Horticultural Crops Production -Level-IV

Based on March 2019, Version 2 Occupational standards

Module Title: - Developing and Leading team
LG Code: AGR HCP4 M08 LO (6-10) LG (36-40)
TTLM Code: AGR HCP4TTLM1220v1

December 2020

Table of Contents

LG #6	LO #1- Provide team leadership

Instruction sheet

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

- Organizational requirements
- Identifying and implementing learning and development needs
- .Developing and implementing learning plan
- .Encouraging individuals to:
  1. Self-evaluate performance
  2. Improvement area identification
  1. .Collecting feedback on performance

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

- Know organizational requirements
- Identify and implementing learning and development needs
- .Develop and implementing learning plan
- .Encourage individuals
- Collect feedback on performance

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the "Self-checks" which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to
6. If you earned a satisfactory evaluation proceed to "Operation sheets
7. Perform "the Learning activity performance test" which is placed following "Operation sheets" ,
8. If your performance is satisfactory proceed to the next learning guide,
9. If your performance is unsatisfactory, see your trainer for further instructions or go back to "Operation sheets".

1.1. Introduction

Every organization has plans and requirements that determine how it will progress into the future. The strategic planners and management of the organization, in consultation with staff, determine most of these requirements. Others are externally imposed, such as the legislation the organization is required to comply with. Have a look at some examples of organizational requirements

1.2. Examples of organizational requirements

Some examples of organizational requirements are:
- The organization's vision, goals, objectives and priorities
- Business and performance plans
- Systems, processes and requirements for quality assurance
- Specific change initiatives

- Legal requirements, for example, occupational health and safety and anti-discrimination legislation
- Standards (such as for ethical behavior) and protocols
- Confidentiality and security requirements
- Defined resource prime

1.3.   Organizational team leader

A team leader is someone who provides guidance, instruction, direction and leadership to a group of individuals (the team) for the purpose of achieving a key result or group of aligned results. The team leader monitors the quantitative and qualitative achievements of the team and reports results to a manager (a manager may oversee multiple teams). The leader often works within the team, as a member, carrying out the same roles but with the additional 'leader' responsibilities - as opposed to higher level management which often has a separate job role altogether.[citation needed]In order for a team to function successfully, the team leader must also motivate the team to "use their knowledge and skills to achieve the shared goals". When a team leader motivates a team, group members can function in a goal oriented manner. A "team leader" is also someone who has the capability to drive performance within a group of people. Team leaders utilize their expertise, their peers, influence, and/or creativeness to formulate an effective team.

1.4.   Team leader core responsibilities:

- Assemble team members with a combination of skills required to accomplish goal
- Develop a strategy by which team members can use to reach the project goal
- Assign tasks to team members including those that he/she will manage
- Determine completion timeline and monitor progress to ensure project is on track
- Communicate progress to upper level management

Self-Check-1	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions
1	The organization's vision, goals, objectives and priorities one of example organizational requirements
2	Communicate progress to upper level management one of example organizational requirements
3	A team leader is someone who provides guidance, instruction, direction and leadership to a group of individuals

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

Information Sheet 2- Identifying and implementing learning and development needs

1.1. Introduction

Your ability to match the required skills and knowledge of team members with the requirements of the organization is a key factor in the successful management of learning and development in your team. To get the best performance from your team you need to follow a structured process that allows you to systematically identify the learning needs of your team members according to set criteria. These learning and development needs can emerge for a number of reasons. The following lists a range of areas you should consider when identifying the skills that need to be learnt or developed.

Through effective learning we increase our knowledge base. When we put learning into practice we increase our competence. Knowledge and competence are vital resources for business success - they can be tapped in order to open up a wider range of opportunities. Productive decision-making processes must be underpinned by high internal levels of knowledge and competence. The greater the amount of knowledge held within the organization the more likely it is that opportunities will be identified and acted upon. Learning, therefore, is a key component of organizational success.

The purpose of this information sheet is to define and explains the processes and approaches involved identifying and implementation of learning and development need and at the end of this information sheet you will get the necessary points that will help you to identify and implement learning and development need.

1.2. Organizations and learning

1.2.1. Organizational Business success

An organization is a group of people with a common purpose, who come together to pool their resources in order to achieve business objectives. These objectives can be accomplished through the use of the diverse skills, knowledge and interactions of a group of people. The group, working together as interrelated and interdependent sections, divisions or teams, can achieve things that individuals, on their own, cannot achieve.

1.2.2. Organizational requirements

In developing individual and team the main organizational requirements are:

- Quality assurance and/or procedures manuals

- Goals, objectives, plans, systems and processes

- Legal and organizational policy/guidelines and requirements

- Safety policies, procedures and programs

- Confidentiality and security requirements

- Business and performance plans

- Ethical standards

- Quality and continuous improvement processes and standards

1.2.3. Learning and development needs

In identifying and implementing training and development need you are expected to perform different mentioned activities that will be covered in the coming information sheet. But generally learning and development need include:

- Coaching, monitoring and/or supervision

- Formal/informal learning program

- Internal/external training provision

- Work experience/exchange/opportunities

- Personal study

- Career planning/development

- Performance evaluation

- Workplace skills assessment

- Recognition of prior learning

1.3. Learning, development and training

1.3.1. Learning

Learning is the means by which a person acquires and develops new knowledge, skills, capabilities, behaviors and attitudes Learning and development is the process of acquiring and developing knowledge, skills, capabilities, behaviors' and attitudes through learning or developmental experiences. It is concerned with ensuring that the organization has the knowledgeable, skilled, engaged and committed workforce it needs Learning is a continuous process that not only enhances existing capabilities but also leads to the development of the skills, knowledge and attitudes that prepare people for enlarged or higher-level responsibilities in the future.

1.3.2. Development

Development is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences or through self-directed (self-managed) learning. It is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required.

Development takes the form of learning activities that prepare people to exercise wider or increased responsibilities. In development programmes there is an emphasis on self-directed learning as described above, personal development planning (together with learning contracts) and planned learning from experience.

1.3.3. Training

Training involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily.

1.3.4. Comparison of learning and training

Learning should be distinguished from training. 'Learning is the process by which a person constructs new knowledge, skills and capabilities, whereas training is one of several responses an organization can undertake to promote learning'. Conversely, the provision of training involves the use of a content model, which means deciding in advance the knowledge and skills that need to be enhanced by training, planning the programme, deciding on training methods and presenting the content in a logical sequence through various forms of instruction.

1.4. Learning and development need identification process

1.4.1. Purpose of training need identification

The purpose of needs analysis and problem analysis is :

- To establish the causes, nature and extent of a particular problem;

- To make explicit the key assumptions on which the project idea is based;

- To clarify the nature of the innovation needed;

- To identify people and organizations interested in tackling the needs and providing solutions to the problem;

- To prepare for the design of the project objectives and project plan.

1.4.2. Elements of learning and development

The elements of learning and development are shown in figure below.
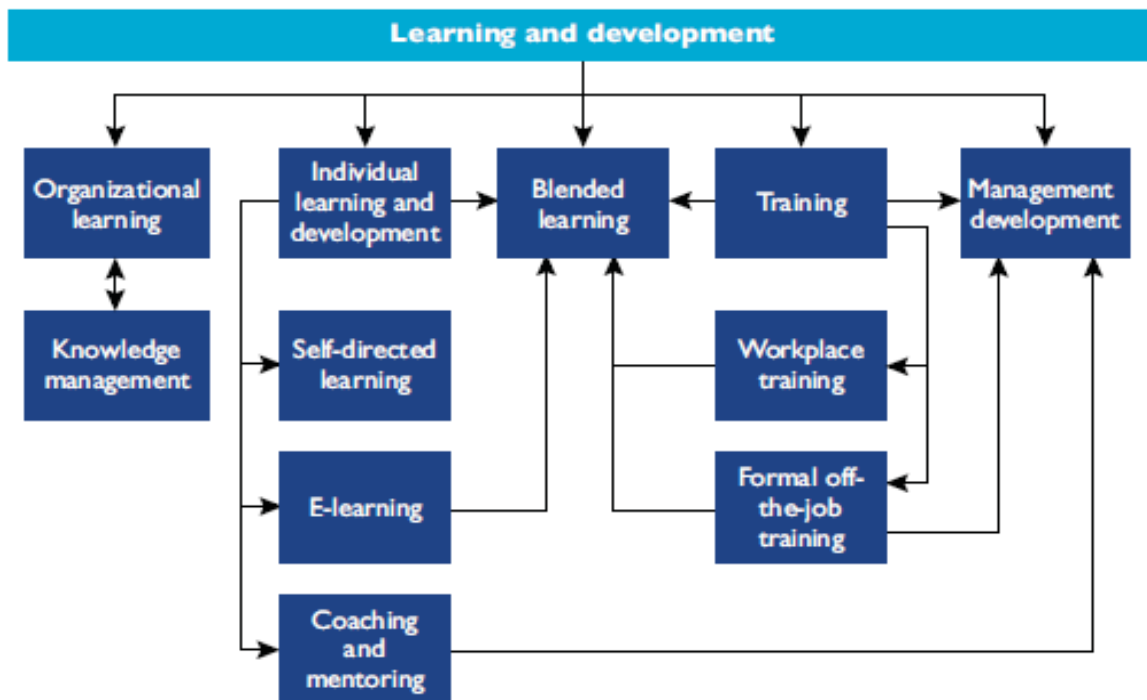
Figure 1: Elements of learning and development (Source: The Process of Learning and Development)

There are a number of ways your training function can be analyzed and its strengths and areas of needed improvement identified. This will be accomplished by obtaining comparisons of perceptions regarding the training function's performance.

In Table 1-1 these activities are repeated along with their definitions. A short line also precedes each activity. Read the definitions and then indicate how important you believe each activity is to your training function.

Table-1: Training needs identification and implementation activities

Training Activities	
_____	• Training organization—the mission of the training function, its internal
_____	• Training personnel—the selection, qualifications, and motivation of
_____	• Employee training—training in requirements of specific job or
_____	• Employee development—training in requirements for future jobs and
_____	• Remedial training training conducted to correct inadequate basic skills
_____	• Organizational development improving communication and understanding
_____	• Communications internal and external communication of the training
_____	• Training facilities the physical space and equipment allocated to conduct
_____	• Identifying training needs—determining the training required by individual
_____	• Training design and development—creating, structuring, or obtaining a
_____	• Training delivery—implementation of training to meet specific needs and
_____	• Assessment and measurement—using valid and reliable methods to
Total	**100**

1.4.3. Prioritizing Areas for Further Investigation

There is no one correct answer. Both areas are important to a successful training function, and if either or both are identified through your analysis, they should be investigated and corrected before moving on.

1.5. Identified training need

1.5.1. Training needs analysis

A training needs analysis (TNA) focuses on the skills, knowledge and attributes that need to be developed and the type of training most appropriate to fill the learning gap. A skills audit form is used to gather information when doing a TNA. Some forms also include questions on people's career paths and the training they need to assist them in this area. Depending on the organization's requirements, you might divide the questions into those for the job, those relating to professional development needs and those that concern career paths.

1.5.2. Skill audit

Before you start, be clear about the purpose of the TNA, what type of questions you want to ask and how you are going to collate the responses. A skills audit form includes the following information about candidates:

(1) Whether they need training in a specific area.

(2) What type of training they need.

(3) How important they consider the training need.

(4) How urgent the need is for training or development.

(5) Their training delivery and/or location preference.

(6) Their time preference for undertaking the training.

1.5.3. Generic, work-related

Generic, work-related competencies underpin a person's ability to enter and remain in the workforce. They include being able to:

- Work well in a team

- Mix with people of different ages, sexes and races

- Communicate effectively and solve problems creatively

- Collect, analyze and organize information

- Plan and organize activities

- Use mathematical ideas and techniques and operate technology.

Table 2: Training activity priority List

Activities Requiring Improvement	Rating
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10._____	_____
Activities with Low Rating Agreement	Agreement

A. _____ _____

B. _____ _____

C. _____ _____

D. _____ _____

E. _____ _____

F. _____ _____

G. _____ _____

H. _____ _____

I. _____ _____

J. _____ _____

1.5.4. Industry-specific

Industry-specific competencies are the skills required by a person working within a particular industry. For example, a person working in the automotive industry needs to have knowledge of engines, oils and car parts, and specific health and safety requirements; an administrative worker may need to know how to arrange meetings, operate office equipment and carry out reception duties. Competency standards contain a list of outcomes to be achieved and criteria for assessing the performance of individuals.

1.6. Example of learning and development needs

The following is an example of notes relating to a team's learning and development needs made by a supervisor over a period of five months. While these notes serve as a record of the team's needs, they only form the basis for more detailed planning. In this example the team leader has noted whether the learning is a team or individual need, and what the priority is.

Learning and Development Needs Plan

Supervisor: Getaneh Tadess

Name	Need	Priority	Possible training/practice	Possible
3 March	Kebed Tasew	A	New position as data entry operator. Needs to develop and	Provide added responsibility and

			extend existing skills.	practice.

Self check -1	Written Test

PART I: Multiple Choice Question

Direction: Select the correct answer for the give choice and write you answer on the answer sheet .You have allowed **1 Minute for each question** and each question have **equal two points**.

1. One of the following is **not organizational** requirement

- Quality assurance

- Goals, objectives and plans,

- Legal and organizational policy

- Number of customer served per year

2. One of the following is **not** learning and development need

✓ Workplace skills assessment

✓ Rejecting of prior learning

✓ Coaching, monitoring and/or supervision

✓ Work experience/exchange/opportunities

3. It is the means by which a person acquires and develops new knowledge, skills, capabilities, behaviors and attitudes

1. Learning

2. development

3. Training

4. Mentoring

PART II: Matching Questions

Direction: Match the correct answer for column A from column B. Each Question has equal two points. You have allowed 1 Minute for each question and each question **have equal two points.**

Column A			Column B
4	Personal study	A	a group of people with a common purpose
5	Purpose of training need	B	Organizational requirement
6	E-learning	C	The physical space and equipment allocated to conduct training
7	Training facilities	D	Learning and development activity
8	Organization	E	Element of Training
9	Training delivery	F	Implementation of training to meet specific needs and objectives
10	Ethical standards	G	Organizational development and success factor
		H	Clarify the nature of the innovation needed

Name: _____   Date: _____

Note: Satisfactory rating - 10 points and above   Unsatisfactory - below 10 points

Information Sheet 3- Developing and implementing learning plan

2.1. Introduction

The training needs are considered the key steps of the training process in organizations, and represent the actual as requirements which the training programs aim to achieve. The training needs are identified prior to starting to prepare the training program, to ensure that this program is in line with the actual training needs for trainees. The training needs are considered a strength aspect to the organization when the organization can identify the needs of its employees properly and accurately. Also, it is considered a weakness aspect when the organization fails to identify the training needs of its employees, because they will constitute an unjustified cost and loss to organization and the employees.

2.2. Learning plan requirements and process

2.2.1. Guiding Principles of learning plan

a. The Learning Plan process occurs continuously

b. First Strategic Plan outlines the driving values that support all learners of all backgrounds and abilities in all schools.

c. The Learning Plan is constructed in a consultative manner bringing together the knowledge and experience of organization personnel including professional support staff, and other relevant people.

d. Effective Learning Plans are user-friendly, constructive in tone, learner-centered and reflect the values and diversity of staff and their families.

e. A team approach considered when developing and reviewing the plan.

f. Learning Plans are particularly important at key transition times such as from year to year.

2.2.2. Learning Plan development process

Principals are responsible for establishing communication and support for the Learning Plan cycle.

