Instrumentation and Control Servicing Level III

Based on May, 2011 V2 OS and Dec, 2020 V2 Curriculum

Module Title: leading small teams

LG Code: EEL ICS3 M03 LO (1-4) LG (08-11)

TTLM Code: EEL ICS3 11 2020 TTLM 1220 v1

Dec, 2020

Bishoftu Ethiopia

Table of Contents   **page**

L 08	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:

    Identifying and presenting work requirements to team members

    Communicating reasons for instructions and requirements to team members

    Recognizing, discussing and dealing team members' queries and concerns roster/shift details

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 and present work requirements to team members

    Communicate reasons for instructions and requirements to team members

    Recognize, discus and deal team members' queries and concerns roster/shift details

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).

Identifying and presenting work requirements to team members

INTRODUCTION

Having selected the members of your team you as manager need to established and agree objectives for team development and working. You will also need to define and allocated work load responsibilities and authority within the team and ensure that you give members of your team constructive feedback on their performance. In order to maximize team performance, you will need to motivate your staff to reach the team's objectives and provide for learning and skill development where necessary. Managing a team involves establishing good relationship with all its members through real discussion and the establishment of clear lines of communication. This involves not only communicating 'outwards' to others- giving instructions, setting deadlines and so on but being receptive to 'inward' communication from team members and others.

Purpose of forming a team

- It will establish and work towards clear objectives.
- It will have open relationship between members.
- It will deal with different viewpoints and gain from discuss.
- Members will show a high level of support for each other.
- Personal relationship will be based on personal knowledge and trust.
- People will want to work together and get things done.
- Potentially damaging conflicts will be worked through and resolved.
- Procedures and decision-making processes will be effective.
- Leadership will be skilful and appropriate to the needs of the team.
- It will regularly review its operations and tries to learn from experiences.
- Individual will be developed and the team will be capable of dealing with strong and weak personalities.
- Relation with other groups will be cooperative and open.

Identifies problems with ineffective team, which may be due to:

- Poor selection and employment of team members.
- Confused organization structure.
- Lack of control of the team by the leader.
- Poor training of team members.
- Low motivation.
- Low creativity in team members.
- An inappropriate management philosophy.
- Lack of succession planning and development.
- Unclear aims.
- Unfair or inappropriate rewards.
- Personal stagnation in team members or leader.

Your job will be easier if you are able to select team members yourself based on the demands of the task and the skills and competences required to complete it

As leader of a new team, you have to analyses the task it is expected to perform and the skills you will need; to do this you will need a form of job description which sets out the requirements of the task.

Your team member employee specification grows by the minute. You know that large teams are less effective than small ones. Of course, you can always elect to work in sub-groups but you need to ensure that people who going to be working together in small groups not only have the required competency but can work together in small groups not only have the required competence but can work together. If possible, you want to reduce the risk of interpersonal conflict within the group.

One way of deciding up on who should join your team is to look at the team role that a person can play quite apart from his/her particular expertise.

Leading a team

Leadership has become an important issue at organizational and national level. People who were considered to be successful leaders had d/t characteristics, d/t levels of intelligence, d/t skills. At the way leaders behave in d/t situations, but most experts in

the field conclude that leadership can't be explained just by studying individuals. The leader of team needs to be related to the task which is being carried out, the needs of the teams and the needs of individuals in that team.

The three - circle model

Based on the three d/t building: The first of these is that leadership abilities can be developed, and that every one has some available leader's potential. Secondly that leadership is different, namely that different leadership roles and d/t situation require d/t abilities. Thirdly, leadership is distributed, not concentrated at the top; modern organizations need leaders will divers abilities at every level and in every quarter. Also there are three main types of leader. 1st there is the creative thinker leader, 2nd there is the integration leader, 3rd is that of the fulfillment leader.

Team leadership is not always vested in the person who has been given that position by the organization. It may change hands depending on the situation. Peoples make statements such as 'what we need is leadership' or 'the team needs direction' when they are articulating what the team as a whole feels is lacking. Sometimes teams feel they need support, feedback, better communication and they look to the leader for all these things.

Team work /Group work

Team work /Group work: - is a process that allows a group of people with common objectives and complementary knowledge, to reach their common goals, whose responsibility or fulfillment is incumbent of them all.

team/group

It is the reunion of a group of human beings with different capacities and skills, who are in charge of tasks that complement themselves between them and have the purpose of reaching common goals.

The effective Leader

Effectiveness has been noted that "the extent to which you are able to transform your self-concern into other-concern will determine your effectiveness in getting others to follow along." Often the role of the leader is to get out of the way.

The model of leader: Sender-Message-Receiver, works if all that is needed is information transfer; for example, when you go through a fast food drive-through. However, ordering lunch is a far cry from leadership. It is not creating any significant community between you and the restaurant employees.

Launching yourself into leadership may require a revolutionary way of thinking. What if the communication model for leaders looked like this: Message-Leader-Audience? This model shows you as the leader, serving both the message and the audience.

This model places the leader next door to the audience, i.e. in community with the audience. This works in situations where there is high value in the message. The message is visionary, it is mentoring, it is transcending. That is the difference between communication at the leadership level and ordering French fries at the local drive through.

The team work must based on the following "C" concepts:

1. **Complementation**, each member of the team, according to his or her own capacities and abilities, is in charge of a part of the project.

2. **Coordination**, the members of the team respond of a team boss and to a work plan that is programmed according to a determined time.

3. **Communication**, the members of the team must maintain permanent communication between each other, in order to be able to see the advances, possible readjustments and feedback mechanisms. In synthesis, the purpose is to avoid delays.

4. **Confidence**, the success of the team work is in the confidence or trust that must exist among its integrants, regarding the individual contribution.

5. **Commitment**, in order to achieve the common goal or objective, there must be commitment towards the project from every single member of the integrants of the team.

Team work depends a lot in the communication between its members, the will to reach the targets and in the kind of leadership practiced by the immediate boss to be able to unify skills and knowledge of people who are very different between them, but complementary at the same time.

The main criteria to be able to develop work team that must be taken into consideration are the following:

1. **The problems presented in a company** or organization must be solved working in a team, because no one has the knowledge or skills to reach the solution by him or herself.

