "Information Sheets 1, 2,3 and 4" in page 2,7,10 and 14. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the "Self-check1, 2,3 and 4 in page 6,9,13 and 16.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-check 1,2,3 and 4).
6. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet #1	Using feedback from individuals or teams

1. Using feedback from individuals or teams

Feedback is an evaluative response about an action or process given to the original source. There are many situations in which feedback is appropriate and necessary. Working in teams provides a variety of opportunities to give feedback to any number of recipients. It also provides an opportunity to receive feedback from others. Before giving feedback there are a variety of factors that must be considered, including:

- The goal of giving feedback
- When to give feedback
- The recipient(s) of feedback
- Techniques & tools to ensure effective feedback
- Response to feedback

1.1. Common Goals of Giving Feedback

- To determine the goal or the reason for the feedback.
- to praise or show appreciation.
- To Improving communication
- to influence others' behavior

1.2. When to give feedback?

Determining when to give feedback can be difficult, but it is usually best to give feedback in a timely manner. This is especially true of behavior or performance feedback. If a person or team completed a project as asked it is important to let them know that their effort is noticed in order to encourage the behavior to continue. On the flip side, if a person or team is exhibiting poor behavior or performance it is important to inform them of the disapproval and encourage them to improve the behavior. This is especially important in teams as the behavior and performance of one can snowball into a larger problem if it is not addressed early on.

1.3. Feedback Techniques

Each team member should have a working knowledge of feedback techniques that can be implemented with the group in order to reach the team goals and to be productive. The following are a sample of techniques that can be used to enhance the feedback experience.

1. **Serve the feedback like a meal**

How the message is delivered can often determine if the message is received properly and if it will be acted upon. Kind words shouted at someone do not have the same positive impact as when they are spoken gently.

Five techniques for making the feedback meal more appetizing

A. Mentally prepare to give feedback just as you would prepare ahead of time to serve a banquet. Review questions such as “Is the feedback important? What do I hope to accomplish through this feedback? Who are the persons I will be giving the feedback to? How have they taken feedback in the past? Etc.

B. Serve each course at the appropriate time- waiting too long to serve the criticism or serving it too early can result in a lack of hunger for the team or individual receiving the meal.

C. Start with quality ingredients like fairness, candor, and consistency. Set positive expectations and be direct in the communication.

D. Ask for a meal review. Get feedback on the feedback session.

E. Use appropriate table manners. Be gracious, respectful, and kind. Always end on a positive note.

2. **Stay Positive** According to the UK management training firm Templeton Finn, there is a three-step technique to giving feedback that significantly improves performance and motivation:

1) Start the process with a few genuine, specific compliments.

   a. Be sure to use very specific and direct terms and remember that whatever you comment on you will get more of.

2) Give the person or group one or two things they could do differently next time to make it even better.

   Be sure to give them the correct way to do it. If you only tell them what they did wrong, then there is still a chance that they will do it wrong again, just in a different way.

3) Make an overall positive comment about the person's abilities or progress.

Non-recommended feedback techniques	**Recommended feedback techniques**
creating a closed, disrespectful environment	creating an open, respectful environment
not eliciting thoughts and feelings prior to feedback	eliciting thoughts and feelings prior to feedback
being judgmental	being nonjudgmental
focusing on personality	focusing on behaviors
basing feedback on hearsay	basing feedback on observed facts
basing feedback on generalizations	basing feedback on specifics
giving too much/little feedback	giving the right amount of feedback
not suggesting ideas for improvements	suggesting ideas for improvements
basing feedback on unknown, on-negotiated goals	basing feedback on well-known negotiated goals

3. **CONNECT Model**

   the Connect Model is a communication process used between two members of a group that promotes a collaborative team environment by allowing discussion of conflicts in a psychologically safe environment.

   The method uses the following steps:

1. **C – Commit to the relationship**
2. O– Optimize safety
3. N – Narrow the discussion to one issue
4. N – Neutralize defensiveness
5. E – Explain and echo each perspective
6. C – Change one behavior each.
7. T – Track it.

4. **Red Paper / Green Paper:** This activity will shed light upon your group's strengths and weaknesses.
5. **Survey:** Often this technique works well when a team leader finds it beneficial to solicit feedback from the group in an effort to improve performance. The team leader can create a survey form with specific pertinent questions. The group will feel safer if the survey is anonymous. The team leader should also fill out the survey and compare his results to the group to see how "in tune" he is with his real performance. It is common for one to think that he performs better than he actually does. Feedback is a good reality check.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (2pts each)

1. What the major consideration to give feedback?
2. What are the common goals of giving feedback?
3. When to give feedback?
4. What are techniques for feedback?