Learning Plans must be:

g. Developed on an annual basis prior to the completion of annual plan

h. Aligned to the Early Years learning Framework

i. Assessed against the Assessment and Reporting Procedures that apply to all students

j. Stored within the staff Support System
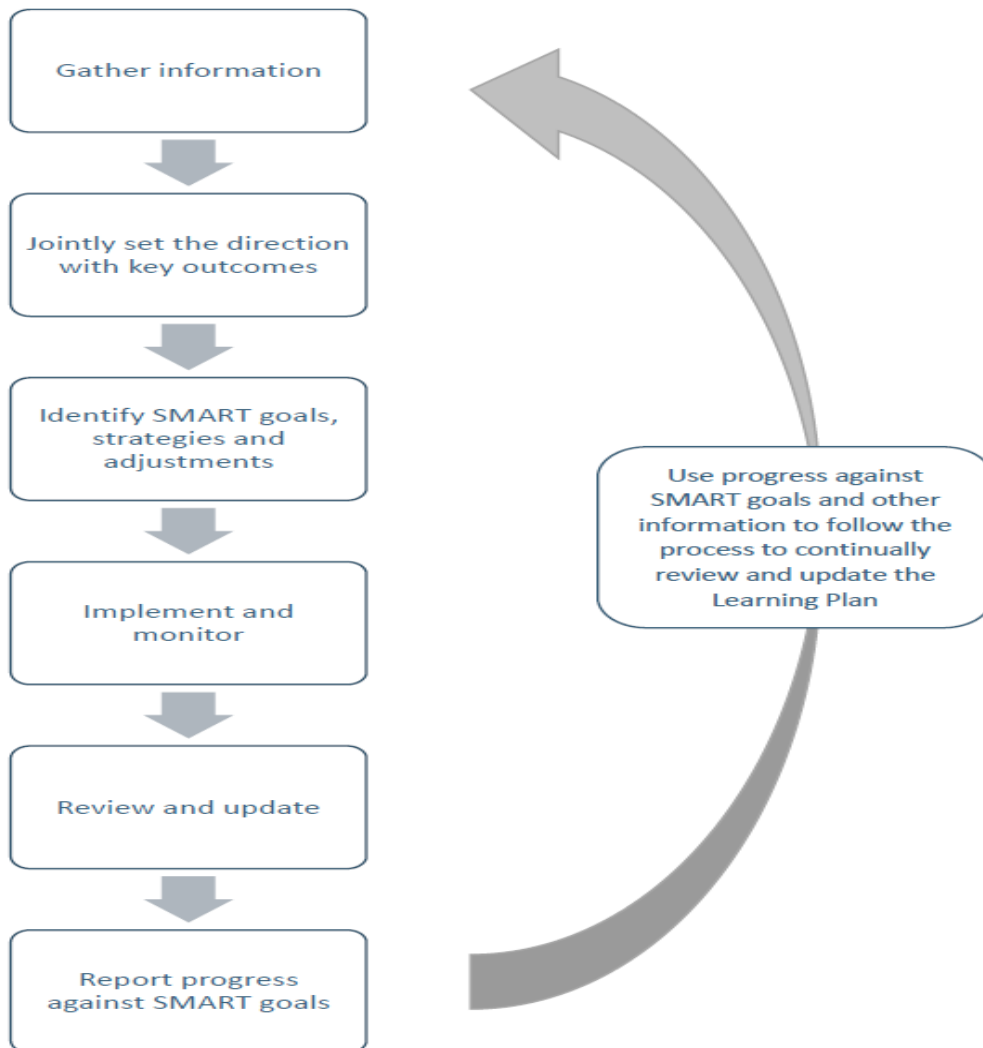
Figure 2: A summary of the Learning Plan process

2.3. Planning for Learning

2.3.1. Identifying learning priorities

Discussing learning and development needs and priorities and how these needs will be addressed is an important element of the Performance Framework.

Consider the capabilities, skills and knowledge needed to do a good job (i.e. to achieve what is in your performance plan). Refer to:

- What your role and responsibilities are and what you are expected to achieve.
- Capability or competency frameworks (if there is any that apply to your role).

Reflect on existing capabilities, skills and knowledge.

- Take into account the broad range of capabilities, skills and knowledge developed in your current job as well as previous roles in and outside of work

Identify the gaps

- What capabilities, skills and knowledge do you need to develop or be even better at?

Consider learning and development needs related to career goals, where these have been discussed.

- Note that the development needs required for the current job are given priority.

Priorities learning and development needs, taking into account what is most important and being realistic about what can be achieved.

Figure 3: learning plan development process

2.3.2. Examples of capabilities, skills and knowledge

When we talk about capabilities, skills and knowledge in the public service we are talking about:

- Knowledge – what we know or understand
- Skills – what we can do
- Capabilities – how we can apply our knowledge and skills

Table 3: Key areas of learning to be included in learning plan

Knowledge	Skills	Capabilities
Knowing or understanding • the steps in a process • who to involve and when • how to undertake a task • legislation, policies or rules • of a subject/issue • how something works • how to use a system	Being able to: • do a task • complete a process • involve and communicate with others • use a system • interpret and analyse information	Applying knowledge and skills to: • solve problems • make decisions • exercise judgment • build relationships • work out what needs to be done

2.4. Learning Plan Checklist

Table 4: Example for learning plan preparation checklist

Establish a team approach	a. Assign roles and responsibilities for the Learning Plan cycle.
Gather information	k. Review staff records on any previous Learning plans l. Observe the staff and collect objective data for evaluation m. Conduct further assessments, if required n. Begin recording information on a new or revised Learning
Develop the Learning Plan	o. Based on the data collected describe the strengths, needs and interests p. Identify SMART goals and align to the relevant identified need
Implement the Learning Plan	r. Ensure copies of the Learning Plan are shared with all involved s. Implement the Learning Plan through the teaching and learning program

| Review and Update the Learning Plan | b. Update the Learning Plan in line with nominated review and monitoring cycles |
| | c. Report on learning outcomes in line with requirements |

2.5. Example of Learning Plan development

2.5.1. Concept and definition of learning

Learning is, to put it simply and concisely, behavioral change. The type and amount of learning and life experience we are subjected to affects the way in which we see and react to things around us.Learning, therefore, can be described as a change in the ways we think, or the things we think about, which can be retained, and is not simply ascribable to the process of growth. As we learn more about the world around us our thoughts, perceptions and ideas change.

Thus learning involves changes in our stimulus-response patterns. When we learn we add new information, change information or attach extra information to our current knowledge; developing new insights, reinforcing previous knowledge, or redirecting our thought patterns in response to stimuli provided by the learning situation. In so doing we are, through what are called cognitive processes, changing our behavior. Much of our learning takes the form of transforming either new or stored

2.5.2 Example of learning plan for a team

Develop a learning plan for individuals Individual learning plans should be developed for each team member. Develop the learning plan with the team member, helping them understand the need for each skill and how it will benefit them in their work. It is important to encourage them to contribute to solutions. Finalize the plan together so both you and the employee understand your responsibilities.

Table 5: Example of developed learning plan for team

Task/skill	Learning	Goal/outcome	Solution
Working in a team	To improve skills in cooperation, negotiation and conflict resolution	Team members demonstrate they can work cooperatively With less downtime caused by disputes. Members use strategies to negotiate and solve problems.	Attend training session on workplace cooperation Two-day workshop 24–25 May.

Self check -2	Written Test

PART I: Multiple Choice Question

Direction: Select the correct answer for the give choice and write you answer on the answer sheet .You have allowed 1 Minute for each question and each question have **equal two points**.

1. One of the following is **not guiding** Principe of learning plan

    A. It is process occurs continuously

    B. It is constructed in a consultative manner

    C. It is user-friendly, constructive in tone

    D. Its preparation used individual approach

2. One of the following is **different from** the others in terms of knowing or understanding

1. to do the task

2. the steps in a process

3. who to involve and when

4. how to undertake a task

3. One of the is not included in learning and development **plan preparation process**

- Review and Update the Learning Plan

- Establish a team approach

- Gather information

- Develop the learning plan

PART II: Matching Questions

Direction: Match the correct answer for column A from column B. Each Question has equal two points. You have allowed 1 Minute for each question and each question **have equal two points.**

	Column A		Column B
4	Learning plan	A	What we can do
5	Knowledge	B	Establish a team approach
6	Check list content	C	Apply knowledge and skill to solve problems
7	Capabilities	D	What we know or understand
8	Gather information	E	Establish a monitoring cycle
9	Develop the Learning	F	Report on learning outcomes in line with
10	Skills	G	Review staff records on any previous Learning
		H	Process occurs continuously

Name: _____   Date: _____

Note: Satisfactory rating - 10 points and above   Unsatisfactory - below 10 points

ANSWER SHEET

Question	Answer	Question	Answer
1		6	
2		7	
3		8	
4		9	
5		10	

Information Sheet 4- Encouraging individuals to self-evaluation performance and improving area identification

4.1. Introduction

Self-evaluation is a necessary pre-condition for the full realization of the project's potential benefits. Reflection and constructive criticism are necessary if lessons are to be learnt, disseminated and embedded. In a developmental context, the most relevant type of evaluation is self-evaluation by all those directly involved in the project during the full life of the project. Self-evaluation is not an additional burden but an integral part of any project concerned with innovation and development.

4.2. Purpose and benefit of individual self-evaluation

4.2.1. Comparison of Self-evaluation and external monitoring

The conclusions from such external monitoring and evaluation may not be accessible to you. Even if they are, they are usually too late to help you resolve day-to-day problems, re-adjust your procedures or reshape your priorities. By contrast, self-evaluation will produce documentation and conclusions during the life of the project that are both useful to you immediately and that will provide useful input into any external evaluation.

4.2.2. Purpose of Self-evaluation

There are four main purposes of self-evaluation:

Table 3-1: Purpose of Self Evaluation

Better Management for Innovation	1. improve project information systems, review procedures and products; **2.** Ensure team members' development through self-
Measuring impact	3. ensure benefits are reaching people; 4. Highlight the difference made by the project.
Learning and promoting the development process	5. encourage involvement and participation among all relevant groups; 6. Promote learning and further innovation in the project team.

4.2.3. Concept of individual self-evaluation

Throughout the design and planning of the project, its implementation stage and the final dissemination of results and reporting, self-evaluation helps you draw interim conclusions and readjust your way of working. It is at the heart of a development process. It improves this process and leads to better results and a greater chance of having an impact after the completion of the project.

Like all good ideas, it is basically quite simple. Self-evaluation is part of everyday human behavior**.**
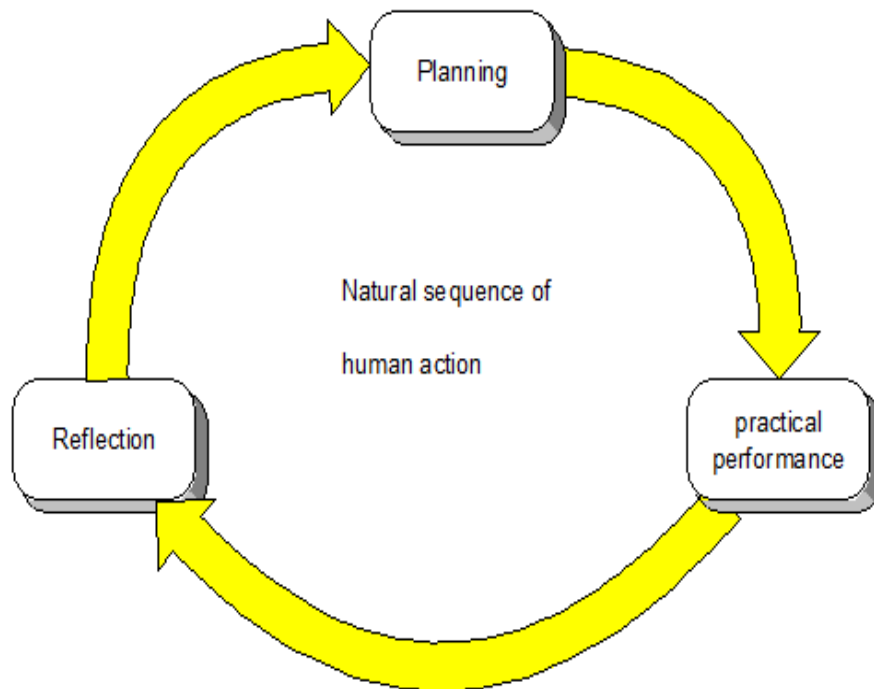
Figure 4: Self-evaluation process

Every minute of the day, we are involved in sequences of thinking (planning), doing (practical performance) and reviewing the outcomes (self-reflection). Reflection is crucial for human existence and development. Whether we are baking a cheese soufflé or running a business, our practical experience leads us to a critical review of our action and to a change in our attitudes and ways of working in order to improve our performance and its outcomes in the form of impact on the external world.

4.3. Encouraging self-evaluation

4.3.1. Integrating self-evaluation with performance

The project's director will probably persuade his/her managers of the need to integrate a self-evaluation process at all stages of the project's development. He/she will also decide who is to be involved at what stage. We suggest that a core group - the project team- should plan and organize self-evaluation activities. The same project team should participate in all regular reviews, draw immediate conclusions, make recommendations for change, which will lead to decisions, and participate in the implementation of change.

Table 3-2: Requirements in encouraging self evaluation

Integrating self-evaluation in the development and management of a project requires certain attitudes and skills, essentially

1. A commitment to change and development;

2. A willingness to be open and self-critical;

3. A determination to achieve practical results;

4. An understanding of the value of team work;

5. A competence in self evaluation.

4.3.2. Identifying with your job

One of the problems that occur in many organizations is that employees tend to identify with their job or with their role. This means that they are inclined to stay within that role and often lose sight of the bigger picture - the needs and the goals of the organization. Thus they act in isolation or work as individual silos, entities within the organization, which actually act to separate rather than combine skills and expertise. As a result the focus on team objectives does not necessarily convert to meeting the needs of customers.

Emphasis on cross-functional teams and cross-functional learning is characteristic of the learning organization. They also need to know, for instance:

- How to use their problem-solving skills in order to create innovative problems solutions and to take advantage of new opportunities

- How to cope with and to pre-empt change to accept change as an opportunity to learn and do new things

- How to use initiative and how to delegate

4.4. Responding identified development individual needs

4.4. 1.Individuals development planning

Personal development planning is carried out by individuals with guidance, encouragement and help from their managers as required. A personal development plan sets out the actions people propose to take to learn and to develop themselves. They take responsibility for formulating and implementing the plan but they receive support from the organization and their managers in doing so.

4.4.2. Stages in personal development plan

Stages of personal development planning

1. **Analyze current situation and development needs**. This can be done as part of a performance management process.

2. **Set goals.** These could include improving performance in the current job, improving or acquiring skills, extending relevant knowledge, developing specified areas of competence, moving across or upwards in the organization, or preparing for changes in the current role.

3. **Prepare action plan**. The action plan sets out what needs to be done and how it will be done under headings such as outcomes expected (learning objectives), the development activities, the responsibility for development (what individuals are expected to do and the support they will get from their manager, the HR department or other people), and timing.

4. **Implement.** Take action as planned.

4.4.3. Learning contracts

A learning contract is a formal agreement between the manager and the individual on what learning needs to take place, the objectives of such learning and what part the individual, the manager, the learning and development function or a mentor will play in ensuring that learning happens. The partners to the contract agree on how the objectives will be achieved and their respective roles. It will spell out learning programmes and indicate what coaching, mentoring and formal training activities should be carried out. It is, in effect, a blueprint for learning.

4.4.4. Planned experience

Planned experience is the process of deciding on a sequence of experience that will enable people to obtain the knowledge and skills required in their jobs and prepare them to take on increased responsibilities. This enables experiential learning to take place to meet a learning specification.

Individual Development Plan

Track #1

Organizational Enhancement

Knowledge, Skills, and Abilities needed to meet agency mission, goals, and objectives as part of the annual performance review process.

Track #2

Career Ladders

This involves participation in an approved Career Ladder Program *that may lead* to labor grade increase *if requirements are met*.

Alignment with State and/or agency mission and goals required. *Note: Career Ladders not available in all agencies.*

Track #3

Career Paths

This is a highly individualized career development program that may lead to labor grade increase

May result in moving from one position to another. Alignment with State and/or agency mission and goals required.

4.5. Personal Characteristics and Attitudes Worksheet

The following profile will allow you to take an honest look at how you perceive the world around you. Your characteristics and attitudes determine how well you will fit into certain occupations and into the world in general.