2. The development of the team work **demands each member of the team to be aware that the main goal** is reaching the goal and not individual show off.

3. **The team work will allow standing out the individual skills and capacities** of each member of the team, handling those tasks for which they are prepared,

avoiding confusions and frustrations.

4. **The identification of the right people for members** of the team looking for complementation must be the initial objective of the team leader.

5. The team work **demands a reflection attitude when discussing a particular subject**, always trying to avoid negative, indulgent or authoritarian attitudes.

6. The team work necessarily requires individuals who work as engines in the development of the work, **pulling the rest in the search of the established goal.**

7. The team work **requires the leader of the team to state the accomplishment vision and share** it with the rest of the team, so the work is motivated.

8. The team work **requires people to have a good attitude towards work**, as well as humility, understanding capacity and forgiveness, as well as a great dose of talent.

9. The team work requires its members to **trust each other**, despite the differences that might occur.

10. The team work **requires sacrifice and dedication** from its members, in order to be able to reach the established goal.

Summing up, the team work **requires the adequate conformation** of a work team that shares the same ideals and goals through leadership, where the most important thing is the goals that are pursuit and not the individuals of the team.

The role of a team leader

As a supervisor or team leader in a disability business service working with supported employees you have a role to:

- assist your team to establish its purpose, roles, responsibilities and accountabilities in line with the organization's goals, plans and objectives
- assist your team to monitor and adjust its performance within the organization's continuous improvement policies and processes
- encourage your team to use the competencies of each member for the team and individual benefit
- Monitor the team competencies.

How each of these is achieved will depend on a number of factors related to you, your team and your organization. Each team leader, team member and organization has characteristics, aims and expectations that impact on how the role of team leader is carried out. Being aware of the basic principles and practices of team leadership can assist you in completing your work successfully.

Difference between Formal and Informal Learning

Whereas formal learning happens in a training based organization, workplace, mobile devices, classrooms, online over the internet, and through e-learning portals, informal learning is based on practical and lifelong learning. The informal learning is a crucial concept, especially for individuals who must stay abreast with rapid technological and economic changes. While informal learning symbolizes a key to enter the world of employment, it also represents the steps in building a successful career.

A Closer Look at the Formal and Informal Learning

Formal learning occurs in a structured and organized environment like training/education institution or on the job. It is explicitly designed as education in terms of time, objectives and resources. It is an intentional learning from the learner's perspective, leading to degrees and certifications. Formal learning is a structured model that presents a rigid curriculum, corresponding to laws and norms. It is rather presentational education.

Informal learning is the education that is beyond limitations and goes on outside of a traditional formal learning environment like university, school or college. It is an

education that is seen as a learning which goes on in our daily life or learning projects undertaken by us to teach ourselves.

This learning is based on the daily life experiences like peer groups, family, media or any other influence in the learner's surrounding. This learning platform encompasses a range of activities; it could be researching the International Gallery collection, learning cookery skills in a community center, taking part in a project voluntarily or others.

Performance appraisals

Team leaders are expected to monitor and adjust team performance to assist the team in meeting its goals. How this is done will vary from organization to organization. Most organizations will require team leaders to ensure that teams complete work:

- on time
- within budget
- To specifications.

An everyday part of a team leader's role is to assist the team to complete its work successfully. This is greatly assisted by clear communication of the team's goals, objectives and targets in a manner that aligns with team members' needs.

Client profile

Purpose of client profile

A client profile is a focused sales strategy that tells you which potential clients are actually good prospects and which ones aren't. With this information you can build marketing materials that are relevant to only your best types of clients, and learn to go after and sell to these valuable brands, which will save your agency time, money, and effort. The benefits of defining an ideal client profile are: Personalization, Content Creation & Mapping, Segmentation, Keyword Research, Sales Process.

The client profile will give you a better understanding of how your ideal client makes decisions, what sources they ask for recommendations, how they find an agency partner, and the average sales cycle for each type. Using this information, you can mold your sales process to your prospects. This will help you to better understand when a

proposal is actually necessary, what type of nurturing campaigns you should set up, what information the prospect needs and when, and how often you should communicate with the potential client.

Creating an ideal client profile or a few will help you to attract, qualify, and sell to only these clients. And this is how you can truly stand out from the competition.

Once you complete your ideal client profile(s), you'll be able to use these marketing activities in a more informed and relevant way.

How to Create an Ideal Client Profile

An ideal client profile should be based on interviews and research from your current and past clients, prospects, and your staff. The end result is that you create a fictional character whom embodies your best client, but the information and data needs to be based in reality.

Follow these three simple steps to create an ideal client profile:

How to create a client profile

Step 1: Make a List of Your Best Clients

Step 2: Conduct Client Interviews

Step 3: Compile the Information & Create Your Profiles

1) **Make a List of Your Best Clients**

To find your five or 10 best customers, consider these questions:

- What are your most profitable accounts?

- Which clients have been with your agency within the range of or past your average client lifespan?

- Which clients signed on with your agency within or below the normal sales cycle range?

- Does the client delay projects, or do they provide feedback promptly and clearly? ⌊SEP⌋

- Does the client pay within your acceptable collection period? ⌊SEP⌋

- Do you like working with the client? ⌊SEP⌋

- Is the work fulfilling?

- Does the client provide positive and constructive feedback?

- Do you provide a high ROI delivering the services requested by the client?

2) Conduct Client Interviews

These interviews should help you gather both qualitative and quantitative information that will balance out your information and help you create useful client profiles. Ideally, doing these in-person will provide you with the best information, but you could also use a survey tool to gather this data.

Here's an extensive list of questions you can ask to extract the information you need for the eight main categories that will be used in the client profile template. Feel free to remove or add additional questions based on what is most important to your agency.

Decision Maker Information

- What is your role?

- How long have you been at the company? How long were you employed at your previous role?

- What skills are required to do your job?

- What tools do you use in your job?

- Who do you report to? Who reports to you?

- What does a typical day look like?

- What people in your company make decisions about selecting a marketing agency   or technology vendor?

Company Data

- In which industry or industries does your company work?

- What is the size of your company (revenue, employees)?

- Where are you located?

- What is your marketing budget per year?

- What percentage of this is used on outside resources -- agencies, vendors, freelancers?

- How many in-house marketers do you employ?

