



# **HORTICULTURAL CROPS PRODUCTION LEVEL III**

# **Learning Guide-8**

**Unit of Competence: Lead Small Teams**

**Module Title: Leading Small Teams**

**LG Code: AGR HCP3 M03 LO1-LG-8**

**TTLM Code: AGR HCP3 TTLM 01209v1**

**LO 1: Provide team leadership**



## Instruction Sheet

## Learning Guide #1

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

- Identifying and presenting Work requirements
- Communicating reasons
- Recognizing and discussing team members' queries and concerns

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 present Work requirements
- Communicate reasons
- Recognize and discuss team members' queries and concerns

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the "Information Sheet1-3".
3. Accomplish the "Self-check" after each information sheet.
4. If you earned a satisfactory evaluation proceed to next "Information Sheet".
5. If your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity # the first)



## 1.1. Work requirement

**Work requirements** include details of **what work is required** and **how the work is to be done**.

How this information is provided depends on the nature or the organisation where you are working and on the type of team and task that you are working with.

Two typical scenarios are described below:

### Example 1. A Project

Work requirements for a Project are usually described in the **Terms of Reference**. Terms of reference are generated by the Project Sponsor or the Senior Management team. Terms of Reference will include:

- Aims and objectives of the project
- Introduction and background information
- An outline of the approach (Activities) that are to be carried out
- Time frame for completion of the activities
- Requirements for Reporting
- Resources available, including budget
- Outputs expected, sometimes called deliverables

The first action for the Team leader is to read the documentation thoroughly and then to meet with the Line Manager and or Project sponsor to discuss the requirements and operational procedures in more detail.

### Example 2. Routine Practical Tasks

Work requirements for routine practical activities are included in the Daily or Weekly Work Plan usually generated by Management at a Management Team Meeting. Depending on the size of the Organisation, the Team Leader or the Line Manager for the Team Leader will attend Management team meetings where Work plans are agreed.

The work plan will identify:

- The Team Leader and Team responsible
- The Tasks to be completed
- The location of the tasks
- The target or Time allowed for completion

Additional information that the Team Leader will need includes:

- The standard of work expected Often documented for harvested produce but otherwise learnt by sharing experience with other team leaders and Line Management, see Information Sheet 3 'Performance expectations'.
- Feedback received from Department Managers or Clients about the previous days work
- Company procedures or work instructions for the tasks to be completed. In large organisations these are documented. Documented Work Instructions act as an *Aide memoire* for Team Leaders and help to ensure that all Teams involved follow the same procedures and the correct procedures. In smaller organisations, work instructions are not documented and Team Leaders are 'expected to know' based on their College Training and Work experience.

Sample work instructions for 'Harvesting Green Beans' would include the following details:

- ✓ Leave your lunch and personal belongings in the designated area
- ✓ Wash hands and if necessary trim nails before starting work or handling produce
- ✓ Collect a clean picking tray
- ✓ Remove beans from the plant with the stalk in place
- ✓ Do not damage the plants when removing the beans
- ✓ Harvest only beans that are of the correct size mm length and mm diameter
- ✓ Place the harvested beans carefully into the picking tray
- ✓ When the picking tray is full (level with the top) bring the tray to the weighing area
- ✓ Check that the weight of your tray is recoded accurately and place the tray in the field Shelter
- ✓ Collect another clean picking tray and repeat the process
- ✓ If you need to leave the field, e.g. to use the toilet, inform your supervisor and wash your hands before resuming work.

**In either case it is very important to be clear about what is required before starting work.**

Misunderstanding at this early stage of an activity can result in:

- The work being done incorrectly or unnecessary work being carried out
- Missed targets due to the need to re-do work or time wasted on unnecessary activities
- Management / sponsors and Team members becoming frustrated and losing confidence in the Team Leader
- Wasted materials and unnecessary expense



When the Team Leader has gathered the necessary information and has a clear understanding of what is required, the Team Leader should make a Plan:

- List the tools and equipment required and arrange for delivery to the work location
- Make arrangements to meet the Team Members and communicate the arrangements to the team Members

For a project activity the Team meeting will usually be at the Office.

For a Field exercise the team briefing usually takes place at the side of the field



**Self-Check -1**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. What is a **Work requirement**? (3 pts)
2. Write the results of misunderstanding of activity? (2pts)

**Note: Satisfactory rating – 5 points**

**Unsatisfactory below- 5 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



<b>Information sheet 2</b>	<b>Communicating reasons</b>
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## 2. Communicate Work Requirements Team Members.

The process used by Team Leaders to introduce work requirements to the Team members is the same for all types of task and Project Assignment. However the amount of detail required will differ depending on the type of work and the experience of the Team.

In essence the process is as follows:

- Greetings and Welcome
- Introduce Self and members of the Team  
This is not necessary for meetings where all Team members present are already known to each other
- Explain the domestic and organisational arrangements  
Times for breaks and meals  
Location of facilities; e.g. toilets and first aid  
Rules for use of mobile phones  
Arrangements for payment (if appropriate)  
Hygiene rules, (Teams working with edible crops and products)
- Introduce the work required:  
**Project:**  
Title and rationale  
Stakeholders and target groups  
Aims and objectives of the project  
Approach to be taken to undertake the project  
Time frame and expected outcomes

### Field Tasks

Task to be carried out

Target for the day

Work Instructions and if necessary the OHS and Hygiene rules for the task; how much detail to include here will depend on the circumstances prevailing; Team experience, feedback on recent performance, state of the crop, etc.

- If the Team is new to the task or has not done the task for some time, it will be necessary to introduce/revise the work instructions and to provide a demonstration. During the demonstration highlight the important points and



explain why these points are important. People who understand why there are rules are usually more likely to obey the rules.