Personal Characteristics and Attitudes Profile

Characteristic/Attitude	Y/D	Characteristic/Attitude	Y/D	Characteristic/Attitude	Y/D
Organizational ability		Good study habits		Social skills	
Work alone		Work in groups/teams		Public speaking	
Write clearly		Manage stress		Aggressive	
Passive		Adjusts to change		Assertive	
Detail oriented		Cautious		Risk-taker	
Calm		Nervous		Focus on tasks	
Competitive		Conscientious		Creative	
Diplomatic		Optimistic		Patient	
Persuasive		Nurturing		Mature	
Loyal		Honest		Easy-going	
Task oriented		People Oriented		Logical	
Friendly		Efficient		Enthusiastic	
Rational		Dependable		Analytical	
Open-minded		Trustworthy		Trainable	
Self-confident		Organized		Motivated	
Empathetic		A good listener		Persuasive	
Quiet		Punctual [on time]		Fast	
Humorous		Mechanically inclined		Consistent	
Accepts responsibility		Resourceful		Professional	
Progressive		Influence others		Decisive	
Modest		Liked by others		Reserved	
Sensible		Tough		Strong willed	
Meticulous		Follow directions		Composed	
Manual dexterity		Evaluate situations		Follow instructions	

INDIVIDUAL DEVELOPMENT PLAN

Labor Grade	Position Title	Division, Bureau, Section	Supervisor's Name

Section I – ORGANIZATIONAL ENHANCEMENT OR CAREER GOALS

Short-Term Goals (1-2 Years)	*Long-Term Goals (2-5 years)*

Section II – INDIVIDUAL DEVELOPMENT PLAN
(Completed by Supervisor & Employee)

Development Objectives (KSAs) needed to reach goal.	Developmental Assignments, etc., including target completion dates.	Other Activities

Section III - Formal Training and Accomplishment Schedule

Remarks	Formal Training, correspondence, etc.)	Projected Cost	Target Completed Date	Actual Completed Date
Employee's signature Date _____	Supervisor's signature Date _____	Manager's signature _____		

Note: This IDP is subject to change depending on availability of funds, courses, and candidate's requirements

4.6. Sample Template for self-evaluation

4.6.1 Sample individual Self-Evaluation

Employee Name: _____

Identify your essential job functions.

- What areas of your job do you like the most?

- What areas of your job do you like the least?

- Please identify at least one change you would recommend to correct what you like least about your job.

- In this position, what do you feel you excel most at?

- What do you feel your weakest area(s) are in this position?

- What performance accomplishment(s) have you achieved since your last performance review?

- Have you experienced any major disappointment(s) in job performance since your last review? If yes, please explain.

- What steps are you planning on taking to further improve your job performance before your next review?

- On a scale of 1 to 5, how would you rate your overall performance? (Please check one box)

☐		**Unsatisfactory:** Major improvements needed.
☐		**Fair:** Less than satisfactory could be doing better.
☐		**Satisfactory:** Performing duties as directed with minimal
☐		**Very Good:** Performing all duties in a cost-effective manner
☐		**Excellent:** Performing at a level above and beyond the

_____

_____

Employee's Signature   Date

Manager's Comments:

_____

_____

Manager's Signature

PART I: Multiple Choice Question

Direction: Select the correct answer for the give choice and write you answer on the answer sheet .You have allowed 1 Minute for each question and each question have **equal two points**.

A. One of the following is **not Purpose self-evaluation**

- Better Management for Innovation

- Measuring impact

- Learning and promoting

- Salary increment

B. **Except** the one all are part of self-evaluation process components

- Planning

- Reflection

- Practical performance

- Attending meeting

C. **Except** the one all are part of integrating self-evaluation activities

A. A willingness to be open and self-critical;

B. A determination to achieve practical results;

C. Reelecting team role and team work

D. A competence in self-evaluations, essentially

D. One of the following is **not part** of individual development stages

A. Analyze current situation

B. Prepare action plan

C. Implement

D. Monitoring

E. in individual self evaluation and feedback process matching Knowledge, Skills, and abilities needed to meet agency mission, goals, and objectives is under

A. Career Ladders

B. Career Paths

C. Individual Development Plan

D. Organizational Enhancement

F. One of the following is **not important** in Identify your essential job functions.

A. areas of your job do you like the most

B. Areas of your job do you like the least

C. Change you would recommend to correct what you like least about your job.

D. the academic qualification of your supervisor

Name: _____   Date: _____

Note: Satisfactory rating - 10 points and above   Unsatisfactory - below 10 points

Information Sheet 5- Collecting feedback on performance

4.1. Introduction

The most useful source of information for individual employee training need identification is some type of objective performance measurement. Such measures are comparisons of actual results an employee achieves with statements of the desired results from a job. Any differences can be considered gaps or individual employee training needs.

However, the performance measurement procedure is not one normally conducted by a training professional. Instead it is a function of professional management. A supervisor and the employee set performance standards, and performance collected and reviewed by them. It is the supervisor and employee who are identifying the training needs.

4.2. Performance evaluation and development

4.2.1. Performance Evaluation

Setting standards of performance is the first half of performance measurement. The second half is the comparison of employee performance to the standards. This generally takes the form of an annual performance review. However, in practice, reviews should occur more frequently than once a year. If an employee is not performing to standard, waiting until the end of the year to discuss it with the employee may be too late to take corrective action. Also, if changes beyond the control of the employee are affecting performance, the standards should be revisited at that time.

The best approach is to establish a process for collecting and reviewing performance data throughout the year. Depending on the type of work, this may be a weekly, monthly, or quarterly activity. Such an approach allows the supervisor and employee to know how well actual performance relates to the standards.

4.2.2. Advantage of collecting performance data

Another advantage of collecting performance data on a regular basis during the year is that it assists the annual performance review to be based on the entire year's performance. When performance data is not collected throughout the year, the annual review may only represent the employee's most recent performance.

4.3. Collecting and comparing feedback

A useful indicator of learning needs is the feedback you receive about the performance of your team and its members. Feedback, both formal and informal, can come from a variety of sources, including team members, colleagues, other managers, clients, contractors, consultants, potential customers, suppliers or anyone external to the organization who interacts with the team. Here are some ways feedback may be received about your team performance.

4.3.1. Collect feedback

Feedback should be routinely collected to monitor service delivery. It should be an ongoing and can be collected in different ways. You should also reflect on your own performance as a team leader and encourage team members to reflect on their performance as well. When you receive negative feedback about a team member's performance, think about what may have caused the problem before discussing it with the individual or team. Consider also the source of the feedback to see if it is credible; that is, whether it is reliable, accurate and valid. Any credible feedback received by the supervisor, team leader or frontline manager should be passed on to the person involved and resolved on a one-to-one basis and in private. Make sure you document all details of the complaint and include the appropriate training need in your team plans.

4.3.2. Compare feedback

Poor performance may not always require acquisition of new skills or knowledge. For example, if poor planning has led to the team underperforming, the planning process should be examined rather than focusing on the individual's performance. Sometimes, addressing poor performance may involve a simple rearrangement of work schedules or holding discussions with the person or team to talk about the situation and come to a resolution. Any feedback you receive should help you confirm the learning and development needs you have already identified via other methods.

One-to-one conversations	One-to-one conversations
Team members may talk to you about difficulties they are having with other members.	Team members may talk to you about difficulties they are having with other members.
Customer compliments Customers may compliment a staff member on their good service.	**Feedback on poor performance** You might receive feedback about a team member's poor service, rudeness or inability to empathies.

4.4. Annual review and interview approach

4.4.1. The Annual Review

The actual annual review typically takes the form of an interview. This is a very important meeting of the supervisor and employee, and specific preparation is required. take corrective action. Also, if changes beyond the control of the employee are affecting performance, the standards should be revisited at that time. The best approach is to establish a process for collecting and reviewing performance data throughout the year. Depending on the type of work, this may be a weekly, monthly, or quarterly activity.

Such an approach allows the supervisor and employee to know how well actual performance relates to the standards. Another advantage of collecting performance data on a regular basis during the year is that it assists the annual performance review to be based on the entire year's performance. When performance data is not collected throughout the year, the annual review may only represent the employee's most recent performance.

4.4.3. Review of Performance Data

When the data is collected, it should be compared with each standard to determine how well the standard was met. In the process, standards should be placed into three classifications: standards met, standards exceeded, and standards not met.

Standards met represent performance as desired. Standards not met almost always represent areas of performance that require improvement. Standards exceed most often represent better than desired performance (though sometimes exceeding a standard creates the need for training). The employee's actual performance in this standard showed that sixteen customers called the company again to state that their earlier call was improperly dealt with by the employee.

4.4.3. Employee Notification and Review Interview

The guidelines for establishing a time and location for the performance review are the same as those introduced for an information-gathering interview, and like the information-gathering interview, the employee should be given advance notice of the performance review. That allows the employee to be equally prepared.

If the employee and supervisor both have copies of the standards, they both know how the employee is performing. That being the case, the performance review will be able to concentrate on corrective actions.

The performance review interview should begin with a statement of its objective: to review performance to standard over the past year, create plans for closing any performance gaps, and establish standards for the next year. Then the employee should be allowed to comment on her/his performance. This may supply information that creates a better understanding of performance to objective. It could result in changing the supervisor's initial thoughts on performance to some standards.

The supervisor should then review performance to standard and ensure the employee evaluates each standard the same way. Any difference should be discussed, but if the standards contain proper measure, there should be little disagreement. In most cases, differences in evaluation are caused by ambiguous measures or data collection.

4.4.4. Using identified gaps for training plan

The development gaps and any plans made for their correction are the type of information the training department requires in order to help. As mentioned in an earlier chapter, some organizations require their supervisors to notify the training department of any identified gaps. In other organizations training must contact the supervisors to discover if there are such gaps.

Objective performance measurement through the use of standards of performance is the best way to identify current employee individual training needs. It describes the

difference between desired job performance and actual job performance. However, it usually requires an investigation to determine what is causing the problem.

However, if standards are not properly set, if they do not contain quantitative and time measures, if performance data is not collected throughout the period, then they are not a good source. The training function needs to ensure all this before evaluating their input.

Some of the key indicators that may contribute to determine the required training needs, as well identifying the training programs needed to achieve this objective, which include:

     A. Addition of new production lines.

     B. Using new technology and techniques.

     C. The existence of the organizational changes.

     D. Confronting competing organizations.

     E. Introduction of new product.

Self check - 4	Written Test

PART I: True/False

Direction: write True if the given statement is True and Write False is the given statement is false. Write you answer on the answer sheet .You have allowed 1 Minute for each question and each question have **equal two points**.

1. Setting standards of performance is the first half of performance measurement.

2. Quarterly performance data can represent the employee's annual performance

3. A useful indicator of learning needs is the feedback you receive about the performance.

4. Feedback should be routinely collected to monitor service delivery

5. Poor performance always requires acquisition of new skills or knowledge.

6. The actual annual review typically takes the form of an interview.

7. When the data is collected, it should be compared with each standard.

Name: _____   Date: _____

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

ANSWER SHEET

Question	Answer	Question	Answer
1		6	
2		7	
3			
4			
5			

Operation sheet-1	Techniques of learning and development plan preparation

OPERATIONTITLE: Learning and development plan preparation

PURPOSE: Identify learning gaps and prepare learning plan that match skill needs

Case Study

Chairman of Gelan rural kebel Water and sanitation Committee(WASHCO) chair person reported to wereda water office that constructed water point has not functioning since Sene of 2010 and many Childers are suffering from trachoma and dharma because of poor sanitation and hygiene practice. As the chair person report the community is using water from polluted source as their water point source is not maintained properly.

As per the report of community wash committee werda water office staff has not provide training about water and sanitation and they also lack skill of maintaining pump and pipes.

EQUIPMENT TOOLS AND MATERIALS: Pen, Pencil, checklist, flip chart, mobile, operation sheet

PROCEDURE:

The steps in learning plan identification are:

A. **Step-1:** Assign roles and responsibilities for the Learning Plan cycle.

B. **Step-2:** Review staff records on any previous Learning plans

C. **Step-3:** Observe the staff and collect objective data for evaluation

D. **Step-4:** Conduct further assessments, if required

E. **Step-5:** Identify and implement learning opportunities for others

F. **Step-6:** Prepare learning plans to match skill needs

G. **Step-7:** Begin recording information on a new or revised learning Plan

PRECAUTION: follow the steps and procedures mentioned in operation sheet

QUALITY CRITERIA: Prepare learning plans to match skill needs

PERFORMANCE CRITERIA (CHECKLIST):

Operation sheet-2	Stages in individual development planning process

OPERATIONTITLE: individual development plan preparation

PURPOSE: to plan and implement individual development plan

EQUIPMENT TOOLS AND MATERIALS: Pen, Pencil, checklist, flip chart, mobile, operation sheet

PROCEDURE:

1. **Step 1:** Pre-Planning – Supervisor and employee prepare independently for meeting. Employee completes all agency required self-assessments. Supervisor reviews performance evaluations, seeks feedback from stakeholders such as employee's peers, subordinates, upper managers, other agency personnel who interact with the employee, and, where appropriate, external stakeholders [employees of other state and federal agencies, vendors, clients, legislators, etc.]. Supervisor reviews agency mission and goals and determines which pieces of the employee's job are critical to meeting the mission and goals. Supervisor should also review the work unit goals and objectives and determine which parts of the employee's job are critical to goal and objective success.

2. **Step 2:** Employee/Supervisor Meeting – Discuss employee strengths, areas for improvement, interests, goals, and organizational requirements.

3. **Step 3:** Prepare Individual Development Plan – Employee, in consultation with supervisor, completes plan for individual development.

4. **Step 4:** Supervisor seeks approval of upper management [if required by Workforce Development Committee/Plan and/or organizational policies and procedures].

5. **Step 5: Implement Plan –** Employee pursues training and development identified in plan.

6. **Step 6: Evaluate Outcomes –** Supervisor/employee evaluate usefulness of training and development experiences.

PRECAUTION: follow the steps and procedures mentioned in operation sheet

QUALITY CRITERIA: Prepare learning and development plan for individual that match skill needs

PERFORMANCE CRITERIA (CHECKLIST):

Lap Test	Practical Demonstration

Name:	_____	Date:
_____

Time started: _____	Time	finished:
_____

Instructions: use the give case study and developed operation sheet steps perform the following tasks within 14 hour.

Task 1: Prepare learning and development plan

Task 2: develop individual development and learning plan

LG #7	LO #2- Foster individual and organizational growth

Instruction sheet

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 appropriate to
- Providing workplace learning opportunities
- Providing coaching/ mentoring assistance
- . Identifying and approving resources and timelines

This guide will also assist you to attain the learning outcomes 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
- Make learning delivery methods appropriate to
- Provide workplace learning opportunities
- Provide coaching/ mentoring assistance
- .Identify and approving resources and timelines

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the "Self-checks" which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to

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

1.1. Introduction

The goal-setting process needs to be made explicit whenever possible, and members of the organization need to be part of the process if they are expected to be committed to its outcomes. The managerial implication is to pay attention to participation in goal setting. Meaningful participation leads to a sense of involvement; this evokes a feeling of influence that generates psychological ownership, which leads to commitment. There is no shortcut to commitment; it evolves within individuals as a result of their perception of themselves as influential.

1.2. Program devolvement Cycle

Goals are the intended end result or achievement of programs or activities. Setting goals should be seen as a means to an end rather than an end in itself. Team that faces significant challenge or that develops an ambitious goal has a greater sense of urgency that forces them to focus efforts in a unified direction. The true strength of a team is realized when it faces and overcomes seemingly unbreakable obstacles to attain a worthy goal.
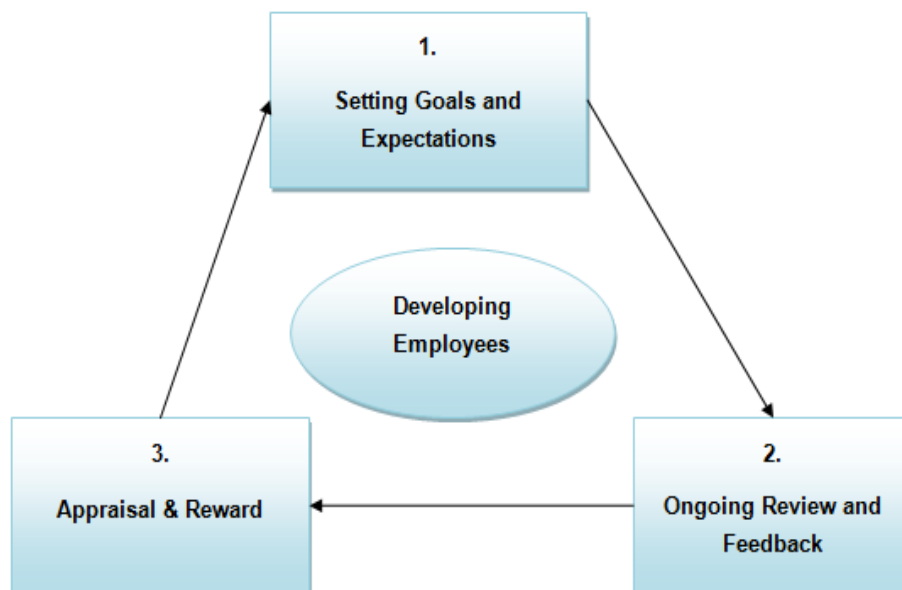
Figure 5: Program goals and Objective development cycle

1.3. Planning program goals and Objective

1.3.1. Activities in planning process

Planning is always the first critical stage of any program. Carefully prepared plan helps to attain the goals/objectives of the team. When planning team work, things like setting goals and objectives, defining the members; roles and responsibilities, designing monitoring and evaluation methods, scheduling of the work, etc. should be considered.