- What does your sales cycle look like?

Goals & Challenges

- What are your job responsibilities and priorities?

- How is your job measured?

- What does it mean to be successful in your role?

- What are your biggest challenges? important successes?

Information Search Process

- What sites and publications do you frequently visit to learn new information for your job?

- What associations or groups do you belong to? What conferences do you attend?

- What social networks do you use and how do you use them?

- How do you begin the search for a new agency? Do you search for a company on Google? If so, what keywords do you use? Do you use an agency search firm or an online database?

Identifiers

- How do you handle conflict?

- Do you like to work independently or in a group?

- What style of communication works best for you?

Objections

- Why is it difficult to work with an agency? Why would you want to bring the work in-house?

- During the sales process, what points about our firm made you hesitant to work with us?

- Where did you turn to find out information about our agency from other sources?

Purchasing Decisions

- Why did you decide to work with our agency?

- Why have you stayed with use for X years?

- What did the decision process look like for your team?

- How are we unique from other agencies you have worked with?

- What are three important qualities you look for in an agency?

3) Compile the Information & Create Your Profiles

When you're done, you will take this information and create a profile that follows the outline in this ideal client profile template:

1. Background

2. Demographics

3. Personality/communication style

4. Goals

5. Challenges and how the agency can address these challenges

6. Objections

7. Purchasing process

8. Agency's fit or elevator pitch to this specific segment

Self-Check -1	Written Test

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

Directions: Choose the best answer and put all the answer in the answer sheet (2 points each)

1. Continuous improvement consistently strive to improve your products or service of the following **excep**t

    A. Customer satisfaction

    B. Enhanced quality of service delivery

    C. Simplified processes and procedures

    D. Production in constant rate

2. Which one of the following is organizational requirements on the service or production

    A. Have no quality assurance and procedures manuals

    B. Autocratic Legal and organizational policy

    C. Safety policies, procedures and programs

    D. All

3. As a supervisor or team leader in a business service you have a role to:

    A. assist your team

    B. monitor and adjust its performance

    C. encourage your team

    D. Monitor the team competencies.

    E. All

Answer the following question!

Note: Satisfactory rating - 8and 16points   Unsatisfactory - below 9and 16

points

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

Answer Sheet

Name: _____   Date: _____

Score = _____

~~Rating:~~ _____

Communicating reasons for instructions and requirements to team members

Team Communication

For High Employee Engagement

When communication is not effective people wind up doing less than they are capable of, distrust creeps and people fill the communication void with gossip, which tends to be negative and inaccurate.

Effective communication provides the context for decision-making empowering employees to get on with their job and provides an understanding of what needs to be done enabling employees to just get on with it.

Communication

Our first task is to communicate clearly, to all who need to know, what the situation is and what we, and they, need to do about it. Of course, this message needs to be clear and concise. More often, though, the issue comes when we decide how to deliver the message. In a face-to-face meeting, this is fairly simple: you say what you need to say and make sure everyone understand. Here are some tips, though, for other communication channels commonly used:

Phone or Online Meeting

For the most part, phone or online meetings are just like in-person meetings, with one important difference. Even if you're using cameras, body language and facial expressions aren't as easy to read, if you can see them at all. Ask frequently, "Does that

make sense?", "Would you agree?", "Will this work for you?" and so forth. Often, people are hesitant to admit that they don't understand you. Give them plenty of opportunity to ask questions, or even criticize what you've said. If everyone's not on the same page, we're not going to finish the story at the same time. (Or we might not even be reading

the same story!)

Ideally, you'd like other participants in the meeting to repeat back what you've said in their own words. That's pretty awkward to ask for, but not awkward at all to do yourself. When I've just been the recipient of some new information, even if I think I understand it, I try to say something like, "Just to be sure I understand you, I'm going to do x and y, and then when you're done z we'll get back together?" Many, many times I've found that what I thought I understood wasn't quite right, or even was way off base, but if I hadn't said out loud what I thought I understood, we wouldn't have figured that out until much later.

Voicemail or Email

Voicemail or email provide a one-way communication, with reasonable assurance that the other party received, or will receive, your message.

If the matter requires immediate communication, though, then this is a last resort. Try for a meeting in person, by phone or by online meeting, and think of the voicemail or email as a mini-meeting about the meeting you need to have. ("The situation is that we need a meeting and I'd like you to call me back. I'll try again this afternoon if I haven't heard from you.")

Voicemail to a mobile phone has the advantage of urgency, because the person presumably has the phone with them. Email, or voicemail to an office phone, may not be as quickly noticed because they may be out. Email has the advantage of arriving on the person's computer, where they probably also have relevant documents and their scheduling and/or task management software. If you have to leave a voicemail, and don't hear back immediately, send an email as well.

Another advantage of email is that you can send one email to many people at once. Use CC liberally, so that anyone who needs to know is "in the loop". You want to make sure not just that a person knows what the status and timeline is for their own action items, but that others know, too, so that they can plan accordingly.

Text or Instant Message

Many people don't like to use text or instant messages (IM) for business communications, because they're too informal or because there's not an easy way to create a permanent record. Both these concerns are valid. Texting or IM'ing someone you don't know very well can be invasive, and can interrupt someone in the middle of other things they're doing, and most IM software is separate from email, scheduling,

and other software, so it can get lost in the shuffle.

Nonetheless, it can be a valuable business tool if used judiciously. First, never text or IM someone unless you're sure they won't mind, preferably by explicitly asking them. Second, use text or IM only for quick messages or questions, not for the main communication tool for planning, or communicating key details (send email instead, so the recipient can easily file and/or schedule what you're communicating). Third, until you

hear back, assume the message wasn't received, and send your communication again by another channel.

Multiple Channels

Unless you're absolutely sure that all parts of your communication have not just been sent, but have been read and understood clearly, use multiple communication methods. If you've left a voicemail, send an email, too. If you haven't heard back from a text, try a voicemail. If you've had a meeting, follow up with an outline of what you talked about. Meetings can be forgotten or misunderstood, and one-way communication could fail without you knowing. If it's important, make sure your message got across, and was fully understood.

Six communication tips to keep employees engaged during change .