***Note:* Satisfactory rating - 4 points** **Unsatisfactory - below 4 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Question

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

1. Assessing and recording outcomes and performance of individuals/teams.

All good organizations measure their teams in order to determine if they are meeting expectations of stakeholders. Measuring team performance allows organizations to continue to improve and grow by aligning decisions based on the progress of a team.

Measuring the team can give your insight into how each member of the team is working. It can also help to find alternate opportunities for members who exceed (or are unable) to meet their goals in order to increase overall productivity of the team.

Continually measuring the team allows a manager to know where in the project timeline the team is, how they are progressing, and when they will meet predetermined goals. Knowing this information can allow a manager to realign project goals and develop new goals to complete a project efficiently.

1.1. Benefits of Assessing Teams

- Improves goal attainment

  - ❖ Strengthens commitment to common goals and priorities
  - ❖ Helps team members scrutinize objectives to identify misunderstandings or thinking gaps
  - ❖ Encourages leveraging of team members' differences to accomplish goals

- Enriches relationships
  - o Improves team's cohesiveness and morale
  - o Enhances communication among team members
  - o Increases role clarity and utilization of team member's strengths

- Reduce performance barriers and conflicts
- Enhances team performance
    - Streamlines team processes
    - Increases team members' confidence
    - Improves quality of learning output

1.2. How to Measure Team Performance

There are many ways to quantitatively and qualitatively measure a team. A quantitative measure refers to data that is based on quantities. Measures are often referred to as metrics or key performance indicators (KPIs).

Determining which KPIs to use can be difficult as there are a whole host of things that team members and managers can measure. Effective KPIs can be determined by the following guidelines:

1. First, what is the overall business strategy? In other words, what is the business trying to accomplish?
2. Next, is goals & objectives. What are the short- and long-term objectives to achieve the overall business strategy?
3. Thirdly, we have key business drivers. What are the important steps to meet the goals and objectives?
4. Key performance indicators should also be reviewed. What measures of success can be tied to the drivers?
5. Supporting metrics should be reviewed as well. What detailed measurements enhance the KPIs?

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (4pts each)

1. What are the **benefits of assessing teams?**
2. **How to measure team performance?**

Note: **Satisfactory rating - 4 points** **Unsatisfactory - below 4 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet#3	Negotiating modifications to learning plans

1. Negotiating modifications to learning plans

A **learning plan** is a document (possibly an interactive or on-line document) that is used to plan learning, usually over an extended period of time.

Any entity can have a learning plan. They are often used by individuals to plan and manage their own learning, but they can also be used by teams, communities of practice or organizations. An organizational level plan can be the aggregate of its individuals plans or it can add information on the emergent learning needs of the overall organization.

The active development and maintenance of a learning plan can enrich a person's life and

1.1. What makes a good Learning Plan?

Learning plans are part of best practice teaching and training. Candidates need to produce individual learning plans for their learners following the diagnostic assessment that they do in one of our assessment tasks.

It makes sense to use very specific literacy and numeracy-focused information from diagnostic and formative assessment to inform learning plans. Learning plans can work great for groups too.

But all of this begs the question: What are the features of great learning plans? I think there are several features that you should include to make a great learning plan. My context is literacy and numeracy skills development, but these would work in any context. Here they are:

1. Negotiated: Good learning plans are the result of a negotiation between learner and teacher. This isn't always possible I realize. Time pressures and other factors sometimes get in the way. But if you can work these out together you get buy in from the learner.
2. A clear learning goal: In my mind I separate out learning outcomes that I set as the tutor from learning goals that I might negotiate with my learner. The learning outcomes might relate to a particular assessment or standard that I am assessing against. A clear learning goal for a learner (or group of learners) might relate to a much smaller aspect of an assessment or course component however. A learning goal might also relate to something in the learner's world that doesn't connect directly with my larger outcomes.
3. Actionable steps
4. Timeframe
5. Resources
6. Evaluation

Think of a learning plan as a blue-chip investment, with potential returns in the form of improved career prospects, future-proofing your employability and income protection.