- If only a few members of the team are new, explain briefly and allocate tasks to the experienced team members so that they can start work then provide training for the newcomers.
  - If there is feedback regarding recent similar work, share the feedback and discuss the actions to be implemented
  - If the crop is vulnerable, e.g. first harvest when crop damage must be minimised and size of produce carefully monitored or if spraying and the pesticide product to be used is particularly dangerous, highlight and revise the most important parts of the work instructions
- 
- Ask a few questions to confirm understanding and open the floor for questions and concerns from the Team members.





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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Write the detail required conducting work and the experience of the Team? ( 1 pts)
2. What can you do if the Team is new to the task? ( 2pts)

**Note: Satisfactory rating – 3 points**

**Unsatisfactory below- 3 points**

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

### Answer Sheet

Score = _____
Rating: _____

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

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

### Short Answer Questions



### 3.1. Team members' queries and concerns

After hearing about the work required it is to be expected that Team members will have questions and concerns.

The general principles of addressing Team Members queries and concerns are:

- The Team Leader should open the floor for discussion and questions. To ask questions indicates that Team members have listened and are interested. Questions raised will also indicate to the team Leader what has been understood and what has not been understood so misunderstanding can be addressed before problems arise or team members spend unnecessary time worrying
- To treat all questions and people answering questions with respect. The Team Leader can easily damage confidence, interest in the work and Team Spirit if people are made to feel embarrassed or small particularly when this happens in front of their peers
- Be prepared; the actual type of questions and concerns raised will depend on the experience of the Team and the type of work required. However, whatever the work, based on the work requirements and the Team Leaders knowledge about Team Members, it will be possible to predict many of the questions and to be prepared with answers.
- Be honest with the answers and if you don't know make a commitment to find the answer and communicate the answer at a later date
- Prepared with a few questions of your own requesting ideas and opinions to start the question session when none of the Team Members speaks
- Keep control of the question session; don't get into arguments and don't let the session go on too long!

Typical questions and concerns raised may include:

- Requests for clarification or repeat of items included in the introduction of the work
- Questions about increased work load, targets and payment for additional work or overtime
- Questions about safety if the work involves machinery or use of chemicals
- Requests for training of the tasks are unfamiliar to some of the team members
- Concerns about transport if some of the work is to be carried out off site





**Self-Check -2**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. List the general principles of addressing Team Members queries and concerns ( 5 pts)

**Note: Satisfactory rating – 5 points**

**Unsatisfactory below- 5 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



# **HORTICULTURAL CROPS PRODUCTION**

## **LEVEL III**

# **Learning Guide-9**

**Unit of Competence: Lead Small Teams**

**Module Title: Leading Small Teams**

**LG Code: AGR HCP3 M03 LO2-LG-9**

**TTLM Code: AGR HCP3 TTLM 01209v1**

**LO 2: Assign responsibilities**



## Instruction Sheet

## Learning Guide #1

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

- Assigning duties and responsibilities
- Allocating duties

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

- Assign duties and responsibilities
- Allocate duties

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheet1-2”.
3. Accomplish the “Self-check” after each information sheet.
4. If you earned a satisfactory evaluation proceed to next “Information Sheet”.
5. If your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity # the first)



## Information sheet 1

## Assign duties and responsibilities

### 1.1. Assign duties to Team Members (Primary considerations)

Factors that need to be considered when assigning duties and responsibilities to Team Members include:

- a) **Knowledge** -This may be knowledge acquired by training but also by on the job learning and experience.
- b) **Skill**- Skills required may be technical and or people management skills, again acquired by formal training and experience.

In some cases formal Certification is need for some tasks, e.g. electrical work or servicing vehicles

- c) **Aptitude** - The persons' natural ability to do the type of tasks required. Natural aptitudes that may influence task allocation may include aptitude to work with machinery, or to train team members. It is also noteworthy that female staff have natural aptitude, (i.e. are generally more careful and handle plant and produce gently) for propagation and transplanting crops and for harvesting, grading and packing produce
- d) **Company policy**-In some companies there are internal guidelines for Task allocation, e.g. Female staff are not allowed to work with pesticides and pregnant female staff should be assigned to approved 'light work' in the later stages of their pregnancy. Policies for Gender and equal opportunities/female empowerment are also relevant.

**Remember** too that Employees will also have a Contract, (Verbal or Written) and a job Title or Job Description and that Tasks allocated to employees should be within their contractual agreement with the company.

- e) **Legal considerations** - The Law in Ethiopia regulates the type of work that may be undertaken by young workers, (15-17 years of age). Types of work that could damage the growth and wellbeing of young people are not allowed, e.g. heavy lifting, working with chemicals, working with potentially dangerous machinery, etc.



When assigning duties to Team Members, it is important to work within the Law and the Company Policies and to ensure that the Team Members concerned have the necessary knowledge, skills and aptitude to complete the work to a good standard.

Failure to ensure that the Team member concerned is able to perform the necessary tasks to an acceptable standard will result in missed targets, wasted time and materials, dissatisfied clients, and demoralised Team Members.

## 2.2 Assign duties to Team Members (Other considerations)

The Personal Circumstances of a Team Member can also affect how well they may be able to perform tasks assigned to them.

Factors to consider here are:

### a) **Pressure of other work, harvesting and increased client orders**

- These factors all mean that The Team Leader will need to ask Team members for extra effort.
- If your team is asked to undertake project work or assignments that are in addition to routine duties try to ensure that the work is shared out fairly and that the total workload is manageable. If the work load becomes too great, do not expect miracles only missed targets. Discuss the situation with you Line Manager before the problem develops.
- If you are responsible for a Team working in the field, the pressure of harvest and increased client orders is recognised in Law as 'Urgent' so Overtime is justified. Remember however that you team Members may have **personal preferences and domestic responsibilities** and it is not good practice to issue extra duties to people who are tired or unwilling:
  - Many people may want the overtime as the extra money is useful so allocate the extra hours fairly amongst the team
  - Overtime for female employees can make a very long working day when you consider their other responsibilities in the home.