1. Communicate the Reasons—Openly and Honestly

Employees deserve your respect. Don't try to protect them from what is going on behind the scenes. If you want them to stay engaged, make sure they understand why the change is warranted. A simple, direct and straightforward approach will quell any suspicion that there's an issue you are trying to hide. You are likely to encourage gossip and rumors if you are not transparent, clear, and truthful. You will know you are on the right track when employees understand why changes are being made.

2. Communicate the Changes From the Top Down

Significant change requires leadership's commitment, involvement, and consistent modeling. Employees expect to hear the current situation, complications, and implications from leaders at the top first. The initial change announcement should come to all employees from the CEO (ideally in person) and then cascade across the organization in frank and two-way team discussions with directors, managers, and supervisors. You will know you are on the right track when employees believe leaders do a good job of informing employees of changes and believe that their supervisor is an active supporter of changes that affect their team.

3. Explain How the Change Will Affect Them

Employees want to know what the change will mean to them personally and professionally. Will their role change? Will their performance be measured differently? Will they have a new boss or team? Acknowledge that things will be different and that you appreciate the effort it will take to adjust. Because many employees will be anxious about the future, understand that there will be an emotional component to their reaction to the change. Give them the good news (the specific benefits for them) and bad news (if any). And, by all means, thank them for their cooperation, patience and continuing allegiance to the company.

4. Detail the General Change Process

Give employees the step-by-step plan for what's going to happen and when. The more clearly they know what to expect, the more comfortable they will be with the process. Share what you know, what you do not know yet, and when you expect to fill in the gaps.

5. Get Specific about What They Need to Do

Once employees have the overall plan, they will want to know where they fit in and what is expected from them. What actions must they take? This is where they need to be on board with the change and commit to it. If there are some employees more necessary for the change to be successful than others, you can try to target and customize your communications to multiple audiences.

6. Give Employees a Chance to Digest the Information, Ask Questions and Raise Concerns

This is the most critical step of all to keep employees engaged. Provide opportunities for two-way communication where employees ask questions and get answers. An anonymous survey can help, but we recommend face-to-face meetings whenever possible. You will know you are on the right track when employees feel like they are asked for their input regarding changes that affect their work.

Self-Check -2	Written Test

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

Answer the following question as directed below(each 2%)

1. When communication is not effective people wind up doing less than they are capable of(True, False)
2. Effective communication provides _____-and _____

Answer the following question!

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

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

Answer Sheet

Name: _____   Date: _____

Score = _____

Rating: _____

Recognizing, discussing and dealing team members' queries and concerns roster/shift details

roster/shift details

shift plan

The shift plan, rota or roster (esp. British) is the central component of a shift schedule in shift work.[1] The schedule includes considerations of shift overlap, shift change times and alignment with the clock, vacation, training, shift differentials, holidays, etc. The shift plan determines the sequence of work (W) and free (F) days within a shift system.

A notation used often identifies day (D), swing (S) and night (N) shifts for the W days and O (off) for rest days.

W work days

D day shift, 1st shift, early shift

This shift often occurs from either 06:00 or 07:00 to either 14:00 or 15:00 for eight-hour shifts, and from 06:00 to 18:00 for twelve-hour shifts.

S swing shift, 2nd shift, late shift, afternoon shift

This shift often occurs from either 14:00 or 15:00 to either 22:00 or 23:00 for eight-hour shifts, and is not used with twelve-hour shifts.

N night shift, 3rd shift, graveyard shift

This shift often occurs from either 22:00 or 23:00 to either 06:00 or 07:00 for eight-hour shifts, and from 18:00 to 06:00 for twelve-hour shifts.

F free days

O days off This is defined as a day on which a shift does not begin.

A~F

work teams (starts from A as first team)

Note that a worker transitioning from N to O works for the first six or seven hours of the first day "off". Thus, when days off follow night shifts, the first one or more days "off" are,

in fact, days of recovery from lack of nighttime sleep. This daily notation refers to the start of a shift. If a shift starts at 23:00, then this is a W day even though only one hour is worked. The day after this shift is an F day if no shift starts on this day, though many hours have been worked from midnight on.

One shift system may allow many shift plans. For example, the twelve-hour, 2nW:2nF system with n = 1 allows twelve different plans in three serially-identical sets. Within a set, DONO has the same sequence as NODO. DNOO is the preferred sequence because days off follow night work and there are two consecutive days off.

3-day shift plans

Prior to 2014, the U.S. Navy used a three shift system with an 18-hour day instead of a 24-hour day. The 24-hour period was divided into four shifts: 00:00-06:00, 06:00-12:00, 12:00-18:00, and 18:00-00:00. A sailor stood watch on their shift. During the off shift there is time to perform maintenance, study for qualifications, and handle collateral duties. During off time the sailor has time to sleep, relax, and perform personal tasks, such as laundry. With sufficient personnel, a given watchstation may benefit from a fourth man (the midnight cowboy). He would stand the same 6-hour watch in a given 24-hour period, usually from midnight to 06:00 (hence the midnight portion of the name, often shortened to cowboy) and the normal watchstander would then be free. This gave rise to a schedule of six on, twelve off, six on, thirty off, six on, twelve off..

This does not apply to the attached air wing, which will work a 12 on, 12 off schedule 7 days a week.

Navy three-shift example

Time	Mon				Tue				Wed				Thu				Fri				Sat				Sun			
	on	watc	off	A W	on	watc	off	A W	on	watc	off	A W	on	watc	off	A W	on	watc	off	A W	on	watc	off	A W	on	watc	off	A W

Time																												
		h			h			h			h			h			h			h			h			h		
06:00–12:00	C	A	B	D	B	C	A	D	A	B	C	D	C	A	B	D	B	C	A	D	A	B	C	D	C	A	B	D
12:00–18:00	B	C	A	E	A	B	C	E	C	A	B	E	B	C	A	E	A	B	C	E	C	A	B	E	B	C	A	E
18:00–06:0	A	B	C	E	C	A	B	E	B	C	A	E	A	B	C	E	C	A	B	E	B	C	A	E	A	B	C	E

leading small team

0																							
Plan	Run 1								Run 2								Run 3						

4-day shift plans

In the 12/24/12/48 or 12/24 plan, employees work in shifts of 12 hours; first a "daily shift" (e.g. 06:00 to 18:00), followed by 24 hours' rest, then a "nightly shift" (18:00 to 06:00), finishing with 48 hours' rest. This plan needs four teams for full coverage, and makes an average 42-hour workweek. The pattern repeats in a 4-week cycle, i.e. over 28 days, and has 14 shifts per employee therein.