A learning plan is based on a variety of sources, including feedback from the following sources:

- Supervisors
- Peers and subordinates, notably 360-degree performance reviews
- Customers or suppliers
- Developmental areas identified in the feedback above
- Self-reflection and acknowledgement of gaps in expertise or development

* Learning methods, potential workplace activities, and other options that offer opportunities for achieving your learning goals
* Understanding trends and future-proofing your career in an ever-changing employment market

1.2. Monitor and modify learning plans

A learning plan should not be viewed as static or set in concrete. The relevant manager and the individuals or teams involved should review the learning plans at selected times, such as:

- on a regular planned basis, for example, annually
- after the completion and evaluation of specific programs
- times linked to increments or enterprise agreements
- when there is a need to incorporate new directions or priorities for the organization.

If a learning program is not working, those involved should be prepared to make adjustments.

A learning plan is not static. It needs to be reviewed regularly to ensure you keep on track. It also needs to be updated and modified as learning needs change.

Crucially, you don't have to do it alone. Your manager and colleagues are important sources you can harness to help in developing your plan.

Self-Check -3	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:(2pts each)

1. What is a learning plan?
2. Describe components of a learning plan?
3. Why modify learning plans?

Note: **Satisfactory rating - 3 points** **Unsatisfactory - below 3 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet-4	Maintaining records and reports of competence

1. Maintaining records and reports of competence

1.1. Competency Records

This is a structured assessment of a team member's skill level within an organization. It is essential to ensure that the skills are relevant to the organization and to the person's role within the organization. Training-Progress allows you to set the level of importance that is attached to each skill and also how quickly someone would be expected to reach competency.

It is best to assess a team member's competence using well defined structures. Some systems require a rating such as "75% competent". This often requires a very subjective assessment – should it be 60% or 80%? What criteria do I use to differentiate the % attainment levels?

A simpler and more direct method is to use the following levels:

- The person is presently undergoing training.
- The person has completed training and is awaiting (re)assessment of the skill.
- The person is competent
- The person has sufficient competence and experience to train others in the skill

By using these clearly defined and easily assessable levels, the competence level in a particular skill or task can be determined.

Self-Check -4	Written Test

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

1. Why maintaining records and reports of competence? (10pts)

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

Answer Sheet

Score = ___________
Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

List of Reference Materials

1. WEB ADDRESSES

https://study.com/academy/lesson/assessing-team-performance-outcomes.html

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https://www.training-progress.com/features.php?feature=FT101

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https://en.wikibooks.org/wiki/Managing_Groups_and_Teams/Feedback_in_Teams

Poultry Production

NTQF Level - III

Learning Guide -07

Unit of Competence: - Lead small team

Module Title: - Leading small team

LG Code: AGR PLP3 M02 LO4-LG-07

TTLM Code: AGR PLP3 TTLM 0120v1

LO 4: Develop team commitment and cooperation

Instruction Sheet	Learning Guide #-07

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

- Using open communication processes.
- Reaching decisions
- Developing mutual concern and camaraderie in the team

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

- Use open communication processes by team to obtain and share information.
- Reach decisions by the team in accordance with its agreed roles and responsibilities.
- Develop mutual concern and camaraderie in the team

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 6.
3. Read the information written in the "Information Sheets 1, 2 and 3" in page 2,6 and 12. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the "Self-check1, 2,3 and 4 in page 5,8 and 12.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-check 1,2 and 3).
6. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet #1	Using open communication processes.

1. **Using open communication processes**

1.1. The Importance of Open Communication in the Workplace

If you are going to lead a successful business, you must create an environment with open communication and trust. Open communication allows your employees to be more engaged and understand that what they do matters in the success of the business. Making sure your employees understand the big picture and the part they play in the success of the organization will help them understand why decisions are made and how those decisions impact them specifically and the company as a whole. Effective communication will lead everyone to be on the same page; moving in the same direction toward the same goal.

Effective communication seems simple, but it does take effort. Management should communicate their goals as well as those of the company. Routinely talking with your employees about their goals, both personal and professional, will create accountability for both management and employees. When an issue surfaces, it must be dealt with immediately so everyone can move on. Achievements must be recognized and communicated not only directly to the deserving individual, but publicly so all can take part in the celebration. When you create an open environment, it will lead to greater job satisfaction, reduced stress, loyalty and mutual respect throughout the organization with the outcome of creating a more productive work environment and a positive workplace

1.2. How to Foster a Culture of Open Communication

Good managers, supervisors, and leaders take specific actions to create a climate that is conducive to open and honest communication. In this open communication climate, people feel free to give their input and ideas, information is shared freely, conflicts are openly discussed and worked through, and people are more willing to express innovative ideas and to take risks.