- Technically overtime is voluntary, that means that employees can refuse to work additional hours. This creates poor relations with management and is a muddy situation in Law. Try to avoid the situation by reducing the need for overtime to a minimum and giving people as much notice as possible when the requirement for overtime is anticipated. If it becomes a real problem with your Team Members, discuss the situation with your Line Manager.
- b) **Personal preference in task selection-** In some team situations, the allocation of tasks will be discussed at Team Meetings and individual members of the Team will be asked to volunteer.

This approach needs managing; members who are loud and confident will speak up and claim what they perceive as the best or easiest tasks and those that are naturally quiet are left with the rest. This potentially leads to jealousy, complaints about favouritism and a loss of Team Spirit so is not advised. By all means discuss task allocation but as Team Leader take responsibility for the final task allocation.



**Self-Check -2**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Why is it important to allocate tasks to team members who have the necessary knowledge, skills and aptitude to be able to do the tasks to the required standard ( 2 pts)
2. List three ways of building the capacity of your Team members so that more people in the team have the requires skills set for a wide range of tasks(3 pts)
3. Explain why building the capacity of your Team members is important( 1 pts)
4. Explain how the Law affects task allocation young workers( 2pts)
5. Give two examples of company Policies that may affect task allocation( 1pts)
6. Explain why your team members may or may not wish to work overtime( 1pts)  
Explain how you will address their concerns and allocate overtime when necessary( 2 pts)

**Note: Satisfactory rating – 10 points**

**Unsatisfactory below- 10 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



## Information sheet 2

## Allocating duties

**Allocation of Duties and responsibilities can also be used as a Management tool.**

a) The Team Leaders' responsibility to Building the Capacity of Team Members

**In the field**, training in routine practical tasks should be undertaken by the Team; either done by the Team Leader or more likely delegated to a senior Team Member who has good practical skills and a natural aptitude for training.

**In project and assignment activities**, if the same tasks are always given to the same people, others in the Team do not have opportunity to develop new skills. This creates problems when the Team 'specialist' is on leave or moves out of the department. When time allows and when the task is not too complex the Team Leader is advised to partner experience and less experienced team members to work together or to assign the task to junior Team Members and provide coaching to facilitate exchange of experience and capacity building within the Team. This approach will also help to motivate junior Team members and in some cases reduce the problem that can arise if it is perceived that one member of the Team always gets the 'best or easiest' role.

**Delegation of Team Leader Responsibilities;** remember that work needs to continue even when the Team Leader has a Day Off and Annual leave plus Sick Leave or Maternity Leave and occasionally the Team Leader is assigned to other duties. Therefore it is essential that experience sharing within the Team enables other Team Members to develop the knowledge and skills necessary to 'Stand In' when required.

b) **Staff management in the field**

Here there are several opportunities to facilitate worker management by allocating workers to particular areas of the field.

Two examples are:



**Pairing staff to work one on either side of a bed** motivates both members of staff to 'keep up and do good work', provides company so facilitated team building and in some cases can also be used for training and supervision of new team members when an experience worker is paired with a new worker.

Very rarely is a crop or field completely uniform. Therefore **allocation of 'Good Beds and Bad Beds'** needs to be rotated amongst the team to ensure that work allocation is seen to be **Fair**.



**Self-Check -2**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Write ways to manage staff at field? ( 1 pts)
2. List team Leader Responsibilities? (2pts)

**Note: Satisfactory rating – 3points**

**Unsatisfactory below- 3 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



## References

1. Adolfo, J. T., "The Career Development Plan: A Quick Guide for Managers and Supervisors," n.d., National Career Development Association, accessed July 29, 2010,
2. [http://associationdatabase.com/aws/NCDA/pt/sd/news\\_article/6420/\\_PAR/ENT/layout\\_details/false](http://associationdatabase.com/aws/NCDA/pt/sd/news_article/6420/_PAR/ENT/layout_details/false).
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4. <http://office.microsoft.com/en-us/word-help/a-balanced-plan-for-career-development-HA001126815.aspx>.
5. Davis DA, Mazmanian PE, Fordis M, et al: Accuracy of physician self-assessment compared with observed measures of competence: a systematic review. JAMA 2006; 296: 1094–1102
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# **HORTICULTURAL CROPS PRODUCTION**

## **LEVEL III**

# **Learning Guide-10**

**Unit of Competence: Lead Small Teams**

**Module Title: Leading Small Teams**

**LG Code: AGR HCP3 M03 LO3-LG-10**

**TTLM Code: AGR HCP3 TTLM 01209v1**

**LO 3: Set performance expectations for team members**



## Instruction Sheet

## Learning Guide #1

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

- Establishing Performance expectations
- Basic Performance expectations
- Discussing and disseminating Performance expectations

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:**

- Establish Performance expectations
- Basic Performance expectations
- Discuss and disseminate Performance expectations

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheet1-3 ”.
3. Accomplish the “Self-check” after each information sheet.
4. If you earned a satisfactory evaluation proceed to next “Information Sheet”.
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<b>Information sheet 1</b>	<b>Establishing Performance expectations</b>
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### 1.1. Performance Expectations

Quantify and describe what is expected from the Team Member in relation to the assigned task or work role.