12/24/12/48 shift example

Time		Week 1							Week 2							Week 3							Week 4						
		Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Daily	06:00 − 18:	a	C	D	B	a	C	D	B	a	C	D	B	a	C	D	B	a	C	D	B	a	C	D	B	a	C	D	B

		Run 1				Run 2				Run 3				Run 4				Run 5				Run 6				Run 7			
	0 0																												
N i g h tl y	1 8 : 0 0 : 0 0 – 0 6 : 0 0 : 0 0	B	a	C	D	B	a	C	D	B	a	C	D	B	a	C	D	B	a	C	D	B	a	C	D	B	a	C	D
Pla n		Run 1				Run 2				Run 3				Run 4				Run 5				Run 6				Run 7			

5-day shift plans

In four on, one off the employee only gets one day off after a work streak of four days. There are 28 shifts per employee in a five-week cycle (i.e. 35 days). This adds up to an average of 42 hours worked per week with 7½-hour shifts. This plan is mainly adopted by industries in which companies prefers to work for all days of the week, often with four (overlapping) shifts per day, and[why?] where laws do not let employees work for 12 hours a day for several days. Five groups of employees are needed to cover a specific shift on all days, where each group gets a different day off.

two on, one off example with 8-hour shift

Time	Week 1 (Mon Tue Wed Thu Fri Sat Sun)	Week 2 (Mon Tue Wed Thu Fri Sat Sun)	Week 3 (Mon Tue Wed Thu Fri Sat Sun)	Week 4 (Mon Tue Wed Thu Fri Sat Sun)	Week 5 (Mon Tue Wed Thu Fri Sat Sun)
	A A A A Off A A	A A A Off A A A	A Off A A A A Off	A A A Off A A A	C Off A A A A Off
08:00	B B B Off B B B	B B Off B B B B	B Off B B B B B	B B Off B B B B	B B Off B B B B
00 – 15:15	C Off C C C C C	C Off C C C C C	C Off C C C C C	C Off C C C C C	C Off C C C C C
15:30	D Off D D D D D	D Off D D D D D	D Off D D D D D	D Off D D D D D	D Off D D D D D
	Off E E E E E	Off E E E E E	Off E E E E E	Off E E E E E	Off E E E E E
Pl	Run 1	Run 2	Run 3	Run 4	Run 5 / Run 6 / Run 7

leading small team

a n						

6-day shift

In four on, two off the employee gets two days off. There are 28 shifts per employee in a six-week cycle (i.e. 42 days), this adds up to an average of 56 hours worked per week with 12-hour shifts, or 37 $\frac{1}{3}$ hours per week with 8-hour shifts. Three groups are needed for each time span, i.e. to cover the whole day and week a company needs 6 groups for 12-hour shifts or 9 groups for 8-hour shifts. This plan is mainly adopted by industries in which employees do not engage in much physical activity.

Four on, two off example with one 8-hour shift per day

Shift	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S	M T W T F S S
07:00	A A A A f f / c c / f f	A A A A f f / c c / f f	A A A A f f / c c / f f	A A A A f f / c c / f f	A A A A f f / c c / f f	A A A A f f / c c / f f
0 – 19:00	E E f f c c / f f E E E E	E E f f c c / f f E E E E	E E f f c c / f f E E E E	E E f f c c / f f E E E E	E E f f c c / f f E E E E	E E f f c c / f f E E E E
00	c c f f C C C C C c c f f	c c f f C C C C C c c f f	c c f f C C C C C c c f f	c c f f C C C C C c c f f	c c f f C C C C C c c f f	c c f f C C C C C c c f f

leading small team

	f f	f f	f f	f f	f f	f f	f f	
P l a r	Run 1	Run 2	Run 3	Run 4	Run 5	Run 6	Run 7	

Week shift plans

Three-shifts

The three-shift system is the most common plan for five 24-hour days per week. The "first shift" often runs from 06:00 to 14:00, "second shift" or "swing shift" from 14:00 to 22:00 and a "third shift" or "night shift" from 22:00 to 06:00, but shifts may also have different length to accommodate for workload, e.g. 7, 8 and 9 or 6, 8 and 10 hours. To provide coverage 24/7, employees have their days off ("weekends") on different days.

All of the shifts have desirable and less desirable qualities. First shift has very early starts, so time in the evening before is heavily cut short. The second shift occupies the times during which many people finish work and socialize. The third shift creates a situation in which the employee must sleep during the day.

Four on, three off

In four on, three off, each employee works four days and gets a three-day weekend. For some types of manufacturing, this is a win-win arrangement. For example, a paint company had been making 3 batches of paint per day, Monday through Friday (3 × 5 = 15). They changed to making 4 batches of paint, Monday through Thursday (4 × 4 = 16). Total worker hours remained the same, but profits increased. In exchange for two additional hours of work per day, over 4 days, workers got an additional day off every week. See also the book, 4 Days, 40 Hours.

Four on, three off example with 10-hour shifts (in comparison to five-

day week schemes)								
Time		**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**	**Sun**
4-day week	**08:00–18:00**	10 h	10 h	10 h	10 h	off	off	off
4½-day week	**08:00–17:00**	9 h	9 h	9 h	9 h	4 h	off	off
5-day week	**09:00–17:00**	8 h	8 h	8 h	8 h	8 h	off	off

Continental plan

Continental plan, adopted primarily in central Europe, is a rapidly changing three-shift system that is usually worked for seven days straight, after which employees are given time off, e.g. 3 mornings, 2 afternoons and then 2 nights.

Continental shift example						
Time	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**	**Sun**
06:00–14:00	A	A	A	C	C	B	B
14:00–22:00	B	B	B	A	A	C	C
22:00–06:00	C	C	C	B	B	A	A

24*7 shifts

leading small team

In the 24*7 plan there are 24 consecutive shifts of 7 hours per week, hence covering 24/7. With 4 groups and 6 shifts per group, the work time is 42 hours per week. Several sub-patterns are possible, but usually each group is responsible for one of four time slots per day. Each of these is 6 hours long and if a shift begins in their time slot, a group has to work it. This way there are 14, 21 or 42 hours of rest between shifts, every group gets one whole day off. Shifts can be swapped to make double-shifts and increase the minimum time of rest.