The basis of the open communication climate is trust. The leader establishes an environment of trust within and among all the people in the group. To begin to build or expand trust in your organization and to foster an open communication climate, try some of the following tips.

- Keep your employees informed.
- Use a real open-door policy.
- Encourage others to express contrary viewpoints.
- Don’t shoot the messenger.
- Encourage employees to share information.
- Use a variety of tools to disseminate information.
- Promptly respond to communication from others.
- Keep your manager informed.

1.3. How to Create Open Communication in the Workplace

Operating on a need-to-know basis is a costly choice for small businesses. A small business needs the complete commitment and participation of all its employees. Creating an atmosphere of open communication contributes to a more vibrant, creative workforce where all employees have a deep understanding of the goals of the business and what needs to be done to accomplish those goals. Open communication gives everyone equal participation in the success of the business.

1. Start with commitment from the top. Ensure that all managers are committed to open communication. Be visible and available to employees. Evaluate the systems of communication and ensure that processes are in place that allow for vital information to be communicated regularly throughout the business.

2. Keep your message positive. Motivate employees by pointing out accomplishments and exemplary work. State messages in terms of what needs to be done and what is being done well rather than what should not be done or what is being done poorly.

3. Make your communication process transparent. Hold open-ended meetings that give each team member the opportunity to share concerns, accomplishments and ideas. Set clear expectations for all work tasks and what you expect employee behavior to be. Avoid springing surprises on your employees when it comes to what they are expected to do.

4. Take inventory of the diversity of employees in your workplace. Analyze how different groups of employees receive information. Avoid using slang or jargon that might not be understood by subcultures within your workplace. Provide employees with mentors if they lack communication skills common to the greater group -- for example, international workers may be unfamiliar with communication techniques.

5. Establish a grievance system through which employees can make complaints in a protected manner. Give complaints serious consideration when warranted and always let employees know that they have been heard. Take action on complaints and communicate those actions to all involved parties.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:(2pts each)

1. Describe the importance of open communication in the workplace?
2. How to foster a culture of open communication?
3. How to create open communication in the workplace?

Note: **Satisfactory rating - 3points** **Unsatisfactory - below 3 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: ___________________________ Date: ________________

Short Answer Questions

Information Sheet #2	Reaching decisions

1. Reaching a decision

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

1.1. Autocratic

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

1.2. Majority rules

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

1.3. Majority rules with minority opinion

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

1.4. Consensus

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

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

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

- ensure that everyone has a fair say (both by asking those who dominate a discussion to give way to others and by inviting those who seem reluctant to join in to express their views)
- ensure that personality clashes don't occur or are quickly diffused by reminding the participants that the discussions are intended to reach a consensus, not score debating points
- remind the participants of the value and importance of goals to be reached.

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: (5pts each)

1. What are the four decision-making models to reach a decision?
2. What conditions or actions are requires for reaching a consensus?

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet #3	Developing mutual concern and camaraderie in the team

1. **Developing mutual concern and camaraderie in the team**

Having a cohesive unit in the workplace ensures team camaraderie and, ultimately, success on any project you may take on. “It takes a village” isn’t just a saying that applies to raising children. It also applies in the workplace, on every level of management. As the CIO, it’s your job to build, encourage and foster that camaraderie so that it infiltrates every sector of your team. That’s how goals are met, marathons won, and deals made.

It’s about more than the end game, though. It’s important to have a cohesive team working in unison like a well-oiled machine through every stage in the process. When a team is disjointed, any bump in the road could derail the train. When acting in unison, a team can weather any storm.

According to LinkedIn, employees who work in an environment marked by friendship and laughter will be more creative and less stressed, which equals higher productivity and increased innovation. In addition, collaboration in pursuit of a common goal bridges gaps and makes people feel more connected to one another.

1.2. Six Ways to Build Team Camaraderie

1. **Address conflict head on.** Most people think that if they can just avoid conflict and keep the peace with other members of the group, they can avoid the uncomfortable disagreements that can damage a team. However, just the opposite is true. Conflict that’s not resolved properly will fester over time, causing far more damage to the team than if it were discussed head on earlier.
2. **Respect the differences in your team**. Everyone brings something unique to the team dynamic. Not everyone is good at leading a meeting, and not everyone is good at strategizing. The important thing is that every team member brings his own strengths to the table. As the CIO, it’s important for you to recognize the value of

each person. When you value a team member for his strengths, this bolsters the strengths of everyone else in the room.