Table 1-2: Activist in developing program goals and Objective

Setting Goals & Expectations	- Clearly communicate expectations re: job responsibilities and competencies (skills) and behaviors - Communicate how individual goals align with department and organization goals - Help your employees set clear, measurable performance goals
Ongoing Review and Feedback	. Holds people accountable for meeting performance goals and objectives - Provides constructive feedback to help staff improve performance - Takes appropriate action to address poor performance
Appraisal & Reward	- Conducts thorough annual performance reviews - Assesses individuals fairly - Differentiates high performers appropriately

1.3. 2.Charctierstics of effective goals

Organizational goals can be thought of as articulated values. For example, the goal statement "to increase our market share by 6 percent in the next twelve months" implies that attaining business growth is valuable. The goal "to develop and publicize a family counseling service by October 1" similarly may imply a value placed on expansion. Goals, then, are operational statements of underlying values.
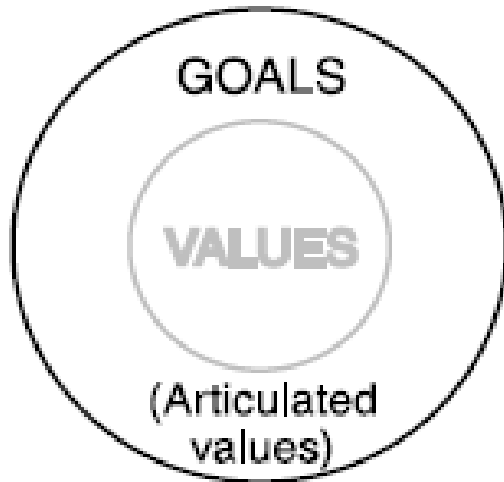
Some important characteristics of effective goals are as follows:

- Goals should be positively framed

- Goals should be acceptable

- Goals should reflect the core purpose of the team

- Goals should be feasible

- Goals should be measurable

- Goals should challenge the team.

1.3.3. Developing S.M.A.R.T. Goals for learning Programs

S.M.A.R.T goals are specific, measurable, attainable, relevant, and time-limited or time-sensitive. This model for goal development can be helpful when developing academic program goals.

Specific	- What do we want to accomplish? - Why: Specific reasons, purpose or benefits of accomplishing the goal - Who: Who is involved? - Which: Identify requirements (essential attributes) and constraints
Measurable	- Measurable goals use active verbs to describe specific expectations - Measuring progress helps you to stay on track - Guiding questions: How much are we looking for?

Attainable	• Goals must be realistic and attainable

• Attainable goals may stretch a team in order to achieve it, the goal is not extreme

• Goals are neither out of reach nor below standard performance

Relevant • Choose goals that matter.

• Relevant goals drive the, department, division, and organization forward

• Relevant goals

1.4. Developing learning objective

1.4.1. Objective and goal

Objectives are goals that have been made more specific. For example, the goal "to improve the order-processing system" may generate several objectives such as "in the next quarter, to reduce the data-processing time on an average order by thirty seconds."When objectives are highly specific, they can be monitored more easily, but the

In managing change it is important to relate desired outcomes both to organizational values and to the means available for attaining objectives. It may be useful to think about organizational change as having implications that range along a continuum from general to specific:

General

Value
Goal
Objective
Strategy
Tactic

Specific Technique

1.4.2. Determining objectives of the project

This step will help you move from the Starting Point to the Planning stage of the project. It will help you state clearly what the project intends to do. This reflection should ideally take place during the design of a project. However, if your project is already underway, a re-statement or partial re-statement of your objectives could help you gain greater commitment to the project's objectives from project staff and other stakeholders and give direction to your project. If you are faced with unexpected change and must redesign certain aspects of the project, this will help you to retain consistency in the

project. In any case, this Step should help the creation of a new perspective which adds to your ability to persuade others of the relevance of the project's innovation.

Put your objectives in a hierarchical order, to develop a matrix of objectives. A useful tool is a diagram of the interrelationships between objectives at different levels of generality.
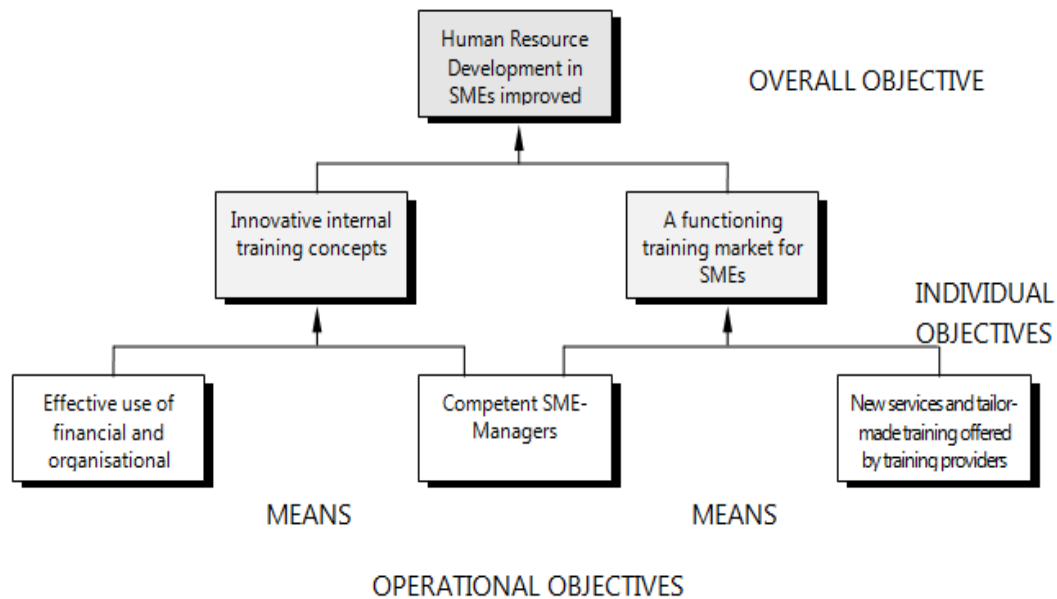
Figure 6: Objective determination process

PART I: Multiple Choice Question

Direction: Select the correct answer for the give choice and write you answer on the answer sheet .You have allowed **1 Minute for each question** and each question have **equal two points**.

1. The intended end result or achievement of programs or activities is
    - A. goal
    - B. Objective
    - C. mission
    - D. Vision

2. One of the following is **not included** in appraisal & Reward task?
    - A. Conducts thorough annual performance reviews
    - B. Assesses individuals fairly
    - C. Differentiates high performers appropriately
    - D. Takes appropriate action to address poor performance

3. One of the following is not characteristics of effective goals are as follows:
    - A. Goals should be acceptable
    - B. Goals should be feasible
    - C. Goals should be measurable
    - D. Goals should simple for the team.

4. ------------ are goals that have been made more specific.
    - A. goal
    - B. Objective
    - A. mission
    - B. Vision

PART II: True/False

Direction: write True if the given statement is True and Write False is the given statement is false. write you answer on the answer sheet .You have allowed 1 Minute for each question and each question have **equal two points**.

5. Planning is always the first critical stage of any program.

6. specific goal is the one that indicate what we want to accomplish

7. Objectives are goals that have been made more specific

8. Goals must be realistic and attainable

9. Goals should reflect the core purpose of the team

Name: _____ Date: _____

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

Information Sheet 2- Making learning delivery methods appropriate to

2.1. Introduction

The most useful source of information for individual employee training need identification is some type of objective performance measurement. Such measures are comparisons of actual results an employee achieves with statements of the desired results from a job. Any differences can be considered gaps or individual employee training needs.

2.2. Learning delivery methods

May include, but not limited to:

- On the job coaching or monitoring
- Problem solving
- Presentation/demonstration
- Formal course participation
- Work experience and involvement in professional networks
- Conference and seminar attendance

2.3. Approaches to learning and development

Learning and development can be formal or informal and can use computer, networked and web-based technology (e-learning). Its effectiveness is increased by joining up different methods of learning and development (blended learning) and by encouraging self-directed learning.

2.3.1. Informal learning

Informal learning is experiential learning. It takes place while people are learning on-the-job as they go along. Most learning does not take place in formal training programmers. People can learn 70 per cent of what they know about their job informally.

Informal learning occurs in the workplace but there are a number of specific ways in which learning can be enhanced. The most important of these are coaching and mentoring, but other methods are job rotation, job shadowing, and bite-sized learning through e-learning, cross-functional or cross-site project work.

Table 2-1: Advantages and disadvantages of informal learning

Advantages:	• Learning efforts are relevant and focused in the immediate environment. • Understanding can be achieved in incremental steps rather than chunks. • Learners define how they will gain the knowledge they need • Formal learning is more packaged. • Learners can readily put their learning into practice.
Disadvantages:	• It may be left to chance – some people will benefit, some won't. • It can be unplanned and unsystematic, • Learners may simply pick up bad habits.

2.3.2. Formal learning

Formal learning is planned and systematic. It makes use of structured training programmes consisting of instruction and practice that may be conducted on- or off-the-job. Experience may be planned to provide opportunities for continuous learning and development. Formal learning and developmental activities may be used such as action learning, coaching, mentoring and outdoor learning, as described in Appendix D. The organization may have its own training centre. Some large companies have corporate universities.

Table 2-2-: Formal and Informal training comparison

Informal learning	Formal learning
Highly relevant to individual needs	Relevant to some, not so relevant to
Learners learn according to need	All learners learn the same thing
May be small gap knowledge	May be variable gaps between
Learner decides how learning will occur	Trainer decides how learning will occur
Immediate applicability	Variable times, often distant
Learning readily transferable	Problems may occur in transferring learning
Occurs in work setting	Often occurs in non-work setting

2.3.3. E-learning

E-learning enhances learning by extending and supplementing face-to-face learning rather than replacing it. It enables learning to take place when it is most needed (just in time as distinct from just in case) and when it is most convenient. Learning can be provided in short segments or bites that focus on specific learning objectives. It is 'learner-centric' in that it can be customized to suit an individual's learning needs – learners can choose different learning objects within an overall package. The main potential drawbacks are the degree of access to computers, the need for a reasonable degree of.

2.3.4. Blended learning

Blended learning is the use of a combination of learning methods to increase the overall effectiveness of the learning process by providing for different parts of the learning mix to complement and support one another.

A blended learning programme might be planned for an individual using a mix of self-directed learning activities defined in a personal development plan, e-learning facilities, group action learning activities, coaching or mentoring, and instruction provided in an in-company course or externally.

2.3.5. Self-directed learning

Self-directed or self-managed learning involves encouraging individuals to take responsibility for their own learning needs, either to improve performance in their present job or to develop their potential and satisfy their career aspirations. Self-directed learning can be based on a process of recording achievement and action planning that involves individuals reviewing what they have learnt, what they have achieved, what their goals are, how they are going to achieve those goals and what new learning they need to acquire.

2.4. Appropriate and systematic training

2.4.1. Training and learning

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It is one of several responses an organization can undertake to promote learning. Formal training is indeed only one of the ways of ensuring that learning takes place, but it can be justified in the following circumstances.

2.4.2. Systematic training

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated. The concept was originally developed for the industrial training boards in the 1960s and consists of a simple four-stage model, as illustrated in below.

1. Identify training needs.

2. Decide what sort of training is required to satisfy these needs.

3. Use experienced and trained trainers to implement training.

4. Follow up and evaluate training to ensure that it is effective.
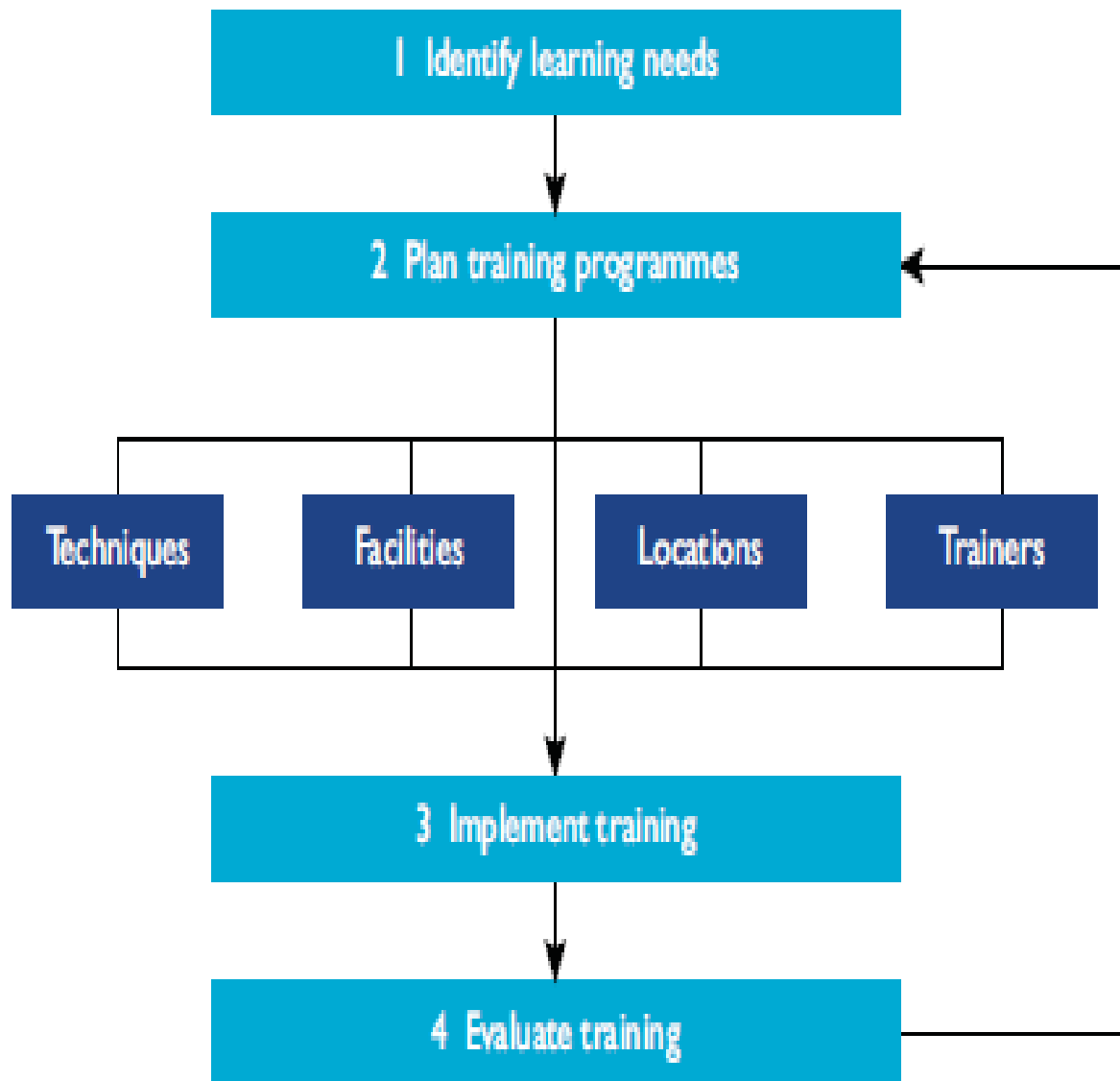
Figure 7: Systematic training model

2.4.3. Effective training practices

Effective training uses the systematic approach defined above with an emphasis on skills analysis. The purpose of the training should be clearly defined in terms of the behavior required as a result of training. This can be expressed as a statement along the lines of: 'On completing this training the participant will be able to…'. Defining expected behaviors will provide the basis for evaluation, which is an essential element in the achievement of successful training.