Performance expectations should be **SMART**

<b>Specific</b>	Expectations must be Definite, Clear and Concise Also easy to understand
<b>Measurable</b>	Output required is quantified . E.g. Harvest 10kg per hour
<b>Achievable</b>	Expectations can be achieved in practice with the time and resources available
<b>Relevant</b>	Contain only parameters that are related to the task being carried out
<b>Time Bound</b>	Can be used to provide meaningful evaluation of work in the time available

### 1.2. Performance Expectations based on Work requirements

Performance expectations for Work required typically include the following parameters:

- Output - What items and in some cases how much or how many
- Standard of work required
- Procedures to be followed
- Time allowed for completion of the work
- Records to be maintained

**How performance expectations are established depends on the work to be carried out:**

- **Performance Expectations for practical tasks in the field**



**Procedures for how the task should be done** are based on; legal considerations, recognised good agricultural practice and in some cases additional higher standards, e.g. GLOBAL GAP requested by the Client/buyer.

**Quality of work expected** is more difficult; perfection is not possible in practice so the question arises, 'How Good is Good enough'? Traditionally the focus has been more on job completion rather than on the quality of the work being done, resulting in significantly loss of yield. Managers, DAs and small farmers are now becoming or need to become more conscious about the quality of work being done and performance expectations are evolving based on experience. Describing and quantifying performance expectations for quality of work in the field is quite difficult so here there is need for good teamwork between Managers and supervisors or DAs and Lead Farmers to discuss and evaluate quality of work done and to build common understanding of 'How Good is Good enough'.

**Quality of produce harvested and packed** is easier. Here performance expectations are based on grades, (Size, shape colour, weight), expected in the market or described in the contract to supply

**Output or quantity of work to be completed** is also easy to describe;  $X \text{ m}^2$  per person per day or  $X \text{ Kg}$  per person per hour. **Quantity of work expected** can be established based on the work completed by an average worker in one day in 'normal' working conditions. A Farmer or Farm Manager will use this figure to allocate Labour to a Task or to work out how long the Team will need to complete the task.

- **Performance expectations for a Development Agent working with Farmers**

**Work procedures and performance expectations to be used in Formal Annual Appraisal** are clearly defined by Ministry of Agriculture or Regional Bureau of Agriculture.

**Quality of work expected**, as with practical field work, is difficult to define and evaluation is usually based on output / results achieved as these parameters are easier to measure.



**Results and quantity of work to be completed** by the Team Leader and members of the Team will be agreed with the Line Manager at the start of each year. Typical performance expectations stipulate how many farmer groups, how many training, expected % uptake of Technologies and Training Messages, combined crop yields of the various Farmer Groups, etc.

- **Performance expectations for a Project Assignments**

Performance expectations for individuals involved in Team Project activities are determined based on the Terms of Reference for the Project, **set by the Client and the agreed allocation of Tasks and documented in the Action plan prepared by the Team Leader.**

The Action plan will show for each project activity:

- The Tasks to be completed
- The person responsible
- Interim milestones and final completion date

**Performance expectations for the quality of work** expected will be based on accepted professional expectations and **requirements specified by the Client.** Usually payment to an organisation for project work is based on the Client acceptance of the completed work so expect the Manager to take a keen interest in progress and completion of time!

### **1.3. Performance Expectations based on an Individual Employees Roles and Responsibilities**

The Roles and Responsibilities of an Employee in an organisation are outlined in the Contract of Employment and in some cases a Job Description that form part of the Contract of Employment.

This documentation will specify:

- The job title
- The Line Manager (Who to report to)
- The tasks to be performed (in general terms)



- The areas and level of responsibility for resources .... Crops, people, tools, etc.
- The hours of work and arrangements for overtime

**When allocating tasks and setting performance expectations**, the Team Leader should be aware of the contents of the contractual agreement between the Team Members and the employer and should **ensure that the allocated work and associated performance expectations falls within the terms of the contractual agreement**.

The Roles and Responsibilities of an Employee for a Task or within a project will relate directly to the Work instructions given or the Work Requirements, and Task allocation agreed with the employee, see LO2. Then the performance expectations are established by the procedures described in Section 3.1 of this Information Sheet.

#### **1.4. Performance expectations are discussed and disseminated**

Performance expectations set the standard for work to be done and form the basis for Monitoring and evaluation so it is important that everybody is clear about what is expected.

- Team Members need to understand their target (Procedures to use, Work quality and output required) and what will be the consequences of not meeting the target.
- Team Leaders need to be clear about what to monitor and what standard of work to accept and
- Managers need to see evidence that the work standard and output will be acceptable and the work will be completed on time.

Performance Expectations are discussed several times during the employment of Workers / Team Members:

- Initially at the start of the period of employment (Induction)



At this time the Performance expectations in relation to the contract and Job description will be discussed and a signed copy of the contract and Job description provided to the employee for reference

- Then for individual tasks and assignments, Performance Expectations will be discussed at the start of each Task or assignment and probably revisited during the monitoring and evaluation of performance, see LO 4.

For project type activities or assignments discussion and dissemination of the performance expectations will usually take place during a Team Meeting. Then revisiting during monitoring can take place in the field or at subsequent Team Meetings. Minutes of these meeting should be taken, circulated to team Members and retained for reference.

For practical field work, e.g. harvesting, Performance Expectations will usually be revised as necessary at the start of each working day and may include a demonstration of the standard of work required. **For Day Labour**, payment at the end of the day may be dependant of 'Job complete or Target met' so it's very important to explain clearly and ascertain understanding and agreement at the start of the day.

In the bigger companies, performance expectations are documented to create clarity and uniformity of standards throughout the company and these documents are made available to supervisors and managers for reference.

In companies where performance expectations are not documented, understanding of acceptable standards evolves and is disseminated by word of mouth!