3. **Let each team member own their portion of the project**. Every project, group, and team need a leader — that's a fact. However, when that leader tries to own every aspect of the project and has trouble trusting others or delegating tasks, the rest of the team feels under-valued, under-appreciated, and under-utilized. Delegating properly means you are giving a piece of the project away to each team member, entrusting them to follow through and own that portion. Your team members will then feel like they're integral to the outcome, rather than just a cog in the machine.
4. **Involve the team in something other than work**. Team building begins with people, and when you foster that basic desire to learn about one another and motivate one another, you'll see results in the workplace. Forget the competitions that pit employee against employee to achieve the highest sales for the month. Instead, establish an office goal, such as a health or fitness plan. Give each member of the team a step tracker and reward the person with the most steps taken each month. Start with a simple goal, a clear objective, and a healthy way to encourage team work, and you'll be able to break the ice and bring the team together.
5. **Break out of the norm**. What do teachers do when their kids need to get out of the classroom setting and into an adaptive and interactive learning experience? They take a field trip. Your team needs a break too. You don't always have to hold stifled meetings in the board room. Take them out for coffee, treat them to lunch, or suggest a casual meeting outside on a nice day under a shady tree. Sometimes a change of scenery can go a long way toward re-charging everyone's batteries, inspiring a new line of thinking, or sparking a creative idea.
6. **Celebrate successes**. It's important to share team successes on a project that benefits the company. Foster this sense of connection and commitment between peers after facing a common challenge, working together to achieve success, and coming out on top. By sharing those stories and recounting how everyone overcame obstacles to achieve the desired result, you'll see a huge boost to morale.

In the end, it's all about bringing positivity to the team and fostering an environment of open collaboration, says the Harvard Business Review. As CIO, you can achieve that by:

- Maintaining responsibility for colleagues as friends
- Supporting one another
- Avoiding blame and forgiving mistakes
- Inspiring each other's work
- Emphasizing the meaningfulness of the team's work
- Treating everyone with respect, gratitude, integrity and trust.

Remember, no matter how smart, talented or driven you are, your organization's success ultimately rests with your ability to build, nurture, and inspire a great team.

Self-Check -3	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:(5pts each)

1. What is the importance of build team camaraderie?
2. Describe the six ways to build team camaraderie?

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

List of Reference Materials

2. WEB ADDRESSES

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Poultry Production

NTQF Level - III

Learning Guide -08

Unit of Competence: - Lead small team

Module Title: - Leading small team

LG Code: AGR PLP3 M02 LO5-LG-08

TTLM Code: AGR PLP3 TTLM 0120v1

LO 5: Facilitate accomplishment of organizational goals

Instruction Sheet	Learning Guide #-08

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

- Making team members actively participatory.
- Developing individual and joint responsibility.
- Sustaining collaborative efforts.

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

- Made team members actively participatory actively participatory in team activities and communication processes.
- Develop individual and joint responsibility for their actions.
- Sustain collaborative efforts to attain organizational goals.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 6.
3. Read the information written in the "Information Sheets 1, 2 and 3" in page 2,9, and 12. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the "Self-check1, 2 and 3 in page 8,9 and 16.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-check 1,2,3 and 4).
6. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet #1	Making team members actively participatory.

1. Making team members actively participatory

1.1. Teamwork: Being an Active Participant

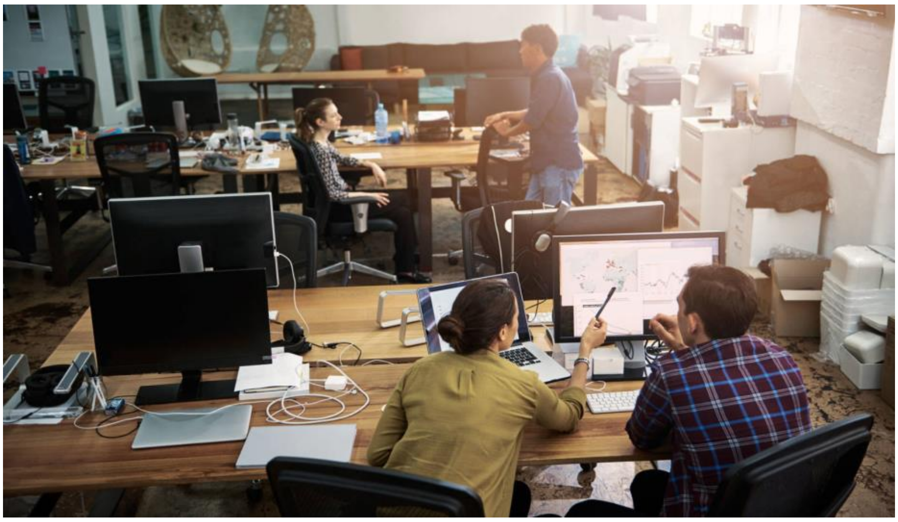
Every team is only as strong as its weakest member. All it takes is one weak member to bring the entire group down. Sometimes a silent group member can be just as harmful to the group as a negative group member. Someone who fails to participate is not only failing to add value, but is taking the place of someone else who could add value to the group. When working in a team, it is important to be an active participant in the group.