Table 2-3: Training and learning method comparison

Method	Useful for	Advantages	Disadvantages	Trainer's role
Lecture	• Passing on information and facts • Giving specific information related to occupation, job, or task	• Allows much material to be delivered in a short time • Handles a large number of participants • Permits lecturer to be in full control	• Learner is passive • Little of what is said is remembered • Lecturer receives little feedback	• Provide information • Answer questions
Discussion	• Stimulating interest and thought • Generating possible solutions to problems • Consolidating other types of learning • Developing consensus	• Stimulates learners' interest • Involves learners actively • Allows sharing of learners' experiences with others	• Time-consuming • Requires learners to have facts about the topic • Needs to be well controlled to have value • Can be dominated by a few active persons	• Establish small groups early in course • Help groups select moderators and rapporteur • Clearly specify tasks for each group • Assign time limits for each task and enforce them
Case study	• Solving problems • Changing attitudes • Building analytical skills	• Involves learners actively • Allows sharing of learners' experiences with others • Stimulates ideas and discussions of concrete subject	• Time-consuming to prepare • Not easy to validate • Discussion may focus on areas different from those intended by trainer	• Carefully prepare or read case and relevant material • Ask provocative questions to provide key issues for discussion • Guide discussion to achieve analysis, possible solution, recommendations for action
Role-playing	• Developing interactive knowledge and modifying attitudes • Introducing humor and liveliness into training	• Stimulates interest • Is fun • Is active • Uses participants' experiences	• Time-consuming to prepare • Observers may be passive • Some key points may not be addressed • Those engaged in role-playing may learn more than observers	• Choose a suitable story to illustrate key points • Debrief (discuss insights gained from role-playing)
Group exercise	• Team building • Developing interactive skills • Studying group dynamics	• Facilitates high participation of motivated learners	• Trainer's skills required to guide the exercise • Takes time for group to work in harmony	• Prepare carefully to ensure that everything is organized
Brainstorming	• Stimulating creative thinking • Generating possible solutions • Consolidating past learning	• Promotes active participation of learners • Uses learners' experiences and ideas	• Time-consuming • Some learners may be passive • Requires high-level trainers' skills	• Record suggestions • Reorganize into groups • Lead discussion at end

2.6. Learning delivery options

Learning delivery options vary considerably and depend on organizational requirements, the actual learning required and the available budget. Training may be internally delivered or externally sourced, or a combination of both. Here are some situations where training could be internally delivered.

Factors affecting the most appropriate delivery include:

- Learning needs of the individual or team and the organization
- Identified learning goals
- Abilities of the individuals
- Identification of an appropriate delivery method
- Preferred learning styles of the participants
- Resources available
- Priority for the skill development
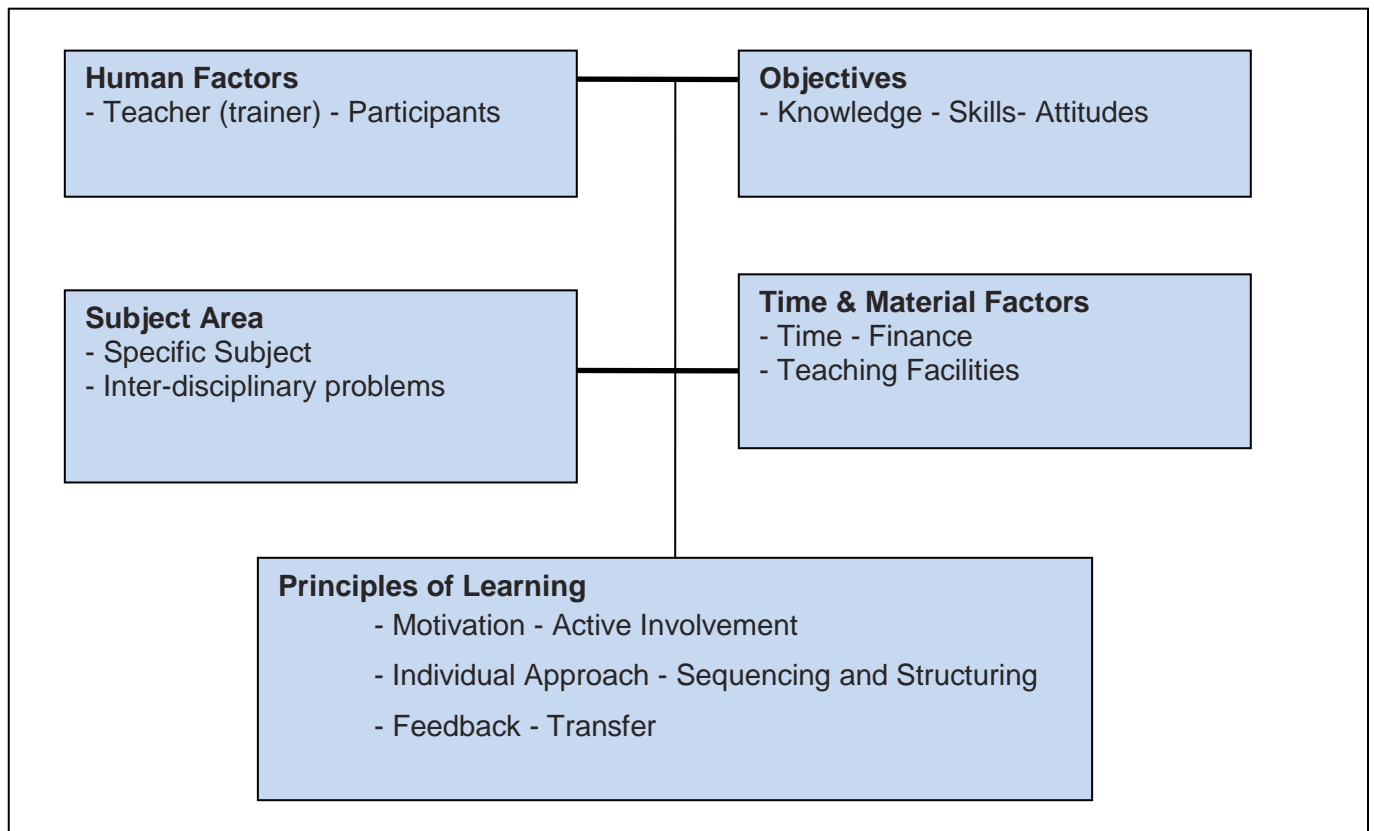
Figure 8: Main factors affecting the choice of training

2.6. Match between training objectives and training methods

Designing training programme is an important component of systematic approach to training. It should be designed enlisting active participation of the personnel at varying levels. If possible, training experts should be consulted. Programme design must bear the stamp of being custom-made to achieve specific objectives of the individuals or Groups, as the case may be .Precursor Control training programmes usually have more than one purpose, such as providing knowledge, enhancing technical skills and effecting attitudinal changes.

PART I: Multiple Choice Question

Direction: Select the correct answer for the give choice and write you answer on the answer sheet .You have allowed **1 Minute for each question** and each question have **equal two points**.

1. one of the following **is not** learning delivery method

    A. in the job coaching or monitoring

    B. Presentation/demonstration

    C. Formal course participation

    D. Annual and monthly meeting

2. One of the following is advantage of informal training

    A. It may be left to chance

    B. It can be unplanned and unsystematic

    C. Learners may simply pick up bad habits

    D. Learners can readily put their learning into practice.

3. one of the following learning method is the use of a combination of learning methods

    A. Blended learning

    B. E-learning

    C. Formal learning

    D. Informal learning

4. one of the following is not activities performed during systematic learning planning process

    A. Using previously identified training need as it is

    B. Decide what sort of training is required to satisfy these needs

    C. Use experienced and trained trainers to implement training

    D. Follow up and evaluate training to ensure that it is effective

5. One of the following is **not factors** affecting the most appropriate delivery method

    A. Learning needs of the individual

B. Identified learning goals

C. Abilities of the individuals

6. one of the following is not factors affecting the most appropriate delivery method

A. Identification of an appropriate delivery method

B. Preferred learning styles of the participants

C. Rejecting resources available task

D. Priority for the skill development

Name: _____   Date: _____

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

Information Sheet 3- Communicating recording requirements

3.1. Workplace learning

3.1.1. The Importance of Training

In order to attain the organization's objectives and purpose, the organizations do largely depend on efficiency of the performance of their human resources that participate in their works. Accordingly, a good preparation and rehabilitation for human resources are the basis that may be adopted by the organization to attain its goals efficiently and effectively. In fact Training increases the information of the human resources about the foreign competitors and their cultures, being definite and important matters at the foreign markets. Also, Training assists in assuring that working individuals shall obtain the basic skills of the work together with a new technology. Therefore Training help the organization in responding to the changing requirements of the environment as will as going a long with the updating and development occurring at the working environment. In fact Training helps the employees to understand the nature of the work, and contribute in improving the quality of products. Also, to improve the relation between the organization and its clients customers, and contributes in decreasing the turnover and accidents that occur at the organization.

3.1.2. Workplace training benefits

In fact Training contributes in reducing supervising to the human resources working at the organization and reduces mistakes and defects in their work. It also, contributes in causing the employees to be more ready to work with others more effectively. Also, we can determine the importance of the training for the employees, Job, organization, and society as the following:

1- The importance of training for the employees:

      A - To achieve knowledge of the organization and understand their role in it.

      B - Contributes to the development of their abilities and help to solve problems.

      C - Contributes to the development of the employee motivation towards a good performance.

      D- Contributes in the development of communication skills for employees.

2- The importance of training for the job:

      A- Contributes to know the function and tasks associated with them.

      B- Contributes to perform the job.

      C - Contributes to the transfer what the employees learn from the training to the reality of his work.

D- Contributes to the function development within the organization.

3- The importance of training for the Organization:

A - Contributes to increase productivity through increasing the productivity and the job.

B - Contributes link the worker's objectives with the objectives of the organization.

C - Contributes to the development the methods of leadership in the organization.

D - Helps to create positive attitudes and increase the effectiveness of communications

4- The importance of training for the society:

A - Contributes to the development the methods for social interaction.

B - Contributes to the creation and development of administrative leaders for the society

C- Contributes to orientation the human resources for the successful various trends in society.

Figure 9: workplace learning process

3.2. Workplace training and learning

3.2.1 Induction programs

You may be responsible for conducting an induction program for new employees. Inductions can be formal or informal, brief or lengthy; for example, some induction sessions take a day, while others are formal, week-long programs. Induction means introducing the new employee to:

- the organization
- relevant staff
- the use of business equipment such as the photocopier, printer, fax machine and the telephone system
- specific equipment they will be expected to use
- the organization's policies and procedures
- The organization's work health and safety guidelines.

The type of induction training required will depend on the nature of your organization and its activities.

3.2.2. Additional learning delivery options

While there are many ways to present learning opportunities within the workplace, there are also ways that staff can develop new skills and knowledge in situations that are external to the workplace. A selection of these opportunities is presented below.

3.2.3. Training sessions

Formal training sessions can be arranged in the workplace. In-house experts or the organization's training officers may run sessions, or you may decide to use the services of a consultant. Training can be conducted in any number of ways; for example, for a few hours, for a half or full day, or at regular times over a number of weeks. Training sessions can involve large or small groups where learning and discussions are facilitated to ensure the desired outcomes are achieved. Careful organization of the information, resources and presentation materials will help you conduct a successful session.

3.2.4. Conferences and seminars

In conferences and seminars, experts provide information through case studies, presentations, workshops and exhibits of new and innovative products and services. You should keep abreast of conferences and seminars on offer so you can identify those that could benefit your team. Your organization may have a marketing department that keeps track of events relevant to the organization. If not, download information from the internet or have your details listed on organizational databases that keep you informed about upcoming events.

Note where the conference is being held, the cost and the content it proposes to cover. You may decide that you or a team member's professional development could involve presenting a session at the conference, rather than just attending.

3.3. Coaching and Mentoring

3.3.1. Mentoring

A mentor is someone with experience or expertise who acts as a role model or leader for less experienced staff, offering advice, information and friendship. Many people can recall at least one person who set them on a particular career path or helped them make a lifestyle or relationship choice. A mentor may also offer emotional and psychological support, particularly to a new staff member who may be reluctant to share feelings of uncertainty with their peers, manager or team members.

The mentor listens to their concerns and provides encouragement. Generally, the mentor relationship is a long-term one. The mentor role may also involve coaching and training. However, a good mentor does not provide the answers but, rather, helps the learner find their own solutions to a problem. The relationship between the mentor and the learner fosters openness, trust and mutual respect. The characteristics of a good mentor are shown here.

A good mentor is someone who:

- leads, advises and is a role model

- encourages and guides the individual on a learning path

- supports and responds to the individual's needs

- is a trusted counselor

- Treats the employee with respect.

A successful workplace mentoring relationship:

- clarifies the goals of the organization

- develops skills and knowledge (competencies)

- improves communication

- increases productivity and innovation

- encourages career development

- increases confidence

- shares experiences

3.4.2. Coaching

Coaching is usually more task specific than mentoring. Coaches focus on helping and guiding development in a particular competency or area of growth. They are usually chosen for their technical expertise. Thus coaching is a more confined role. It does not often encompass the breadth of advice and/or relationships normally found in a mentor relationship. In many organizations new employees receive on-the-job coaching as the means of initiating them into their new roles. This is sometimes called a 'buddy system 'where an experienced employee takes on the role of coach while the new employee 'learns the ropes'. It is also a very useful system if employees transfer from one area to another or take on promotion positions.

Table 3-1: Key differences between coaching and mentoring

	Coaching	**Mentoring**
1. Level of formality	**More formal**: contract or ground rules set, often involving a third-party organizational client.	**Less formal**: agreement, most typically, between two parties.
2. Length of contract	**Shorter term**: typically, between 4 and 12 meetings agreed over two to twelve months.	**Longer term**: typically, unspecified number of meetings with relationships often runs over 3 to 5 years.
3. Outcome Focus	**More performance-focused**: typically, a greater focus on short-term skills and job performance.	**More career-focused**: typically, a concern with longer-term career issues, obtaining the right experience and longer-term thinking.
4. Level of business knowledge	**More generalist**: typically, coaches have a strong appreciation of business or commercial realities.	**More sector knowledge**: typically, mentors have detailed knowledge of organization or business sector.
5. Training	**More relationship training**: typically, coaches have a background in psychology, psychotherapy or human resources, or have undertaken specialist coaching training.	**More management training**: typically, mentors have a background in senior management, with limited coaching/mentoring training.

6. Client	**Dual client**: more typically, a dual focus on the needs of the individual and the needs of the organization.	**Single client**: more typically, a single focus on the needs of the individual.
7. Supervision or support	**Formal**: typically, the coach will be in (or be expected to be in) supervision as part of their CPD.	**Informal**: typically, the mentor may have period discussions or briefings from HR, if based within an organization.

3.4. Supporting learning in coaching and mentoring

Coaching and mentoring work within a constructivist paradigm. Constructivists emphasize the uniqueness of each learning experience as individuals develop meaning through their own interactions with the environment. In line with this, coaching and mentoring encourages a learner- or client-centered approach. Thus, coaching and mentoring as a learning methodology differs from teaching and training, as the coach often facilitates non-directive and non-judgmental sessions, thereby encouraging the individual to find their own answers. The learner is encouraged to find their own way towards new knowledge and skills; so, instead of 'telling' the learner the answers, learning is facilitated through a cycle of experience and reflection.

Self-Check-3	Written test

Directions: Write short answer for the question given below. Each question has equal 3 point. For your answer use the space provided.

1. write the impact of workplace training
2. what are the benefits of workplace training
3. discus about induction program
4. what is the difference between coaching and mentoring

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

Name: _____ ID_____Date: _____

Score = _____

Rating: _____

3.1. Workplace learning

3.1.1. The Importance of Training

In order to attain the organization's objectives and purpose, the organizations do largely depend on efficiency of the performance of their human resources that participate in their works. Accordingly, a good preparation and rehabilitation for human resources are the basis that may be adopted by the organization to attain its goals efficiently and effectively. In fact Training increases the information of the human resources about the foreign competitors and their cultures, being definite and important matters at the foreign markets. Also, Training assists in assuring that working individuals shall obtain the basic skills of the work together with a new technology. Therefore Training help the organization in responding to the changing requirements of the environment as will as going a long with the updating and development occurring at the working environment. In fact Training helps the employees to understand the nature of the work, and contribute in improving the quality of products. Also, to improve the relation between the organization and its clients customers, and contributes in decreasing the turnover and accidents that occur at the organization.