- Formal Annual Staff Appraisal for Supervisors and Managers in the Commercial Farming Sector and for Development Agents and Project staff is also practiced in many organisations and this process will include 'Achievement of Performance Expectations' for the various tasks and project assignments undertaken during the year. Criteria to be used for appraisal are documented and provided to the employees concerned several days before the appraisal interview takes to allow time for preparation.



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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. What types of parameters may / should be included in Performance expectations ( 2 pts)
2. Why is it important to set performance expectations( 2 pts)
3. What is the relationship between the Employment Contract, the Job Description and the Performance Expectations for an Employee( 2 pts )

**Note: Satisfactory rating – 6 points**

**Unsatisfactory below- 6 points**

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

### Answer Sheet

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

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

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

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

### Short Answer Questions



## Information sheet 2

## Basic Performance expectations

### 2.1. Performance Expectations for practical tasks in the field

**Procedures for how the task should be done** are based on; legal considerations, recognised good agricultural practice and in some cases additional higher standards, e.g. GLOBAL GAP requested by the Client/buyer.

**Quality of work expected** is more difficult; perfection is not possible in practice so the question arises, 'How Good is Good enough'? Traditionally the focus has been more on job completion rather than on the quality of the work being done, resulting in significantly loss of yield. Managers, DAs and small farmers are now becoming or need to become more conscious about the quality of work being done and performance expectations are evolving based on experience. Describing and quantifying performance expectations for quality of work in the field is quite difficult so here there is need for good teamwork between Managers and supervisors or DAs and Lead Farmers to discuss and evaluate quality of work done and to build common understanding of 'How Good is Good enough'.

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**Output or quantity of work to be completed** is also easy to describe;  $X \text{ m}^2$  per person per day or  $X \text{ Kg}$  per person per hour. **Quantity of work expected** can be established based on the work completed by an average worker in one day in 'normal' working conditions. A Farmer or Farm Manager will use this figure to allocate Labour to a Task or to work out how long the Team will need to complete the task.

- **Performance expectations for a Development Agent working with Farmers**



**Work procedures and performance expectations to be used in Formal Annual Appraisal** are clearly defined by Ministry of Agriculture or Regional Bureau of Agriculture.

**Quality of work expected**, as with practical field work, is difficult to define and evaluation is usually based on output / results achieved as these parameters are easier to measure.

**Results and quantity of work to be completed** by the Team Leader and members of the Team will be agreed with the Line Manager at the start of each year. Typical performance expectations stipulate how many farmer groups, how many training, expected % uptake of Technologies and Training Messages, combined crop yields of the various Farmer Groups, etc.

- **Performance expectations for a Project Assignments**

Performance expectations for individuals involved in Team Project activities are determined based on the Terms of Reference for the Project, **set by the Client and the agreed allocation of Tasks and documented in the Action plan prepared by the Team Leader.**

The Action plan will show for each project activity:

- The Tasks to be completed

- The person responsible

- Interim milestones and final completion date

**Performance expectations for the quality of work** expected will be based on accepted professional expectations and **requirements specified by the Client.** Usually payment to an organisation for project work is based on the Client acceptance of the completed work so expect the Manager to take a keen interest in progress and completion of time!





**Self-Check -2**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

- 1 .What types of parameters may / should be included in Performance expectations (1pts)
1. Why is it important to set performance expectations( 2 pts)
  2. What is the relationship between the Employment Contract, the Job Description and the Performance Expectations for an Employee( 2 pts)

**Note: Satisfactory rating – 5 points**

**Unsatisfactory below- 5 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



<b>Information sheet 3</b>	<b>Discuss and disseminate Performance expectations</b>
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### **3.1 Performance Expectations based on an Individual Employees Roles and Responsibilities**

The Roles and Responsibilities of an Employee in an organisation are outlined in the Contract of Employment and in some cases a Job Description that form part of the Contract of Employment.

This documentation will specify:

- The job title
- The Line Manager (Who to report to)
- The tasks to be performed (in general terms)
- The areas and level of responsibility for resources . Crops, people, tools, etc.
- The hours of work and arrangements for overtime

**When allocating tasks and setting performance expectations**, the Team Leader should be aware of the contents of the contractual agreement between the Team Members and the employer and should **ensure that the allocated work and associated performance expectations falls within the terms of the contractual agreement.**

### **3.2 Performance expectations are discussed and disseminated**

Performance expectations set the standard for work to be done and form the basis for Monitoring and evaluation so it is important that everybody is clear about what is expected.



- Team Members need to understand their target (Procedures to use, Work quality and output required) and what will be the consequences of not meeting the target.
- Team Leaders need to be clear about what to monitor and what standard of work to accept and
- Managers need to see evidence that the work standard and output will be acceptable and the work will be completed on time.

Performance Expectations are discussed several times during the employment of Workers / Team Members:

- Initially at the start of the period of employment (Induction)  
At this time the Performance expectations in relation to the contract and Job description will be discussed and a signed copy of the contract and Job description provided to the employee for reference
- Then for individual tasks and assignments, Performance Expectations will be discussed at the start of each Task or assignment and probably revisited during the monitoring and evaluation of performance.  
For project type activities or assignments discussion and dissemination of the performance expectations will usually take place during a Team Meeting. Then revisiting during monitoring can take place in the field or at subsequent Team Meetings. Minutes of these meeting should be taken, circulated to team Members and retained for reference.  
For practical field work, e.g. harvesting, Performance Expectations will usually be revised as necessary at the start of each working day and may include a demonstration of the standard of work required. **For Day Labour**, payment at the end of the day may be dependant of 'Job complete or Target met' so it's very important to explain clearly and ascertain understanding and agreement at the start of the day.  
In the bigger companies, performance expectations are documented to create clarity and uniformity of standards throughout the company and these documents are made available to supervisors and managers for reference.



In companies where performance expectations are not documented, understanding of acceptable standards evolves and is disseminated by word of mouth!