24*7 example with double shifts and long rests around them

Shift/Group	Work time window	Mon	Tue	Wed	Thu	Fri	Sat	
Night	**21:00–09:00**	21:00 – 04:00	01:00 – 08:00	22:00 – 05:00	off	23:00 – 13:00	off	00:00 – 07:00
Morning	**03:00–15:00**	04:00 – 11:00	08:00 – 15:00	05:00 – 12:00	02:00 – 09:00	off	03:00 – 17:00	off
Day	**06:00–18:00**	off	15:00 – 22:00	12:00 – 19:00	09:00 – 16:00	13:00 – 20:00	off	07:00 – 21:00
Evening	**15:00–03:00**	11:00 –	off	19:00 –	16:00 –	20:00 –	17:00 –	off

leading small team

		01:00		02:00	23:00	03:00	24:00	

Split shift

Split shift is used primarily in the catering, transport, hotel, and hospitality industry. Waiters and chefs work for four hours in the morning (to prepare and serve Lunch), then four hours in the evening (for an Evening meal). The average working day of a chef on split shifts could be 10:00 to 14:00 and then 17:00 to 21:00

Split shift example

Shift	Time	Mon	Tue	Wed	Thu	Fri	Sat	
Lunch	10:00–14:00	on	on	on	on	on	off	off
Break	14:00–17:00	off	off	off	off	off	off	off
Dinner	17:00–21:00	on	on	on	on	on	off	off

Earlies and lates

Earlies and lates is used primarily in industries such as customer service (help desk, phone-support), convenience stores, child care (day nurseries), and other businesses that require coverage greater than the average 09:00 to 17:00 working day in the UK, but no 24/7 coverage either. Employees work in two shifts that largely overlap, such as early shift from 08:00 to 16:00 and late shift from 10:00 to 18:00

Earlies and lates shift example

Shift	Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun

leading small team

Morning		🟩	🟩	🟩	🟩	🟩	🟥	🟥
Evening		🟥	🟥	🟥	🟥	🟥	🟥	🟥

In businesses where two shifts are necessary to cover the day, earlies and lates may be combined with one double shift per week per worker. Six 7-hour shifts in five days and seven 6-hour shifts in six days both result in 42 hours per week.

Earlies and lates with double shift example, six 7-hour shifts in five days, ten groups

Shift	Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Earlies	08:00–15:00	ABCDEF	ABCDEG	ABCDEH	ABCDEI	ABCDEJ	Off	Off
Lates	15:00–22:00	A FGHIJ	B FGHIJ	C FGHIJ	D FGHIJ	E FGHIJ	Off	Off

Earlies and lates with double shift example, seven 6-hour shifts in six days, twelve groups

Shift	Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Earlies	08:00–	ABCDEF G	ABCDEF H	ABCDEF I	ABCDEF J	ABCDEF K	ABCDEF L	Off

	14:00							
Lates	14:00 – 20:00	A GHIJKL	B GHIJKL	C GHIJKL	D GHIJKL	E GHIJKL	F GHIJKL	Off

28-hour day

The 6-day week with 28 hours per "day" is a general concept for full week coverage where the 168 hours of the week are grouped differently. It can be used as a base for several shift plans, e.g. four 7-hour shifts per day where every employee works six shifts for a total of 42 hours per week.

28-hour day example						
Day	1	2	3	4	5	6
Start	Mon 00:00	Tue 04:00	Wed 08:00	Thu 12:00	Fri 16:00	Sat 20:00
1st shift	A	E	C	A	E	C
2nd shift	B	F	D	B	F	D
3rd shift	C	A	E	C	A	E
4th	D	B	F	D	B	F

leading small team

shift						

21-hour day

The 8-day week with 21 hours per "day" is a general concept for full week coverage where the 168 hours of the week are grouped differently. It can be used as a base for several shift plans, e.g. three 7-hour shifts per day where every employee works six shifts for a total of 42 hours per week, but to get whole days off groups work alternating double shifts.

21-hour day example								
Day	1	2	3	4	5	6	7	8
Start	Mon 00:00	Mon 21:00	Tue 18:00	Wed 15:00	Thu 12:00	Fri 09:00	Sat 06:00	Sun 03:00
1st shift	A	D	C	B	A	D	C	B
2nd shift	B	A	D	C	B	A	D	C
3rd shift	C	B	A	D	C	B	A	D

8-day shift plans

Four-day week

Four on, four off is a shift plan that is being heavily adopted in the United Kingdom and in some parts of the United States. An employee works for four days, usually in 12-hour shifts (7:00 to 7:00) then has four days off. While this creates a "48-hour week" (42-hour average over the year) with long shifts, it may be preferred because it shrinks the work week down to four days, and then gives the employee four days' rest—double the time of a usual weekend. Due to the plan, employees effectively work an eight-day week, and the days they work vary by "week". As with three-shift systems, most employees stay with the same shift rather than cycling through them.

Four on, four off example for two different schedules										
four on, four off	**ten-fourteen**	**Week 1**							**Week 2**	
		Mon	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**	**Sun**	**Mon**	**...**
07:00–19:00	**08:00–18:00**	A	A	A	A	C	C	C	C	...
19:00–07:00	**18:00–08:00**	B	B	B	B	D	D	D	D	...

A variation of the four on, four off plan is the two days, two nights, four off plan of working, or 2-2-4. Like the previous example it requires four separate teams to maintain 24/7 coverage. The difference is that all employees work both day and night shifts. Usually employees have to work 12-hour shifts from 06:00 to 18:00 on day shifts and from 18:00 to 06:00 on nights. This plan is currently in use in the UK by HM Coastguard and some ambulance services.

Two days, two nights, four off example

leading small team

Time	Week 1							Week 2	
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	...
06:00–18:00	A	A	B	B	C	C	D	D	...
18:00–06:00	D	D	A	A	B	B	C	C	...