When working in a group it can be tempting to sit back and let the other team members do all the work. The question for you is how do you get your students to be active members of a group? How do you get them to engage in a way that will set them up for future success in the workplace?

1. **Come Prepared**

In order to be able to take part and contribute to the group, everyone needs to come prepared. If there is going to be a team meeting, all team members should know when and where the meeting is and what the meeting is about. All of the members should be prepared for the meeting, and have any relevant materials prepared. Teams waste valuable time when they have to catch up other team members. Coming prepared is a habit that can be developed at an early age. Requiring students to come to class prepared is not much different from this important aspect of teamwork in the workplace.

2. **Help Teammates in Need**



Teammates need to remember that when working as a team, everyone is working toward the same goal. Even if the work is broken down into individual assignments, each teammate is still working toward the same end result. Teammates need to keep this in mind and offer assistance to one another. If someone is struggling to solve a problem it benefits the team to have teammates assist them. Team building exercises and group projects are a good way to instill this mentality in your students.

3. Share Openly

When team members share their knowledge and experience with the group, everyone benefits. Team members should speak up during team meetings and participate in discussions as much as possible. Individuals team have to worry about having a “bad idea”, all ideas should be shared with the group. Sharing information with the group is not limited to team meetings. Teams should communicate with one another with updates or new information. Keeping everyone informed helps to keep people on track and prevents unwanted surprises later on. Open discussion should be encouraged as it is a feature of productive teamwork.

4. Volunteer

Team members should not just wait for a task or project to be assigned to them. Volunteering shows a desire to work and sets an example for the rest of the team. There are always going to be tasks that no one wants to do. Volunteering to take on such tasks is a great way to be a team player. It also furthers the goals of the group and increases productivity.

5. Be a Leader

Everyone has the capacity to lead and every group needs a leader in order to be successful. To some people, the thought of being a leader may seem frightening. The only way to overcome this fear is to get out there and do it! So, what does it mean to be a leader? Leadership is the ability to bring people together in a group in a way that motivates or encourages them to work together. Ultimately, the leader is responsible for getting the group to be successful. Make sure your individual team have the opportunity to lead others. Work with them on developing the attributes necessary to be a successful leader.

1.2. The Most Effective Techniques to Encourage Team Members to Contribute to a Project

The success of any project depends on the contributions of every member of the team, but some teams work together better than others. When team members have a sense of personal ownership in the group project, believe that their contributions are valued, and see that the project manager contributes equally and leads by example, they feel motivated to contribute their best work.

1. **Encourage Ownership**

Team members contribute more and work harder for any project if they feel a sense of ownership in its success or failure. Communicate openly and honestly so team members understand just as much about the project as you do. Don't hold back information about expected difficulties or any other aspect of the task. When problems or roadblocks arise, call on the whole team to help you solve the difficulty. Give them the freedom to experiment with different solutions. If you try to control the project from the top down, your team members may see the project as yours rather than theirs. Give participants a chance to display their talents and ideas, and they'll be motivated to make the project a success.

2. **Give Everyone a Chance to Speak**

Some team members are naturally assertive and self-confident, while others are naturally shy and quiet. An assertive and self-confident person doesn't necessarily have better ideas than a shy and quiet person, but assertive people are a lot more likely to be heard and to have their ideas acted upon. To get the best out of your quieter team members, structure your meetings so that everyone has an equal opportunity to speak. Give people time to fully articulate their ideas. Try to assess each suggestion as objectively as possible based on the idea itself and not the personality of the team member proposing it. If you don't like a suggestion or choose not to make use of it, don't criticize it too severely. A shy team member may take strong criticism as a rejection and may avoid making suggestions in the future.