- Formal Annual Staff Appraisal for Supervisors and Managers in the Commercial Farming Sector and for Development Agents and Project staff is also practiced in many organisations and this process will include 'Achievement of Performance Expectations' for the various tasks and project assignments undertaken during the year. Criteria to be used for appraisal are documented and provided to the employees concerned several days before the appraisal interview takes to allow time for preparation.



**Self-Check -2**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Why is it important to understand performance expectations( 2pts)
2. What is the relationship between the Employment Contract, the Job Description ( 1pts)

**Note: Satisfactory rating – 3 points**

**Unsatisfactory below- 3 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



## References

1. Adolfo, J. T., "The Career Development Plan: A Quick Guide for Managers and Supervisors," n.d., National Career Development Association, accessed July 29, 2010,
2. [http://associationdatabase.com/aws/NCDA/pt/sd/news\\_article/6420/\\_PARENT/layout\\_details/false](http://associationdatabase.com/aws/NCDA/pt/sd/news_article/6420/_PARENT/layout_details/false).
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5. Davis DA, Mazmanian PE, Fordis M, et al: Accuracy of physician self-assessment compared with observed measures of competence: a systematic review. JAMA 2006; 296: 1094–1102
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# **HORTICULTURAL CROPS PRODUCTION**

## **LEVEL III**

# **Learning Guide-11**

**Unit of Competence: Lead Small Teams**

**Module Title: Leading Small Teams**

**LG Code: AGR HCP3 M03 LO4-LG-11**

**TTLM Code: AGR HCP3 TTLM 01209v1**

**LO 4: Supervise team performance**



<b>Instruction Sheet</b>	<b>Learning Guide #1</b>
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

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

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

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

**Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheet1-7”.
3. Accomplish the “Self-check” after each information sheet.
4. If you earned a satisfactory evaluation proceed to next “Information Sheet”.
5. If your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity # the first).





<b>Information sheet 1</b>	<b>Monitoring of performance</b>
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### 1.1. Monitoring Team Members individual performance

Monitoring the individual performance of all Team Members is a routine responsibility for Team Leaders and is an essential element of the organisations quality management procedures.

Examination of work in progress is part of the organisations Quality Assurance procedures and allows corrective action to be taken before accidents happen, materials are wasted or agreed targets are missed. It is also possible at this time to check aspects of the work where the evidence of quality of work may be covered up as the task progresses, e.g. when sowing seed, the depth and distribution can only be checked during the sowing process.

Examination of completed work and rejection of sub-standard work is Quality control and protects the client and the reputation of the Organisation.

**Monitoring** may be informal or formal and the Standards used for evaluation of performance are based on performance expectations for the allocated tasks, roles and responsibilities.

**Informal monitoring** is regular and routine and the findings will be addresses immediately rather than documented for future reference.

**Formal monitoring** has written performance criteria and findings are documented for future reference and action.

Monitoring of performance of each Team Member by the Team Leader should be a routine activity for the Team Leader and a non-stressful and constructive process for the person being monitored.

How monitoring of work standard and output is carried out in practice will depend on:

- The type of work involved and



- The policies and procedures of the Organisation.

Everybody in the team should be Know:

- Routine monitoring is part of the Role of a Team Leader
- What criteria will be used to judge performance
- How the monitoring will be carried out and
- What actions will be taken as a result of performance seen during the monitoring process

Some examples of how monitoring of performance is carried out in practice are described below:

#### a) **Monitoring Workers in the Field**

- **After explaining the task and setting the Team to work**, the Team Leader (Supervisor or Farmer) should **do a quick round** to ensure that all the team have understood and are working to an acceptable standard. If problems are found; for small problems, provide guidance and move on; for bigger problems either as the person to wait until you return or ask an experience member of the team to come over and provide coaching.
- Repeat the round of observation at least 4 times per day. On these rounds the Team Leader can spend more time interacting with the Team and thoroughly checking the quality of work being done and whether the rate of work will meet the target.

Remember that your team will work faster in the morning and that more mistakes are made in the period before and after lunch and at the end of the afternoon. These are time when you need to be more vigilant.

- If the Team Leader finds half way through the morning that the target is not going to be reached then this is the time to ask the team for greater effort  
If the Team Leader finds after 50% of the time that > 60% of the work is not complete, then the Manager should be informed so that a contingency plan can be made if completion of the task is urgent.

Routine monitoring in the field using this process is classed as informal monitoring.



Formal monitoring using a check sheet and making a written record will only be carried out for field workers if there are persistent problems with slow and poor quality work and monitoring records are to form part of the evidence needed for disciplinary action.

### **b) Monitoring of the work of Farmers by a Development Agent or Private Extension Officer**

Here the official role of the DA or Extension officer is that of coach and facilitator but the methods used for monitoring of work done by the farmers is similar to that used by a team Leader in other circumstances.

To monitor the work of the Lead Farmers and farms in the development Groups, the DA or Extension Officer will make repeated visit to the field to see crops in the ground and to talk with the Lead Farmers and Farmers in the development groups. During these visits the DA or Extension worker will be able to:

- Provide coaching in Team Leadership skills for the Lead Farmer
- Check the progress of crop production and advise as necessary
- Check on the implementation of extension messages; adoption, effectiveness, problems encountered with implementation
- Collect data and details of problems needing further attention for inclusion in the report for the Line Manager

### **c) Monitoring the Work of Team Leaders and Development Agents in the Field**

Here the Line Manager will be involved in monitoring. Informal monitoring will involve periodic visit to the Field to see the Team Leader or DA working with the workers on the Farm or the Lead Farmers respectively. During the visit the line Manager will check how the workers and Lead Farmers are being supported and will chat with the DA or Team leader about the standards of work being done. This helps to create common understanding of the standard of work required and to explore how work standards and practices can be improved.