A similar shift pattern is used by fire services such as London Fire Brigade, where the night shifts are longer than the day shifts [ ]This may be referred to as a ten-fourteen roster, if the day shift lasts for ten hours and the night shift lasts fourteen. Extended night shifts such as these are often a double edged sword; on one hand crews on slower weeknight shifts, or those in areas of low demand will receive excellent levels of rest (when there are no calls for emergency services, crews are encouraged to rest if required). Conversely, those employed on high demand days such as weekend nights, or in particularly high demand areas, will often be required to be awake or working for their entire rostered shift. However, due to the scheduled nature, most ambulance and fire employees can attempt to obtain sufficient rest before or after a particularly busy 14-hour night shift.

10-day shift plans

The 6 on, 4 off plan is commonly used in British police forces. The pattern worked consists of 2 early shifts, 2 late shifts, 2 night shifts and 4 days off. Shifts last 9–10 hours, creating some overlap between the 5 teams.

6 on, 4 off example		
Shift	**Week 1**	**Week 2**

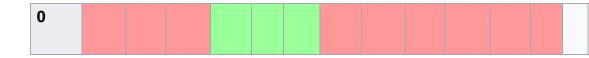|	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	...
Early	A	A	B	B	C	C	D	D	E	E	...
Late	E	E	A	A	B	B	C	C	D	D	...
Night	D	D	E	E	A	A	B	B	C	C	...

12-day shift plans

The 6 on, 6 off plan consists of 3 days and 3 nights of work, then 6 days off. These will alternate between other crews, also known as teams, for a full 24/7 operation. The 12-day pattern repeats in a cycle of twelve weeks, i.e. 84 days.

6 on, 6 off example												
Shift	**Week 1**							**Week 2**				
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	..
06:00 to 18:00	A	A	A	B	B	B	C	C	C	D	D	D	...
18:00 to 06:0	D	D	D	A	A	A	B	B	B	C	C	C	...

leading small team

Fortnight shift plans

Panama Schedule

The Panama plan follows a 2-2-3 pattern throughout a fortnight, in which shift workers generally are allowed every other Friday, Saturday, and Sunday off, with two additional days off during the week, although this may differ depending on organization and industry. The most common form utilizes four shifts, each working twelve hours, with two shifts generally paired together: A working days and B working nights while C and D are off, and vice versa. It is not uncommon for shifts to rotate between days and nights, most often with six months spent on nights and six on days. This shift is sometimes known as 2-2-3 or "two, two and three".

Panama schedule example

Shift	Week 1							Week 2						
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
06:00 to 18:00	A	A	C	C	A	A	A	C	C	A	A	C	C	C
18:00 to 06:00	B	B	D	D	B	B	B	D	D	B	B	D	D	D

7-day fortnight plan

In the 7-day fortnight plan or 2-3-2 plan, employees work their allotted hours within 7 days rather than 10 in a fortnight, i.e. fourteen days and nights. Therefore, 41 hours per week equate to 82 hours per fortnight, which is worked in seven days, at 11–12 hours per shift. This shift structure is used in the broadcast television industry, as well as many law enforcement agencies, as well as health care fields such as nursing and clinical laboratories in the US.

7-day fortnight shift example

Shift	Week 1							Week 2						
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
08:00–20:00	A	A	C	C	C	A	A	C	C	A	A	A	C	C
20:00–08:00	B	B	D	D	D	B	B	D	D	B	B	B	D	D

One of the advantages of using this plan is each shift pair, for example A and B, will get time off on weekends alternatively, because the schedule is fixed and does not drift.

10-day fortnight plan

A 10-day fortnight plan uses six shifts. Each shift works for seven days straight for their first week. On their "off week", they can choose three days to come in, to support other non-shifted departments, fill gaps in coverage, or participate in training.

10-day fortnight shift example

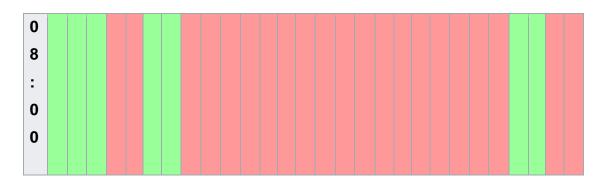| Shift	Week 1							Week 2						
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
00:00–08:00	A	A	A	A	A	A	A	D	D	D	D	D	D	D
08:00–16:00	B	B	B	B	B	B	B	E	E	E	E	E	E	E
16:00–00:00	C	C	C	C	C	C	C	F	F	F	F	F	F	F
	D, E and F choose 3 shifts to work							A, B and C choose 3 shifts to work						

Five and two

The five and two or 3-2-2 plan provides 24/7 coverage using 4 crews and 12-hour shifts over a fortnight. Average hours is 42 per week but contains a 60-hour week which can be challenging.

7-day fortnight shift example

Shift	Week 1							Week 2							Week 3							Week 4						
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
08:00 – 20:00	D	D	D	B	B	D	D	B	B	B	A	A	B	B	A	A	A	C	C	A	A	C	C	C	B	B	C	C
20:00 – 00:00	A	A	A	C	C	A	A	C	C	C	D	D	C	C	B	B	B	D	D	B	B	D	D	D	A	A	D	D

leading small team

5/4/9

5/4/9s or Five/Four Nines is a mix of 5-day and 4-day work weeks. Employees work in two-week cycles. Week 1, the employee works 4 days of 9 hours followed by 1 day of 8 hours with 2 days off (i.e. 44 hours). Week 2, the employee works 4 days of 9 hours with 3 days off (i.e. 36 hours).

Like 8 hours a day for 5 days a week, this plan works to 80-hours in a two-week pay-period. Since employees work on nine days per cycle, this plan is also referred to as 9/80. The benefit to working an extra hour a day gives you a normal 2-day weekend followed by a long 3-day weekend the next. Typical working hours for this type of shift would be 06:00 to 15:30 (9 hours with 30 minutes lunch) and 06:00 to 14:30 (8 hours with 30 minutes lunch) on the 8-hour work day. Often the employer will alter the starting times (e.g., start at 07:00 or 08:00).

5/4/9s shift example							
Week	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**	**Sun**
Week 1	9 h	9 h	9 h	9 h	8 h	off	off
Week 2	9 h	9 h	9 h	9 h	off	off	off

A variation, early weekend or 4½-day week, has the employees work every Friday, but only for 4 hours each. Their weekend thus starts with the Friday lunch break.