3. **Make Everyone a Leader**

Create a team full of leaders by using a collaborative rather than hierarchical model. In a hierarchical structure, only one person leads at each level of the organization. In a collaborative structure, every member of the team has a leadership role in some part of the project. Assign personal responsibility for some aspect of the project based on each team member's strengths and talents. For example, one team member might be in charge of developing applications for the project. On any issue having to do with applications development, that team member would be the leader. Questions relating to the technological infrastructure would go to another team member who is the leader for that portion. Instead of a strict division between leaders and followers, every team member takes on a leadership role in one context and a follower in others.

4. Be a Good Example

Model the behaviors you expect from your team members. Enthusiastically contribute to all aspects of the project. Keep your attitude positive and your motivation high. Negative comments from the top can damage morale and decrease motivation. Contribute new ideas and solutions, listen to the ideas and suggestions of your team members, and make it clear that you're always available to help work through any problems. Use praise more than criticism and leave room for relaxation and fun. Team members look to the project manager to set the tone for the entire project, so your words and actions need to contribute to the project's success

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page. (3pts each)

1) What is the important to be an active participant in the team?
2) What are the most effective techniques to encourage team members to contribute to a project?

Note: **Satisfactory rating - 3 points** **Unsatisfactory - below 3 points**

Answer Sheet

Score = ___________
Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet #2	Developing individual and joint responsibility

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1. Developing individual and joint responsibility

1.1. The Role of Individual Development in Team and Organizational Success

It's hard to pinpoint what separates great teammates from not so good teammates, and outstanding employees from lackluster ones. The exact attributes of these designations will vary depending on who you ask, but it's likely a definition would include a combination of practical skills and characteristics that can be harder to define, like attitude and behavior.

High-performing teams are the building blocks of top-class organizations and are enabled by the effectiveness of the individuals within them. It is the interconnectedness between the effectiveness of the individual, team and organization that warrant companies to consider people development as a business essential.

Using the reflection questions below, consider what aspects of your developmental path you can take ownership of, in support of your career, team and organization.

1. Individual: Are you working above the line?

When something goes wrong, are you likely to accept responsibility for your role in how the problem came about? Would you take ownership of errors that were in your control to correct?

A common characteristic of high-performing professionals is that they work "above the line" and hold themselves to a strong degree of accountability, responsibility and ownership. They own who they are, and use their understanding of themselves to leverage their strengths and navigate their weaknesses. These professionals aren't superheroes, but they know themselves and the value they bring.

To explore this further, ask yourself:

- What are the top three strengths I bring to my team?

- What times have I worked below the line? How can I use my strengths to stay above the line?
- What changes can I make to increase my responsibility for the team's success?

2. Team: What are your defining moments?

Most teams have a defining moment. This is a watershed moment that can be positive, negative or a bit of both. Types of events that might become a defining moment could be a seized or missed business opportunity, a change of leadership or a new team member joining, among other things.

It's important to discuss your team's defining moments because as a team moves through a series of shared experiences, they begin to build a collective history, a joint view of the world and a sense of who they've got in their corner. With this shared history, there's usually a shift from "I"-type thinking to "we"-type thinking:

To explore this further, ask yourself:

- What conversations are we avoiding as a team?
- What's been your team's historical defining moments?
- If your team could pick one thing to stop, start and continue doing, what would those be?

3. Organization: What is the sum of your team's parts?

When coming together to form a team and organization, each individuals' strengths and weaknesses come together to create a collective of group abilities and incapacities. Understanding how these traits come together to enable success, create obstacles or form gaps is important for a team to function in a well-rounded way.

Using functional team pillars to assess capability and gaps can be an eye-opening process for teams to overcome lingering challenges. Insights uses an assessment framework that covers capability across the areas of focus, flow, climate and process.

To explore this further, ask yourself:

- Does my team have a strong results orientation and shared purpose?
- Does my team collaborate well and make decisions with agility?
- Does my team engender trust?
- Does my team have established methods and systematic measurement procedures?

4. Bringing it all together

When personal breakthroughs in individual development can enable business breakthroughs in organizational growth, there's too much at stake for organizations not to support their people's interpersonal and career development; and there's too much at stake for individuals not to take ownership of what is within their developmental control.

Ultimately, it is the understanding of ourselves that helps us explore how each of our individual contributions can create a more effective team, and improve team performance in support of our organizational success.