The Line Manager will in addition to field visits examine the routine records and reports submitted by the Farm team Leader or DA and will provide coaching and guidance as necessary, usually at an informal meeting in the Office or at the Team Meeting.

#### **d) Monitoring Project type Assignments**

Progress with project type assignments is monitored by comparing work done with the interim targets set in the Action Plan.

Team Leaders responsible for projects should periodically (suggest monthly) meet with team members to discuss their part of the assignment; progress made, constraints experienced and action taken or needed to address the constraints experienced. During these monitoring meetings, Team Leaders need to see evidence of actual work completed, show interest, provide advice as necessary and or arrange to visit activities and stakeholders in the field.

If the work is seriously delayed, causes for the delay need to be identified and addressed and revision of Targets and plans needs to be considered.

#### **e) Annual Performance Appraisal**

Annual Performance Appraisal is an example of **Formal monitoring**.

All Government Development Agents and Team Leaders on some Commercial farms will have a Performance Appraisal Interview every year with their Line Manager.

The purpose of the Appraisal is to:

- Review performance during the year
- Recognise progress and achievements
- Provide feedback and constructive advice about how to improve and to identify training needs

Topics included in the appraisal interview include:

- Personal behaviours, e.g. attendance, time keeping, communication and team participation



- Fulfilment of roles and responsibilities outlined in the Job description
- Overall performance, e.g. quality of work, meeting targets, contribution to company performance.

Each organisation will have a standard interview format and the content of the interview is made known to the employee in advance of the Interview to allow time for preparation.

Results of the appraisal are recorded and signed as a true record by the Line Manager and the employee and a copy of the Interview report is files in the personnel record of the employee.



**Self-Check -2**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Explain 2 reasons why monitoring of performance is essential( 3 pts)
2. write the types of monitoring?( 2 pts)

**Note: Satisfactory rating – 5 points**

**Unsatisfactory below- 5 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



## Information sheet2

## Providing team members with feedback

### 2. Provision of Feedback to Team Members

Monitoring the Performance of Team Members only produces sustainable results when positive and constructive feedback and advice is provided.

**If the work seen is good or better** than expected or improved from previous occasions, show interest, give recognition and encourage the Team Member to 'keep up the good work'. If the practices seen are 'good practices to share' with the rest of the team, take time to discuss the practices and how to share these with the team.

**If the work is below acceptable** quality and or output expected or is delayed, the following approach to giving feedback is recommended:

- Focus of the Work not on the person
- Ask for explanation of the problems that you have identified
- Be very clear about the problem identified and the improvement needed
  - **If the problem is due to genuine personal reasons** be sympathetic and direct the person to appropriate sources of help.
  - **If the problem relates to Technical issues** try to differentiate when this can be resolved by training from when the problem is deliberate disregard for Team standards and targets.
  - **If the problem can be addressed by constructive advice and guidance** then provide this as part of the monitoring process.
  - **If the person needs training or coaching**, make arrangements for this to be provided by an experienced Team member.
  - **If the problem is deliberate disregard** for Team standards and targets the Team leader must be very definite that the work must improve and explain clearly what improvement is needed. In this case the Team Leader must make a point of making follow up after sufficient time for improvements to be made have elapsed and before the event is forgotten.



If no improvement is found at the follow up monitoring explain to the Team Member the consequences of his / her behaviour or performance and make a written note to be discussed with the Line Manger. Do not make empty threats.

**Remember: Always be polite, considerate, constructive, fair and firm.**





**Self-Check -2**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Write the ways of giving feed back If the work is below acceptable quality ( 4 pts)

**Note: Satisfactory rating – 4 points**

**Unsatisfactory below- 4 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



### Information sheet 3

### Referencing Performance issues

#### Performance Issues that cannot be rectified by the Team

Performance issues are problems that interfere with the ability of the Team to work efficiently and to meet agreed targets.

When performance issues arise the first response of the Team leader should be to evaluate the problem and to see if the problem can be resolved using the resources and skills available within the Team.

Then if this is not possible, the Team Leader should observe organisational procedures and bring the problem promptly to the attention of the appropriate person in the organisation. **Do not be tempted** to go directly to the actual person who may take the corrective action even if this person is your 'best mate'.

Failure to observe organisation lines of management can result in urgent work not getting prompt action and some staff being overloaded with urgent work and harassed by people who all what their own team problem addressed now!

Examples of issues that may arise and will need specialist and or management intervention include:

- A change in the weather ..... e.g. Rain storm will disrupt spraying schedules
- A machinery breakdown
- A team member is taken ill and not able to complete the allocated work
- A serious accident occurs
- Materials required are not in store
- Project stakeholders are not completing agreed actions on time or to the right standard
- Persistent lateness or refusal to follow safety rules

When reporting performance issues and requesting assistance, the initial contact with the appropriate line manager or specialist may be verbal but this should be



followed up with a written memo or report to act as an *aide memoire* for the Manager or specialist.



**Self-Check -3**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Define performance issues? ( 3pts)
2. List the examples of issues that may arise and will need specialist and or management intervention( 2 pts)

**Note: Satisfactory rating – 5 points**

**Unsatisfactory below- 5 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



#### **4.1. Managing changes to agreed assignments and Targets**

Inevitably circumstances arise which will necessitate a change being made to agreed responsibilities, priorities, arrangements and targets.

Circumstances which will necessitate a change being made to plans include:

- A change in the weather
- A change in customer orders
- Feedback received from the Client
- Unavailability of Team Members due to absence or allocation of other work

Experience shows that whatever the reason for change or whatever change is needed, people don't like change and depending on the nature of the change necessary may feel unsettled or threatened or used!