3.1.2. Workplace training benefits

In fact Training contributes in reducing supervising to the human resources working at the organization and reduces mistakes and defects in their work. It also, contributes in causing the employees to be more ready to work with others more effectively. Also, we can determine the importance of the training for the employees, Job, organization, and society as the following:

1- The importance of training for the employees:

A - To achieve knowledge of the organization and understand their role in it.

B - Contributes to the development of their abilities and help to solve problems.

C - Contributes to the development of the employee motivation towards a good performance.

D- Contributes in the development of communication skills for employees.

2- The importance of training for the job:

A- Contributes to know the function and tasks associated with them.

B- Contributes to perform the job.

C - Contributes to the transfer what the employees learn from the training to the reality of his work.

D- Contributes to the function development within the organization.

3- The importance of training for the Organization:

A - Contributes to increase productivity through increasing the productivity and the job.

B - Contributes link the worker's objectives with the objectives of the organization.

C - Contributes to the development the methods of leadership in the organization.

D - Helps to create positive attitudes and increase the effectiveness of communications

4- The importance of training for the society:

A - Contributes to the development the methods for social interaction.

B - Contributes to the creation and development of administrative leaders for the society

C- Contributes to orientation the human resources for the successful various trends in society.

Figure 9: workplace learning process

3.2. Workplace training and learning

3.2.1 Induction programs

You may be responsible for conducting an induction program for new employees. Inductions can be formal or informal, brief or lengthy; for example, some induction sessions take a day, while others are formal, week-long programs. Induction means introducing the new employee to:

- the organization
- relevant staff
- the use of business equipment such as the photocopier, printer, fax machine and the telephone system
- specific equipment they will be expected to use
- the organization's policies and procedures
- The organization's work health and safety guidelines.

The type of induction training required will depend on the nature of your organization and its activities.

3.2.2. Additional learning delivery options

While there are many ways to present learning opportunities within the workplace, there are also ways that staff can develop new skills and knowledge in situations that are external to the workplace. A selection of these opportunities is presented below.

3.2.3. Training sessions

Formal training sessions can be arranged in the workplace. In-house experts or the organization's training officers may run sessions, or you may decide to use the services of a consultant. Training can be conducted in any number of ways; for example, for a few hours, for a half or full day, or at regular times over a number of weeks. Training sessions can involve large or small groups where learning and discussions are facilitated to ensure the desired outcomes are achieved. Careful organization of the information, resources and presentation materials will help you conduct a successful session.

3.2.4. Conferences and seminars

In conferences and seminars, experts provide information through case studies, presentations, workshops and exhibits of new and innovative products and services. You should keep abreast of conferences and seminars on offer so you can identify those that could benefit your team. Your organization may have a marketing department that keeps track of events relevant to the organization. If not, download information from the internet or have your details listed on organizational databases that keep you informed about upcoming events.

Note where the conference is being held, the cost and the content it proposes to cover. You may decide that you or a team member's professional development could involve presenting a session at the conference, rather than just attending.

3.3. Coaching and Mentoring

3.3.1. Mentoring

A mentor is someone with experience or expertise who acts as a role model or leader for less experienced staff, offering advice, information and friendship. Many people can recall at least one person who set them on a particular career path or helped them make a lifestyle or relationship choice. A mentor may also offer emotional and psychological support, particularly to a new staff member who may be reluctant to share feelings of uncertainty with their peers, manager or team members.

The mentor listens to their concerns and provides encouragement. Generally, the mentor relationship is a long-term one. The mentor role may also involve coaching and training. However, a good mentor does not provide the answers but, rather, helps the learner find their own solutions to a problem. The relationship between the mentor and the learner fosters openness, trust and mutual respect. The characteristics of a good mentor are shown here.

A good mentor is someone who:

- leads, advises and is a role model
- encourages and guides the individual on a learning path
- supports and responds to the individual's needs
- is a trusted counselor
- Treats the employee with respect.

A successful workplace mentoring relationship:

- clarifies the goals of the organization
- develops skills and knowledge (competencies)
- improves communication
- increases productivity and innovation
- encourages career development
- increases confidence
- shares experiences

3.4.2. Coaching

Coaching is usually more task specific than mentoring. Coaches focus on helping and guiding development in a particular competency or area of growth. They are usually chosen for their technical expertise. Thus coaching is a more confined role. It does not often encompass the breadth of advice and/or relationships normally found in a mentor relationship. In many organizations new employees receive on-the-job coaching as the means of initiating them into their new roles. This is sometimes called a 'buddy system 'where an experienced employee takes on the role of coach while the new employee 'learns the ropes'. It is also a very useful system if employees transfer from one area to another or take on promotion positions.

Table 3-1: Key differences between coaching and mentoring

	Coaching	Mentoring
1. Level of formality	**More formal**: contract or ground rules set, often involving a third-party organizational client.	**Less formal**: agreement, most typically, between two parties.
2. Length of contract	**Shorter term**: typically, between 4 and 12 meetings agreed over two to twelve months.	**Longer term**: typically, unspecified number of meetings with relationships often runs over 3 to 5 years.
3. Outcome Focus	**More performance-focused**: typically, a greater focus on short-term skills and job performance.	**More career-focused**: typically, a concern with longer-term career issues, obtaining the right experience and longer-term thinking.
4. Level of business knowledge	**More generalist**: typically, coaches have a strong appreciation of business or commercial realities.	**More sector knowledge**: typically, mentors have detailed knowledge of organization or business sector.
5. Training	**More relationship training**: typically, coaches have a background in psychology, psychotherapy or human resources, or have undertaken specialist coaching training.	**More management training**: typically, mentors have a background in senior management, with limited coaching/mentoring training.

6. Client	**Dual client**: more typically, a dual focus on the needs of the individual and the needs of the organization.	**Single client**: more typically, a single focus on the needs of the individual.
7. Supervision or support	**Formal**: typically, the coach will be in (or be expected to be in) supervision as part of their CPD.	**Informal**: typically, the mentor may have period discussions or briefings from HR, if based within an organization.

3.4. Supporting learning in coaching and mentoring

Coaching and mentoring work within a constructivist paradigm. Constructivists emphasize the uniqueness of each learning experience as individuals develop meaning through their own interactions with the environment. In line with this, coaching and mentoring encourages a learner- or client-centered approach. Thus, coaching and mentoring as a learning methodology differs from teaching and training, as the coach often facilitates non-directive and non-judgmental sessions, thereby encouraging the individual to find their own answers. The learner is encouraged to find their own way towards new knowledge and skills; so, instead of 'telling' the learner the answers, learning is facilitated through a cycle of experience and reflection.

Self-Check-3	Written test

Directions: Write short answer for the question given below. Each question has equal 3 point. For your answer use the space provided.

5. write the impact of workplace training

6. what are the benefits of workplace training

7. discus about induction program

8. what is the difference between coaching and mentoring

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

Name: _____ ID_____Date: _____

Score = _____

Rating: _____

LG #8	**LO #3 Monitor and evaluate workplace learning**

Instruction sheet

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

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

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the "Self-checks" which are placed following all information sheets.
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-checks).

Information Sheet 1- Using feedback from individuals or teams

1.1. Organizational success and feedbacks

1.1.1. Requirements for meeting organizational business

To meet today's business challenges it is necessary for organizations to:

- Operate on the basis of a true customer focus
- Be prepared to respond and adapt
- Develop cross-functional teams and integrate processes across organizational boundaries
- Delegate authority and responsibility to lower levels of the organization
- Reduce the hierarchical structures and layers of management
- Develop systems management processes which promote agility, creativity and the ability to pre-empt, rather than simply respond to change
- Manage quality, innovation and new technologies so they factor into competitive processes
- Constantly question, critically evaluate and continuously improve systems, processes, procedures, products and services
- Eliminate processes and procedures, which do not contribute to business goals

1.1.2. Learning Organization

To achieve the above things, organizations need to operate as learning organizations which utilize change management, innovation, creativity and entrepreneurial skills, and value learning, at all organizational levels. Frontline managers can play a prominent role in encouraging and supporting the development of a learning environment. This involves more than generating coordinated training programs within the organization. It involves the creation of learning opportunities in a range of situations, and the development of mentoring and coaching techniques, intended to support and foster employee development through workplace learning opportunities.

1.2. Common characteristic of Learning Organization

A learning organization develops a culture and provides an environment in which staff is encouraged and challenged to find learning opportunities. Some of the most common characteristics of learning organization are:-

- Endorse workplace cultures which encourage people to question the status quo
- Encourage experimentation and risk taking
- Constantly provide opportunities for individuals, teams and the enterprise to develop new skills, competencies and experience
- Value learning
- Share information and knowledge
- Encourage individuals to challenge themselves and others
- Recognize that learning contributes to their ability to expand and shape their own future

1.3. Supervising operational running

It is concerned with operational running of the unit and should deal with the following key questions:

- Does staff understand the responsibilities and objectives of their jobs?

- How does staff organize their work and what tasks have to be assigned to them?

- How does staff deal with the problems and difficulties in their jobs?

- Do staffs achieve high technical supports that are required for effective performance and outcome?

- What measures can be taken to improve the performance of the staff?

1.4. Evaluating training

Evaluation is the process of determining the appropriateness and effectiveness of:

- The training objectives

- The content of the session

- The learning of participants

- The trainer's skills

A sound evaluation process will consider the following:

- The realism of the projected goals

- The clarity of learning outcomes, information presented and the assessment procedures

- Whether trainer and trainee expectations were identified, expressed and met

- Was the material presented at a suitable level, and was it challenging yet manageable

- Was the training content interesting, stimulating and relevant

- What effect has or will it have on productivity/ productivity measure

- What attitudinal changes can be expected as a result of the training

- Was it cost effective

1.5. Balanced content

A training programme should not be too heavy, so as to leave no time for the trainee to absorb the inputs. Neither should it be so light as to convey the impression that the training programme is not a serious Endeavour. The programme should be stimulating enough, but must leave time and opportunity for reflection.

While imparting training in precursor control, the training content must be tailored tothe specific duties, roles and responsibilities of the trainees in a particular group. For instance, the content designed for enforcement officers will vary somewhat from the content for trainers or for chemists. In each case, the content should be devised so as to achieve the purpose of training effectively and efficiently.

1.6. Programme feedback evaluation form

I. How well has the programme achieved its objectives?

Very well	Reasonably well	Average

II. How would you rate the overall design of the programme?

	Excellent	Very good	Good	Average
Subject coverage				
Conceptual frame-work				
Orientation to practical implementation of precursor laws				
Distribution of time among various components of the course				
Sequencing				

III.   Would you like to recommend any additional topics for such training programmes or deletion of any of the existing topics?

_____
_____
_____
_____

IV.   Evaluation of training programme

	Excellent	Very good	Good	Average
Contents				
Presentation				
Relevance				
Resource persons				
Sequencing				

V.   Other observations/suggestions, if any.

Name and designation: (optional) _____

Country: _____

Date: _____

Signature: _____

Self-Check-1	Written test

Directions: Write short answer for the question given below. Each question has equal 3 point. For your answer use the space provided.

1. What is the key question to be answered in collecting feedback?

2. Write the common activities in evaluation?

3. write are the content of training program evaluation

4. what are the characteristic of learning organization

5. Write how you collect feedback from individual and teams?

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

Name: _____ ID_____Date: _____

Score = _____

Rating: _____

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

2.1. Performance outcomes

Outcome indicators are specific to a project's purpose and the logical chain of cause and effect that underlies its design. Often achievement of outcomes will depend at least in part on the actions of beneficiaries in responding to project outputs, and indicators will depend on data collected from beneficiaries, eg change in crop yields or cropping pattern, and investment by farmers in land management improvements. It will usually be important for project management to try to gain early indications of project performance in achieving outcomes through the use of leading indicators of outcomes.

These may often be obtained by surveying beneficiaries' perceptions of project outputs and services, eg perceptions of improved reliability of irrigation supply, proportion of farmers who have tried a new variety of seed and intend to use it again; percentage of women satisfied with the maternity health care they receive. Such leading indicators have the twin advantages of consultation with primary stakeholders and advance warning of poor project performance.

2.2. Monitoring and Evaluation of the Team's Work

2.2.1. Monitoring

It is observing, measuring, recording and taking corrective actions. Many health activities take place at the same time, and the health team needs certain 'tools' to watch, or monitor, the work. The purposes of monitoring are as follows:

- Monitoring of inputs which ensures:

- Resources are available as planned.

- Community groups or individuals participate as expected.

The expected functions, activities and tasks are performed in accordance with set norms and schedule

Monitoring of outputs which ensures:

- Services are delivered as planned

- Training results in new skills or higher levels of skill

- Decisions are timely and appropriate

- Records are reliable and reports are issued

- The community is satisfied.

2.2.2. Evaluation

It is judgment of value, based on observation or measurement or examination. To evaluate teamwork for its effectiveness is to judge the value of results achieved by the health team. It necessitates measuring the extent to which people get the services that were planned to meet their needs, and assessing how much they benefited from the services. The information obtained is used to improve the quantity, quality, accessibility, efficiency, etc. of services.

The general approach to evaluate for effectiveness consists of the following five steps:

1. Deciding what aspects of the program are to be evaluated and how effectiveness is to be measured

2. Collecting the information needed to provide the evidence

3. Comparing the results with the targets or objectives

4. Judging whether and to what extent the targets and objectives have been met

2.3. Evaluation sheets

A questionnaire or evaluation sheet is a common and effective way to evaluate training. It utilizes a set of carefully worded questions that are answered in writing by participants. The main advantage of using these sheets is that they can be completed by training participants at the conclusion of a workshop or training session, so that the feedback is immediate. They save time and are economical to administer. Alternately they can be posted or emailed to participants To operate training in a systematic manner, it has to cover inter related stages and processes as graphically depicted in Figure below:
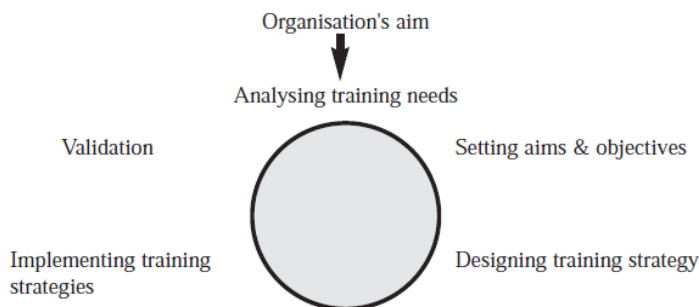
Figure 10: Feedback giving process within organizational goals

Remember, giving feedback well begins with following good practices. Practice and experience will help you become more skilled and comfortable in giving feedback. By providing timely, constructive, and candid feedback to your employees about their performance and career objectives, you will be an important part of their development and success.

Feedback has a direct impact on our work:

- Gives us specific information to help us improve
- Makes performance expectations clear from the start
- Heightens efficiency by reducing resentment, buildup, etc.
- Strengthens relationships

Benefits of Positive Feedback

- Gives clarity to the employee about good performance.
- Creates enthusiasm.
- Builds confidence and self-esteem.
- Increases appropriate risk-taking and innovation.
- Demonstrates care and involvement.
- Makes an employee feel acknowledged.

When Positive Feedback is appropriate

- When used to recognize specific job performance that has met and/or exceeded expectations. (It reinforces and motivates.)

Example of Positive Feedback: "The budget estimates you presented at the last staff meeting were very detailed and gave us good criteria for decision-making."
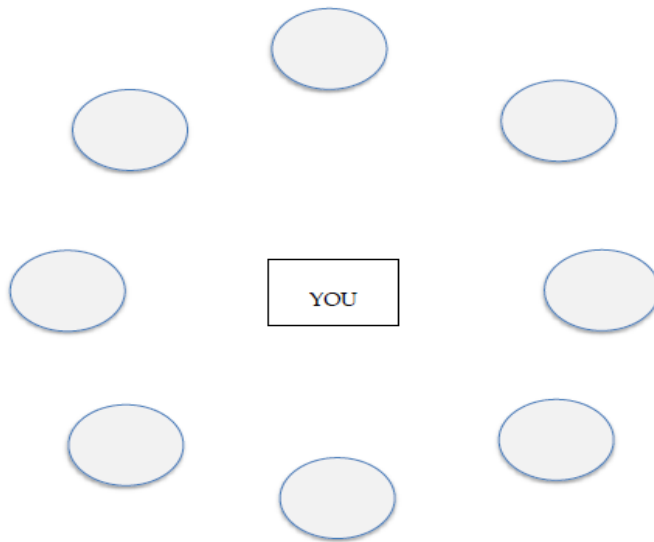
Benefits of Developmental Feedback

- It lets people know how to execute a task more effectively.
- It steers actions; communicates what needs to change.
- It increases the person's self-awareness.
- It is the foundation of all development.
- It gives a bigger picture to the employee.