Self-Check -1	Written Test

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

1. **Discuss with the Role of Individual Development in Team and Organizational Success? (10pts)**

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

Information Sheet #3	Sustaining collaborative efforts

1. Sustaining collaborative efforts

1.1. What is Collaboration?

Collaboration: To work together, especially in a joint intellectual effort; to build collaborative relationships with colleagues and customers; be able to work with diverse teams, negotiate and manage conflicts

1.2. Strategies for sustainability of collaborations

Below are techniques that can help a group of programs or organizations move towards the key features and elements of successful, sustainable collaborations. These strategies can be used within formal, broad based coalitions or can be adapted and utilized for more specific program partnerships.

1. **Understanding Community.** One way to ensure that the collaborative group is representative is creating a list of community stakeholders that will be affected by the activities of the collaboration.

   Once a collaborative group is formed, understanding the "community" of people in the group the interest, cultures, values and habits of the participants – can strengthen the foundation for effective collaboration.
2. **Create a Charter for the Collaboration.** It is highly recommended to create a written charter for a collaboration that lays out the common goals and working relationships for the group.

   Elements to include in the charter, at a minimum, are:
   - Mission: The purpose of the collaboration – the fundamental reasons for the collaboration's existence.
   - Vision: An image of the desired future, described in the present tense, as if it were
   - Values and Principles: The beliefs individuals and the group hold. Values and principles are the guides for creating working relationships and describe how the group intends to operate on a day-by-day basis.

- Membership: Identification of the constituencies to include as members of the group, as well as guidelines for adding or replacing members.
- Decision Making: Protocols that define how decisions will be made by the collaboration.

3. **Develop Memorandums of Understanding**. Written agreements should be developed with and signed by each group or organization participating.
4. Establish an Evaluation Plan for the Collaboration. Collaborations can be strengthened by defining specific outcomes.

   Components of an evaluation plan are listed below.

- Outcomes
- Indicators
- Timeframe.
- Resources Needed

5. Establish Internal Communication Protocols.
6. Develop External Communication Methods.
7. Plan for Sustainability of the Collaboration. The collaboration should have a plan for sustaining membership and resources. This involves membership guidelines relating to terms of office, time commitment, responsibilities, and replacement of members. Similarly, resource development efforts must be ongoing to assure that the appropriate level of revenue, time and people are available to conduct the group's programming efforts. The collaboration must be able to identify emerging trends and issues and develop strategies for needed expansion. In general, there are four types of "resources" (or capital): environmental, in-kind, financial, and human.
8. Share Leadership.

1.3. What to avoid? – why collaborations fail?

The conditions that have been shown to most frequently cause collaborations to fail, either from their inception or later on in their existence, are:

♦ Loss of direction or focus

♦ Lack of leadership, loss of leadership, or struggles for leadership

♦ The “Founding Member Syndrome”

♦ Unequal involvement and recognition of members

♦ Poor planning efforts

♦ Negative publicity

♦ Failure of planned projects

♦ Burn out or unrealistic demands on members

♦ Bureaucratic structure

♦ Turf battles and competition

♦ Substantial ideological differences and misunderstandings

♦ Unwillingness of members to contribute the resources needed to succeed

♦ Historical disagreements between group members

Self-Check -3	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page. (2pts each)

1. What is Collaboration?
2. Describe the Strategies for sustainability of collaborations?
3. What are the elements of charter?
4. What are the components of an evaluation plan?

Note: **Satisfactory rating - 4 points** **Unsatisfactory - below 4 points**

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Short Answer Questions

List of Reference Materials

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The teachers (who developed the Learning Guide)

No	Name of Learning guide developer	TVET Represent	Phone number	e-mail
1.	**Abadi Brhanu**	Maichew ATVET College	0920870056	adonayabadi@gmail.com
2.	**Alemayehu Tolera**	Bako ATVET College	0994132626	toleraalex@gmail.com
3.	**Alemu Abate**	Burie Poly-technic TVET College	0912355539	adoni4@gmail.com
4.	**Alula Tesfaye**	Assosa ATVET College	0912004697	alula188@gmail.com
5.	**Bekele Abdissa**	Agarfa ATVET College	0920839098	bakeabdi@gmail.com
6.	**Dereje Kebede**	Nedjo ATVET College	0911530210	derejekebede2012@gmail.com
7.	**Ewunetu Bekele**	Bako ATVET College	0920096917	esewunetu@gmail.com
8.	**Mesfin Getachew**	Walaita Soddo ATVET College	0916475289	dukekeshamo@gmail.com
9.	**Terefe Tolcha**	Alage ATVET College	0911067132	terefetc@gmail.com