The general rules for Team Leaders managing change are:

- Discuss the changes needed with management and establish clearly and as relevant:
  - What changes are needed and why these changes are needed
  - What are the new targets or working arrangements
  - Is the change temporary or permanent
  - What are the anticipated effects on your Team Members roles, responsibilities and targets
- Explain clearly to all your Team Members:
  - What changes are necessary
  - Why the changes are necessary
  - What will be the implications for their working arrangements, roles, responsibilities and targets
- Inform team Members as early as possible about what changes are needed so that they have adequate time to reorganise their work schedules, arrange child care, etc.



- Allow time for questions and discussion and address any queries to which you know the answer. For questions that you are not able to answer, agree to discuss with Management and come back with an answer as soon as is possible.



**Self-Check -4**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Write the circumstances which will necessitate a change being made to plans ( 3 pts).
2. The general rules for Team Leaders managing change ( 2 pts)

**Note: Satisfactory rating – 5 points**

**Unsatisfactory below- 5 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



## Information sheet 5

## Monitoring team operations.

### 5. 1. Monitoring Team Operations

In addition to monitoring the work of individual Team Members, the Team Leader needs to consider the progress that the Team as a whole is making towards meeting the Target.

This means that the Team Leader needs to have interim targets to measure progress towards the final target; for example:

- When harvesting the aim should be to achieve 60% of the target in 50% of the available time. If this has not been achieved, the Manager should be informed promptly so that extra workers can be directed to the task or overtime is approved or the Client is informed
- When making an Action Plan, activities to be completed should have a schedule so that if the work falls behind schedule, there is still time available to reschedule other work so 'catch up' is possible or in the event of delay being caused by circumstances beyond the Team control, the manager may be able to provide additional resources, solve problems or re-negotiate the Deadline with the Client.

**Note** in both examples, the critical actions are monitoring and review of progress at intervals throughout the day / work plan so that problems are identified as soon as possible leaving time for corrective actions to be implemented or the Management and Client informed of the likelihood of the target not being met. As Team Leader please do not 'delay and hope for a miracle'.





**Self-Check -5**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Write the consideration that the Team as a whole is making towards meeting the Target ( 2 pts).

**Note: Satisfactory rating – 5 points**

**Unsatisfactory below- 5 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



<b>Information sheet 6</b>	<b>Providing follow-up communication on all issues</b>
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### 6.1. Follow-up communication

One of the Roles of a Team Leader is to provide a communication link between Team Members and Management:

- Management may communicate messages for Teams directly to the Team Leader for dissemination to Team Members
- Management may discuss topics with Team Leaders at Team Meetings and Team Leaders will disseminate messages agreed to Team Members
- Team Leaders will meet with Team Members and issues raised that need discussion with Management will be noted by the Team Leader.

**The team Leader** will then either prepare a **memo to the Manager** outlining the requests or concerns of Team Members **or will discuss the issues directly with the Line Manager.**

**When presenting team concerns to Management,** the Team Leader the team leader must be very clear about the wishes of all Team Members; what is the problem and what solution would the Team like to see put in place. If the Management do not agree with the Team requests/suggestions, the Team leader will be expected to negotiate on behalf of the Team. Negotiations should be proactive and it is in the interest of each side of the negotiation to achieve a 'win win' solution. This means that each side needs to be willing to 'give a bit' and the starting point of any negotiation is based on establishing a list of must have and willing to negotiate aspects of the requests or concern. At all stages of the negotiation, the Team Leader must provide feedback to the Team members and ascertain the new consensus of views of the Team to present to management for consideration.



**Self-Check -6**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. Write the roles of a Team Leader in the communication( 5 pts)

**Note: Satisfactory rating – 5 points**

**Unsatisfactory below- 5 points**

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

**Answer Sheet**

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

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

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

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

**Short Answer Questions**



## Information sheet 7

## Completing all relevant documentation.

### 7.1. Completion of documentation

The type of documentation that is included in the responsibilities for a Team Leader will depend on the Organisation and the nature of the work being undertaken.

Types of documentation required may include:

- Attendance of workers
- Records of disciplinary offences:
  - Description of the offence; Date, persons involved, what happened, action taken, Name and Signature of Supervisor
  - Warnings given; Date, type of warning, why the warning was given
- Requests for inputs and records of issue of tools and equipment or inputs
- Records of work completed; spray records, harvest records, etc.
- Training records for provision of in house / farmer training provided; attendance and basic course content
- Data collected at the request of the Management or as part of a Project activity
- Agendas for Team meetings and minutes of these meetings
- Action plans and agreed modification to action plans.

Team Leaders should also take responsibility for the Management of the documentation for which they are responsible.

Remember:

- Establish a system for managing the documentation for which that you are responsible
- Records must always be Accurate, complete, up to date
- Records must be Legible
- Data must be Recorded in a diary or notebook not in 'bits of paper'



- Information requested and reports must be **submitted on time**



**Self-Check -7**

**Written Test**

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

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

**Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.**

1. The type of documentation for a Team Leader depend (3pts)
2. write the types of documentation ( 2 pts)

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

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Short Answer Questions**



## References

1. Adolfo, J. T., “The Career Development Plan: A Quick Guide for Managers and Supervisors,” n.d., National Career Development Association, accessed July 29, 2010,
2. [http://associationdatabase.com/aws/NCDA/pt/sd/news\\_article/6420/\\_PARENT/layout\\_details/false](http://associationdatabase.com/aws/NCDA/pt/sd/news_article/6420/_PARENT/layout_details/false).
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6. <https://www.ahri.com.au/assist/learning-and-development>
7. The General Teaching Council for England [November ,2010].





Profile of trainers participate on special Horticultural Crop Production TTLM development for

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