When Developmental Feedback is appropriate

- When used to help an employee monitors and corrects his or her own behavior.

Example of Developmental Feedback: "My expectation was that you would provide us with more details on the event budget. Because we didn't have enough information, we won't be able to make our final decisions until later this week. What can you do to ensure that we will have the correct information?"

Figure 11: Example of developmental feedback

2.4. Using the Feedback Framework:

Jerry is a relatively new member of your team who hasn't had the opportunity to work on the "front lines" yet. The other day he stepped in for a colleague who called in sick and dealt with a notoriously difficult customer with diplomacy and patience.

1. State your Expectations	Describe the standards or expectations you have for the situation.
2. Describe Your Observations	Tell the employee what s/he did that you want to give feedback on. Be Specific. Focus on Behavior. Give examples.
3.Share your Assessment	Describe how the behavior impacted the department and/or Penn State. Be objective.
4.Explain Consequence	If the behavior should be changed, offer suggestions on what to do differently or how to improve.

Avoid Common Feedback Pitfalls

- Reluctance to discuss problems openly and on a timely basis

- Looking only at extreme behavior, whether good or bad, and ignoring all other efforts

- Lacking the courage to differentiate performance, either to avoid morale problems or to avoid having difficult conversations

- Comparing people to each other rather than against their own goals/ expectations

- Giving feedback without inviting and listening to the employee's comments

- Not confirming mutual understanding of expectations in the first place

- Jumping to conclusions or making evaluations without facts

Directions: Write short answer for the question given below. Each question has equal 3 point. For your answer use the space provided.

1. What is the key question to be answered in collecting feedback?

2. Write the common activities in evaluation?

3. write are the content of training program evaluation

4. what are the characteristic of learning organization

5. Write how you collect feedback from individual and teams?

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

Name: _____ ID_____Date: _____

Score = _____

Rating: _____

3.1 supporting team development

Being proactive about your professional and career development. Many people don't have career goals, but even without specific goals you can still take an active (rather than passive or go with the flow) approach to your development by following the steps below:

3.2. Discussing learning and development needs and priorities

Table 3-1: Tips for discussing learning and development needs and priorities

Employees	Supervisors/managers
• **Reflect on:** ✓ what you are comfortable doing – your strengths ✓ what you could do better – areas for development ✓ areas you would like to support your career development • Be prepared to talk about your performance challenges • Think about ways you would like to be stretched in your job • Bring your thoughts on any development opportunities you want to pursue to the meeting • Be realistic about what can be achieved taking into account time and resources available. Take into account: ✓ Current and future workloads and priorities ✓ Whether any direct costs can be met within the budget • How you will implement what you have learned and developed in the workplace	• **Reflect on:** ✓ what the employee is comfortable doing – their strengths ✓ what they could do better - areas for further development ✓ development that would support their career development • Be realistic about learning and development options – reflect on what is available and possible and be careful not to create expectations that cannot be met • What support you can provide ✓ on-the-job learning opportunities ✓ mentoring or coaching ✓ sharing your knowledge • How the impact of learning and development will be implemented and monitored

3.3. Using Specific Teaching Methods

Ask each trainee to write one learning objective for their classroom onto a slip of paper. Include the subject area and standard that the objective is for.

- Trainer collects all of the objectives.

- Trainer asks the trainees to get into groups of 3 persons. Trainer gives each group 1 learning objective (the objectives that were just collected). Trainer writes the following instructions, which the groups are told to answer, on the blackboard:

- Choose 3 methods that you would use to achieve the learning objective.

- Explain (step by step and specifically) how you would use these methods.

- Explain why each method is useful for the subject area.

- List the natural learning strategies that students will use for each teaching method.

- Explain why each method is appropriate for the age level (or standard level) of the students.

- List the materials that you would use to achieve the learning objective.

METHOD	DESCRIPTION	AMOUNT OF TEACHER	THE STUDENT…
Lecture	▪ teacher stands in the front of the class giving information to students ▪ students listen to teacher and take notes	**High** (teacher prepares leacture and presents information)	▪ learns by observing and listening ▪ learn individually
Lecture-recitation	▪ teacher presents information to students (Lecture method) ▪ teacher follows-up lecture with a question and answer session, and/or ▪ teacher asks students to repeat the information that was presented	**High to Moderate** (teacher prepares lecture and responds to student questions)	▪ learns by observing, listening, asking and answering questions, repitition ▪ learns individually

Questioning (Socratic)	▪ Teachers develop a list of questions that they pose to students ▪ these questions 'guide' students to answer questions and find solutions ▪ these questions draw out information from students	**Moderate** (teacher prepares questions that will guide student learning and actively repsonds to student answers)	▪ learns by talking with an adult, listening, answering questions ▪ learns in group
Demonstration	▪ individual student stands before the class, shows something and talks about it	**High to Moderate** (teacher directs procedure and questions)	▪ listening, discussing, observing ▪ learns individually
Discussion	▪ small groups of students or the entire class interact and talk about a certain topic	**Low to moderate** (teacher observes and helps students stay on topic)	▪ learns by listening, talking, asking questions, solving problems ▪ learns in groups
Panel	▪ small group of students present and discuss information or research	**Low** (teacher observes and makes comments)	▪ learns by presenting, talking, listening, solving problems, observing ▪ learns in groups

3.5. Just-in-time training

Just-in-time training is training that is closely linked to the pressing and relevant needs of people by its association with immediate or imminent work activities. It is delivered as close as possible to the time when the activity is taking place. The training will be based on an identify caption of the latest requirements, priorities and plans of the participants,

who will be briefed on the live situations in which their learning has to be applied. The training programme will take account of any transfer issues and aim to ensure that what is taught is seen to be applicable in the current work situation.

Self-Check-3	Written test

Directions: Write short answer for the question given below. Each question has equal 3 point. For your answer use the space provided.

1. What is the key question to be answered in collecting feedback?

2. Write the common activities in evaluation?

3. write are the content of training program evaluation

4. what are the characteristic of learning organization

5. Write how you collect feedback from individual and teams?

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

Name: _____ ID_____Date: _____

Score = _____

Rating: _____

LG #9	LO #4- Develop team commitment and cooperation

Instruction sheet
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 This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, **upon completion of this learning guide, you will be able to**: • . Use open communication processes • . Reach decisions • . Develop mutual concern and camaraderie

Learning Instructions:
1. Read the specific objectives of this Learning Guide. 2. Follow the instructions described below. 3. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them. 4. Accomplish the "Self-checks" which are placed following all information sheets. 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-checks).

1.1. Introduction

Communication is the process of transmitting information and common understanding from one person to another. Communication in the workplace is critical to establishing and maintaining quality working relationships in organizations. Although administrators spend most of their time communicating (sending or receiving information), one cannot assume that meaningful communication occurs in all exchanges (Dunn, 2002). Administrator. It is therefore essential for administrators to endeavor to become effective communicators.

Open communication in the workplace can help prevent and resolve many conflicts. Workplace conflicts are easily resolved through open and clear communication and mutual discussions; this can lead to personal and professional growth.

This information sheet discusses the communication process and the importance of communication in the workplace and provides guidelines on how Open communication can be developed and used in teams and indivuals.
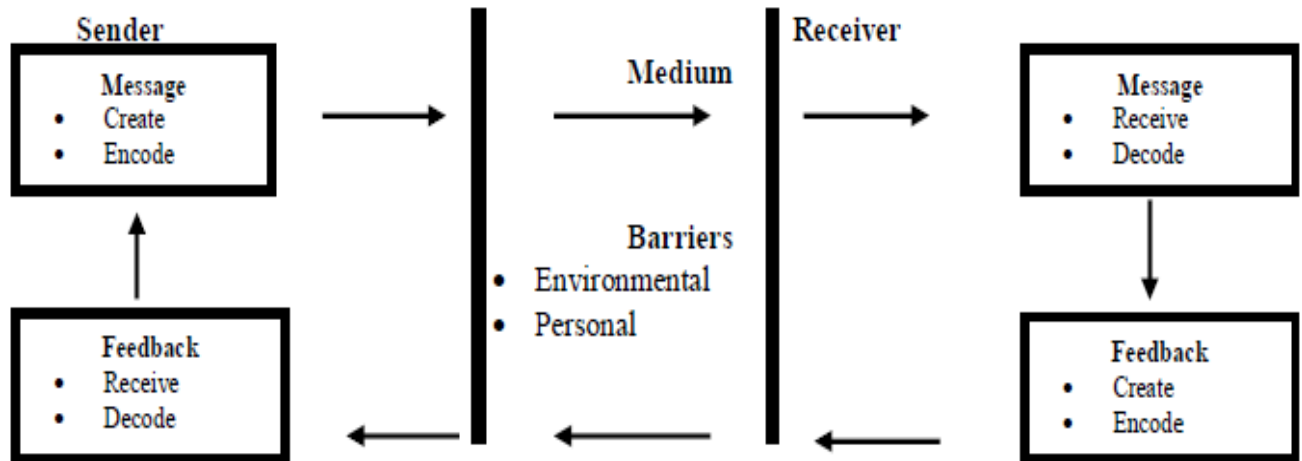
1.2. Communication

Communication can be defined as the process of transmitting information and common understanding from one person to another. It is the creation or exchange of thoughts, ideas, emotions, and understanding between sender(s) and receiver(s). It is essential to building and maintaining relationships in the workplace.

Once a memorandum, letter, fax, or e-mail has been sent, many are inclined to believe that communication has taken place. However, communication does not occur until information and understanding have passed between sender and the intended receiver.

To make oneself understood as intended is an important part of communication. A receiver may hear a sender but still not understand what the sender's message means. Being constantly engaged in encoding and decoding messages does not ensure that an administrator is an expert in communication. Understanding is a personal matter between people, and different people may interpret messages differently. If the idea received is not the one intended, communication has not taken place; the sender has merely spoken or written.

1.3. Communication Process

Two common elements in every communication exchange are the sender and the receiver. Figure 1-1 reflects the definition and identifies the important elements of the communication process.

Figure 13: The Communication Process

1.4. Channels of Communication

A message is sent through a medium or channel, which is the carrier of the communication. Selection of the particular medium for transmitting the message can be critical, because there are many choices. The medium can be verbal, nonverbal, written, computer-aided or electronic. For written media, an administrator or other organization members may choose from memos, letters, reports, bulletin boards, handbooks, newsletters, and the like. For verbal media, choices include face-to-face conversations, telephone, computer, public address systems, closed-circuit television, tape-recorded messages, sound or slide shows, e-mail, and so on. Nonverbal gestures, facial expressions, body position, and even clothing can transmit messages. People decode information selectively.

1.5. Importance of open communication

There is no denying the importance of communication in the workplace, considering the fact that in an organisation people belonging to different social and professional backgrounds come together to work for the same goals. Often it is seen that administrators do not realize the importance of communication at work and thus do not convey their ideas, organizational goals, vision, etc. very clearly and openly.

When administrators in an organization are unable to create an environment which promotes open and clear communication, it can have negative repercussions on the work culture and the employee productivity.

The importance of effective workplace communication is discussed below:

- Creates job satisfaction
- Lesser conflict

- Increases productivity

- Formation of relationships

- Proper utilization of resources

- Overcoming Communication Barriers

- Environmental barriers are reduced

- Reducing the number of links

- Using multiple channels to reinforce complex messages decreases the likelihood of misunderstanding

1.6. Improving open Communication Effectiveness

Once environmental and personal barriers are dealt with, a way is paved for improving communication in the organization. Effective communication being a two-way process requires effort and skill by both sender and receiver. Administrators will at times assume each of these roles in the communication process. In view of this, guidelines for improving communication effectiveness, including senders' and receivers' responsibilities are discussed below:

1.6.1. Sender's Responsibilities

1. Administrators need to clarify their ideas before communicating.

2. Administrators need to examine the true purpose of each communication.

3. Administrators need to consider the total physical and human setting.

4. Administrators need to consult with others, when appropriate, in planning communications.

5. Administrators need to be mindful, while communicating, of the overtones as well as the basic content of the message.

6. Administrators need to take the opportunity, when it arises, to convey something of help or value to the receiver.

7. Administrators need to follow up their communication.

8. Administrators need to communicate for tomorrow as well as today.

1.6.2. Receiver's Responsibilities

Communication depends on the ability not only to send but also to receive messages. So the ability to listen effectively greatly enhances the communication process. But many of us are not good listeners. Effective listening skills can be developed, however. Proposes ten guidelines for good listening:

1. Stop talking. You cannot listen if you are talking.

2. Put the talker at ease. Help a person feel free to talk. This is often called a permissive environment.

3. Show a talker that you want to listen. Look and act interested. Listen to understand rather than to oppose. Listening requires two ears, one for meaning and one for feeling.

4. Remove distractions. Stay focused and pay attention.

5. Empathize with talkers. Try to help yourself see the other person's point of view.

6. Be patient. Allow plenty of time. Do not interrupt a talker. Do not start for the door or walk away.

7. Hold your temper. An angry person takes the wrong meaning from words.

8. Go easy on argument and criticism. These put people on the defensive, and they may clam up or become angry. Do not argue: Even if you win, you lose.

9. Ask questions. This encourages a talker and shows that you are listening. It helps to develop points further.

10. Stop talking. This is first and last, because all other guides depend on it. You cannot do an effective listening job while you are talking. Nature gave people two ears but only one tongue, which is a gentle hint that they should listen more than they talk. Administrators who do not listen have less information for making sound decisions.

Self-Check-1	Written test

Directions: Write short answer for the question given below. Each question has equal 3 point. For your answer use the space provided.

1. write the purpose of open communication in organizational success

2. describe communication process

3. write the importance of open communication

4. what are the benefit of effective communication at workplace

5. how you improve your communication skill at workplace

6. write sender and receiver responsibility in using open communication

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

Name: _____ ID_____Date: _____

Score = _____

Rating: _____

2.1. Introduction

In work teams, having a common purpose and a clear understanding of the roles, responsibilities and individual goals within the team dynamic is essential to ensuring a quality outcome. In this case, quality refers to more than just a positive outcome in relation to the prescribed goals; it also means the cohesion of individuals within the team environment and the lasting impressions of the success (or otherwise) of the group project.

As a leader, aligning the focus of the team helps to enable the team members to achieve goals. Important issues to consider include facilitating a shared understanding of: the purpose of the organization, who its customers are and the team's role with the customers what the organizations goals are, and how your team will help achieve them

Information sheet-2 provides you the key points how you can reach decision by the team in accordance with agreed roles and responsibilities and at the end of this information sheet you are expected to develop individuals and team development task by reaching decisions in team.

2.2. Skills required to effectively lead teams

In order to get the most out of their teams, managers and team leaders should firstly have an understanding of the skills required to lead teams, and what constitutes a team.

The skills you require to effectively lead teams include:

- Planning and organizing skills
- Training skills
- Communication and consultation skills
- Conflict resolution skills.

2.3. Feedback, consultation and decision reaching methods

Mechanisms such as scheduled meetings, bulletin boards, text messaging, shared computer network spaces, blogs, and even tweets and other social media can be used to provide feedback to the work team in relation to outcomes of any particular consultation.

Table 2-1: The process of consultation can be achieved through the methods detailed here.

Page 103 of 124	Federal TVET Agency Author/Copyright	TVET program title- Horticulture crop production Level -IV	Version -1
			December 2020

Ways of consulting with others and getting feedback in the workplace	
	Meetings Formal, scheduled meetings and informal, ad hoc gatherings between team members contribute to a better understanding of tasks, responsibilities and roles
	Interviews Creating a list of questions to establish knowledge, skills and understanding of the task can help you identify individual needs and attributes
	Brainstorming sessions The group as a whole considers a number of possible perspectives. Successful brainstorming requires commitment, contribution and cooperation by all team members
	Email/intranet communication If a team is geographically dispersed, a system of electronic communication can aid understanding and contribution by all team members

2.4. Team charters (agreed roles and responsibility)

A team charter documents the purpose, structure, processes and expectations of the group or organization. A team charter is usually drawn up in negotiation with a team sponsor, team leader and the relevant team members. Team charters should be established when the team is formed or when a team is in trouble and people need to regain their view of the big picture. There is no specific format to a team charter, as they should be created to suit the specific team environment.

The following components provide guidelines for you to use when creating a charter for your own team.

Context

The context is the situation and environment in which the team will operate. This can include information about the workplace or specifics about the project environment.

Mission and objectives

The mission and objectives are statements that help you establish what will be achieved by setting measurable goals and objectives. The mission is an overarching statement covering the project scope; for example; 'to create a new manufacturing process for the widget division'. Following the mission, the objectives should be stated clearly and concisely. Detail of specific goals should be written by ensuring the objectives are numbered and time frames or deadlines are assigned to each.

Composition and roles

Once your mission and objectives are framed, select team members that can contribute to the achievement of these objectives. Consider: selecting individuals with the knowledge, skills and experience needed to do the job

- selecting individuals from diverse backgrounds and from different departments within the organization

- previous experience working together

- Size and location of the team.

Support framework

Once the roles have been assigned, develop the support framework to ensure each member has the information, resources and psychological support to begin the work. As part of this process you will ensure the tasks are matched to team member skills and assess any skills and/or knowledge gaps that exist in order to plan for training.

Self-Check-2	Written test

Directions: Write short answer for the question given below. Each question has equal 3 point. For your answer use the space provided.

1. write the skills required to lead teams effectively

2. how you can achieve censuses and perform consultation

3. how you can developed agreed role and responsibilities within team

4. write the use and purpose of team charter

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

Name: _____ ID_____Date: _____

Score = _____

Rating: _____

Information Sheet 3- Sustaining collaborative efforts

3.1. Discussions with individuals for mutual concern

Brainstorming is a useful technique to promote ideas and discussion among team members and to identify solutions to problems. It allows each participant to state their opinions in a non-threatening environment. An effective brainstorming session should be free of conflict and encourage the participation of all team members. This is achieved by maintaining an open communication between participants and the session facilitator. The facilitator can assign a scribe to take down the ideas as they arise and should maintain the flow of new ideas by moving away from old strings of thought once they have reached a conclusion.

There are some issues and problems that are best discussed in private on an individual basis. If you are unsure of the appropriate forum to discuss an issue, consider using the following questions as a guide.

- Does the issue involve one or a number of team members?
- Is the issue relevant to the ability of the team to meet its goals and targets?
- Is the issue of a sensitive or personal nature?

When using this approach to resolve issues, you should:

- keep people and problems separate
- listen first, talk second
- pay attention to body language and other nonverbal cues
- clarify ambiguities or mixed messages
- establish the facts
- explore options together
- Develop a set of actions.

As the team leader, you will need to respond quickly and effectively to conflict situations in order to get the most out of your team and minimize any negative impacts. The web article 'Resolving conflict in work teams' provides information on how to effectively manage team conflict:

Conflict may arise due to:

- miscommunication
- misunderstanding
- difference in perspectives, ideology, or values
- a heightened sense of pressure
- emotional boil-over's

- Physical or psychological issues.

3.2. Group dynamics affect team performance

If you have responsibility for managing the performance of a team or an organization, you need to be aware of the way in which the individuals within it interact and the effects this has on other team members and the team as a whole. This is often referred to as group dynamics. Group dynamics are unconscious, psychological forces, or undercurrents, that influence behavior and performance. Often people in groups adopt distinct roles and behaviors.

Dynamics are created by the nature of the work, personalities within the team, their working relationships with others and the team's work environment. Group dynamics can support team performance through positive behaviors', or hinder it through negative behaviors that result in unproductive conflict, mistrust and demonization, for example.

Teams or groups with positive dynamics trust one another, make decisions collectively, take responsibility for their individual and team performance and hold one another accountable. People's behaviors in groups with poor dynamics can disrupt work, impede decision-making and lead to poor choices.

Common behaviors that affect group dynamics

Some behaviors that commonly affect group dynamics are listed here.

Negative behaviors	Positive behaviors
Giving too much advice or instruction	Promoting teamwork and shared problem-solving
Belittling or undermining team members	Accepting and welcoming diverse opinions
Attempting to persuade (without listening); the 'hard sell'	Employing and encouraging active listening
Censoring ideas and giving precedence to only one opinion	Conveying empathy and welcoming objective assessment of each idea
Talking too much or dominating discussion	Letting others speak and gently interrupting dominators to call on other individuals to present their views.
Remaining silent and impassive	Contributing whenever possible and encouraging contributions by asking questions, boosting confidence and giving credit
Displaying negativity or disinterest	Taking on more challenging and active tasks such as gathering information, taking notes or making presentations
Continually arguing against others	Encouraging positive attitudes, remaining calm, allowing everyone to contribute to discussion

3.3. Strategies for gaining consensus

A consensus decision results from full input of all stakeholders. It's important that the process operates with good faith efforts to meet all stakeholders' interests by all involved. Everyone in the group must be given a chance to be heard and must feel comfortable speaking. True consensus is achieved by teams working together to arrive at decisions that everyone believes are feasible. Ensure that you identify all key stakeholders and invite them to participate.

Here are some strategies for consensus decision-making.

1

Clarify the issue

Share relevant information and make sure that everyone fully understands the issue or problem

2
1

Explore the issue and discuss alternative solutions

- Gather initial ideas and reactions; identify all the issues and explore all stakeholders' understandings.
- Collect alternative solutions and discuss the pros and cons of each.
- Narrow down the alternatives: eliminate some, short list others.

3
2

Look for developing ideas and common agreements

Try to identify proposals that consolidate the best elements of the ideas presented and look for a solution that satisfies stakeholders' main concerns

4
2

Clarify and amend the chosen proposal

Ensure that all remaining concerns are voiced and considered. Look for possible amendments that make the idea more acceptable.

5
2

Check for and reach agreement on the outcome

Ask if anyone disagrees. During the final stages it may be difficult to get everyone to agree. Explain that consenting to a plan doesn't always mean it's a person's first choice. If agreement is not reached you may need to return to strategy 3.

6
2

Implement Develop an action plan for the tasks

Nominate who, when and how they will be achieved. Set deadlines for each task.

3.5. Solving Team camaraderie

Employee communications is the reciprocal giving and receiving of information by employees when necessary to carry on a job. In a small organization employee communications may occur without anyone even thinking of it as a distinct function of the organization. For example, suppose a particular task becomes too much for one person, so he hires another person to form an organization, even if an informal one. The boss on the job says: Here's what I want you to do. Let me show you how to do it. I will watch you do it a couple of times. Then, I expect you to ask me for help if you have any problems. Oh, by the way, we will knock off for lunch around noon. Afterwards, I will explain to you how and why

- Supervisory personnel may not see, or may not agree, that employees could be better informed. The manager can begin a communications analysis by asking supervisors and employees the same or similar questions.

- Wide variation in the answers of the two groups may indicate that the communication blockage lies at the supervisory level since it is the supervisor who is responsible for telling the employee how to perform his job in the first place.

- To prevent such blockage between an employee and his immediate supervisor it is best to keep the communication process simple and oral if possible. Discussion between supervisor and employee is the best job-understanding instrument on the market.

- Analyses or audits can be used to check on the speed and accuracy of a unit communications, for example, when a change is to be introduced or an important announcement made.

Self-Check-3	Written test

Directions: Write short answer for the question given below. Each question has equal 3 point. For your answer use the space provided.

1. How you perform discussion with teams for mutual concern
2. What is the cause of conflict in teams?
3. describe how group dynamics affect team performance
4. write the common behaviors that affect group dynamics
5. describe the strategies for gaining censuses in team
6. how you solve team camaraderie

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

Name: _____ ID_____Date: _____

Score = _____

Rating: _____

LG #10	**LO #5-Facilitate accomplishment of organizational goals**

Information Sheet 1- Participation of team members

1.1 Team members actively participated in team activities and communication processes

There are three ways team leaders can assist team members to participate in and facilitate work teams. They are by ensuring:

- Team members participate actively in team activities and communication processes
- Team members and teams take individual and joint responsibility for their actions
- The team receives support to identify and resolve problems which impede its performance.

Workplace participation means that team members can:

- Influence the outcomes of issues that directly affect their work
- Accept delegation of responsibility
- Be involved in cooperative approaches to conflict
- Have shared understanding of objectives
- Feel empowered.

As a team leader you are in a position to influence the ability of team members to participate in decision making through:

- Ensuring the potential of all team members is used
- Giving and receiving feedback
- Establishing and maintaining productive relationships with team members
- Matching communication processes to the needs of supported employees

1.1. Participation amongst team members

Optimal participation in team-working occurs where team members contribute, to the best of their abilities and with confidence, to mutually-recognized goals. Success in team-working centers on achieving team goals and on these achievements being recognized by the team leader and the organization.

1.2. Use your powers of persuasion to make meeting participants feel excited and agreeable

- Get people in the room to say "yes" Have them agree to something (even unrelated) right off the bat
- Be friendly
- Let others "own" the idea
- Avoid arguing and show respect
- Share context and data

Self-Check-1	Written Test

Instruction: Follow the below selected instruction

The following Question choose the baste answer from the given alternative

N°	Questions and answers
1	Workplace participation means that team members can include A, Feel empowered B, Avoid arguing and show respect C, Be friendly D, all
2	Use your powers of persuasion to make meeting participants feel excited and agreeable A, Let others "own" the idea B, Avoid arguing and show respect C, Be friendly D, all

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below 2 points

Information Sheet 2- Developing individual and joint responsibility

2.1 Team's members developed individual and joint responsibility for their actions

Team leaders should always remember that they are part of the team, not separate from it. This means that there is a shared responsibility between the team leader and team members to take responsibility for actions occurring as part of the team's activities in the workplace. For team leaders working with supported employees there is a need to acknowledge the varying ability of each team member to recognize their responsibilities as part of the team. Assessing individual capacity for recognizing responsibility will provide a starting point for team leaders to communicate individual and joint responsibilities. A team leader's skills, knowledge and ability to communicate effectively with the supported employees in the team will be of paramount importance in assisting the team to identify and resolve problems. The ability of a team leader to solve problems and to develop problem solving skills in team members is also important

2.2 Five Ways to Take on More Responsibility at Work

2.2.1 Talk to Your Boss

Go to your supervisor and see if there are any additional projects you can work on. Make it a discussion rather than a direct question: you can share your own career goals and talk about how you see yourself fitting into the company's future. Think about what skills or knowledge you want to develop, and see if there's an opportunity that'll let you do just that. If possible, have a few concrete ideas in mind so you can suggest areas where you may be able to get more involved

2.2.2 Look for Busy, Stressed Out Co-workers

Look for the people who need help, be it in other departments or in the cubicle next door, and offer to lend a hand. Make sure that you don't get taken advantage of, though, or become a victim of a credit hog: those colleagues who will attempt to have you do their extra work, and then take all the credit. Learn to identify and avoid these people.

2.2.3 Become an Expert

Acquire new knowledge continuously and stay on top of trends or developments in your field. If you're seen as an expert in a particular subject, you're more likely to be needed for new projects coming up. One simple way: set up a "Google Alert" for topics relevant to your industry, company, or team's area of responsibility. Pick your search terms, and any new articles featuring the terms you've chosen will be sent to your inbox in a daily update email. Another great option is to use

2.2.4 Be Proactive

Sometimes you can't wait for someone else to give you the green light. Take initiative, and do what needs to be done before someone asks you (or someone else) to do it. Start by identifying tasks that are falling through the cracks and completing them. Your foresight will be appreciated. If part of your planned activity involves reaching out to clients or other external members of your company, make sure that you have approval to do this. "Jenn, I thought that a press search would be helpful here, and I wanted to reach out to Erik on the PR team" is a simple way of confirming your team is okay with you reaching out, and also of communicating what you're doing so it doesn't end up being done twice.

2.2.5 Start With the Fun Stuff

Lastly, some workplaces have extracurricular activities you can get involved in, be it the softball team or the sustainability initiative. Show your leadership skills there and get to know more people at work as a first step towards more official responsibility. Plus, it can be good for your co-workers to get to know you outside of your traditional professional environment.

Self-Check-1	Written Test

Instruction: Follow the below selected instruction

The following Question choose the baste answer from the given alternative

N°	Questions and answers
1	Acquire new knowledge continuously and stay on top of trends o developments in your field. A. Be Proactive B. Become an Expert C, all
2	Lastly, some workplaces have extracurricular activities you can get involved in be it the softball team or the sustainability initiative A. Become an Expert B. Be Proactive C. all

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below 2 points

3.1. Collaborative efforts are sustained to attain organizational goals constructing productive collaborations

All parties in a learning collaboration are responsible for making it work. Several factors are essential for achieving success in the academic–practitioner context. These are:

- Being clear about the goals of the collaboration;
- Understanding what is at stake for each of the participants regarding the outcomes of the collaboration.
- Calibrating the engagement to match the needs, capacities, and interests of the partner.

In other words, learning is not simply a technical exercise, but a process that occurs in a particular context, with a range of stakeholders, and is shaped by the resources, motivation, and capacities of the participants.

3.2. Being clear on the goals of a collaboration

Collaboration may begin with the shared goal of conducting research to improve the effectiveness intervention. However, an important first step is to „unpack" what both parties mean by this. There are several possible approaches that are distinguished by their scope and by the way in which each party defines the terms of the collaboration:

a. **The expert-consultant model:** in which the academic expert comes in and analyses a problem and makes recommendations, and the organization is a consumer of the product.

b. The expert-trainer model: in which the academic helps the develop organizational skills to deal with a particular set of problems.

c. The joint-learning model: in which research regarding a particular problem is used as a platform for developing skills in conscious or critical inquiry (discussed below).

d. The „best practice" model: in which the researcher is documenting organizational practice for the purpose of sharing that experience more broadly in order to improve development practice.

e. The theory-development model: in which the research is meant to contribute to the development of theoretical literature and may be part of a broader intellectual undertaking.

Self-Check-3	Written Test

Instruction: Follow the below selected instruction

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Collaboration may begin with the shared goal of conducting research to improve the effectiveness intervention.
2	All parties in a learning collaboration are not responsible for making it work.

Note: the satisfactory rating is as followed

Satisfactory	2 points
Unsatisfactory	Below2points

PREPARING FOR AN ORGANIC INSPECTION: STEPS AND CHECKLISTS _Edited by Paul Williams

WEB ADDRESSES

i. https://hortnews.extension.iastate.edu/2004/7-23-2004/vegguide.html
ii. https://www.slideshare.net/KarlLouisseObispo/lecture-3-fruits-and-vegetables
iii. https://regenerative.com/8-fruits-harvesting-guide/
iv. http://extensionpublications.unl.edu/assets/pdf/g1264.pdf
v. https://www.iii.org/article/understanding-crop-insurance
vi. https://www.farmcomplianceservices.com/
vii. https://www.conserve-energy-future.com/organic-farming-need-and-features.
viii. https://globalfoodsafetyresource.com/food-safety-standards/
ix. https://www.ccof.org/faqs/what-will-happen-my-organic-inspection

AKNOWLEDGEMENT

The trainers who developed the learning guide

No.	Full name	TVET	Level of education	A/ background	Email	Mobile
1.	Misgana Belay	Nedjo	MSc	Agronomy	Misbel2020@gmail.com	0911983854
2.	Leta Abebe	Waliso PC	BSc	Plant science	Letaabeba361@gmail.com	0922768274
3.	Deribew Gonfa	Fitche PTC	MSc	Plant Science	gonfad24@gmail.com	0912774688
4.	Chimdessa Wakuma	Bako	MSc	Horticulture	wakumachimdessa@gmail.com	0911359086
5.	Alemayehu Tesfaye	Nedjo	MSc	Plant science	alemayehutesfayem@gmail.com	0913214980
6.	Getenesh Belay	Holeta	MSc	Horticulture	Nebzek2@gmail.com	0911449053
7.	Tamirat Tirfesa	Bako	BSc	Plant science	tirfessatamiru@gmail.com	0926811647
8.	Tesfaye Tekola	Assosa	MSc	Agronomy	tttekola@gmail.com	0910550651
9.	Moti Taye	Bako ATVEVT	MSc	Plant science	Tayemoti12@gmail.com	0912801540
10.	Adisu Shamble	Bako ATVET	BSc	Plant science	Adisushambel2011@gmail.com	0920617572
11.	Hailu Dereje	Bishoftu PC	BSc	Plant scicne		
12.	Mamo Abdi	OTVETB	MSc	Environmental and sustainable development	Mamoab57@gmail.com	0917812505