Long-term shift plans

leading small team

DuPont 12-hour rotating plan

The DuPont 12-hour rotating plan provides 24/7 coverage using 4 crews and 12-hour shifts while providing a week off. Average hours is 42 per week but contains a 72-hour week which can be challenging. It is used in several manufacturing industries in the US. Companies that have gone to this schedule have noticed a decrease in accidents plus more rest for employees, less call ins, and more coverage when crews are short handed. In all the schedule is designed to improve safety. A particular advantage of this plan is that it can readily be slewed to fit business requirements. For example, if less coverage is required on a Sunday, stand-alone shifts are avoided by scheduling the fourth night and first day of four on that day. This also has the additional benefit of the quick turnaround day between three shift days and nights also falling on a Sunday.

DuPont 12-hour rotating shift example

leading small team
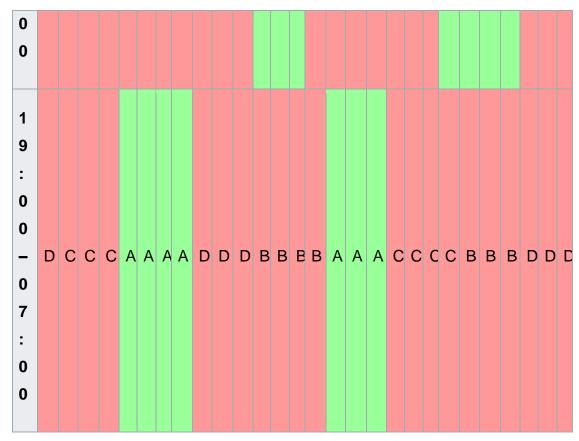
To balance pay into 36- and 48-hour weeks, many US companies shift the DuPont Schedule so the seven-day rest period ends on Friday night.

DuPont 12-hour rotating shift example 2

Time	Week 1						Week 2						Week 3						Week 4					
	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat
07:00 – 19:	B	B	B	B	D	D	C	C	C	C	A	A	A	D	D	D	D	B	B	B	A	A	A	C	C	C

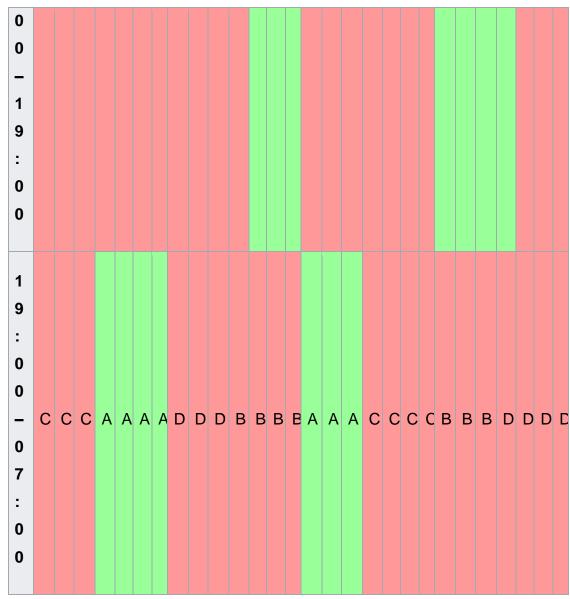| 00																											
19:00 – 07:00	D	C	C	C	A	A	A	A	D	D	D	B	B	B	B	A	A	A	C	C	C	C	B	B	B	D	D	D

To allow 3 full days off following a shift of nights, the day off between three days and three nights is removed. This example allows for a recover day after 3 nights before a weekend off and for some workers more appropriately balances work/life.

DuPont 12-hour rotating shift example 3

Time	Week 1						Week 2						Week 3						Week 4					
	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat
07:	B	B	B	B	D	D	C	C	C	C	A	A	A	D	D	D	D	B	B	B	A	A	A	A	C	C	C

leading small team

0 0 − 1 9 : 0 0	
1 9 : 0 0 0 − 0 7 : 0 0 0	C C C A A A A D D D B B B B A A A C C C C B B B D D D D

Seven-day eight-hour rotating plan

The seven-day eight-hour rotating plan provides 24/7 coverage using 8-hour shifts with 5 crews. It consists of a "morning shift" from 07:00 to 15:00, a "swing shift" from 15:00 to 22:30 and a "night shift" from 22:30 to 07:30. Each shift works for five days straight. The 8-hour shifts allow vacations and absences to be covered by splitting shifts or working double shifts. The run of day shifts is 56 hours, but the 8-hour shift provides time for some socializing after work.

This plan was once common in the pulp and paper industry in the Western United States but has been largely replaced by an 8 days, 8 swing, 5 nights, 9 off, 8-hour rotation.

leading small team

7-day 8-hour rotating shift example

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	Day	Day	Day	Day	Day	off	off
2	Swing	off	off	Swing	Swing	Swing	Swing
3	Night	Night	off	off	Night	Night	Night
4	Day	Day	Day	Day	off	off	Day
5	Swing	Swing	Swing	Swing	Swing	off	off
6	off	Night	Night	Night	Night	Night	off
7	off	off	Day	Day	Day	Day	Day
8	Swing	Swing	Swing	Swing	Swing	off	off
9	Night	off	off	Night	Night	Night	Night
10	Day	Day	off	off	Day	Day	Day
11	Swing	Swing	Swing	off	off	Swing	Swing

leading small team

12	Night	Night	Night	Night	off	off	Night
13	Day	Day	Day	Day	Day	off	off
14	off	Swing	Swing	Swing	Swing	Swing	off
15	off	off	Night	Night	Night	Night	Night

Graveyard shift

"Graveyard shift" redirects here. For other uses, see Graveyard Shift (disambiguation).

Graveyard shift, night shift, or third shift means a shift of work running through the early hours of the morning, especially shifts starting around midnight. The origin of this phrase is uncertain. According to Michael Quinion it is an "evocative term for the night shift … when … your skin is clammy, there's sand behind your eyeballs, and the world is creepily silent, like the graveyard."[8]

On call

Employees who work on an on-call basis have no regular schedule. They agree as a condition of employment to report to work when they are called, 24 hours a day, 7 days a week. This is particularly common in American railroad employment, especially for train crews.
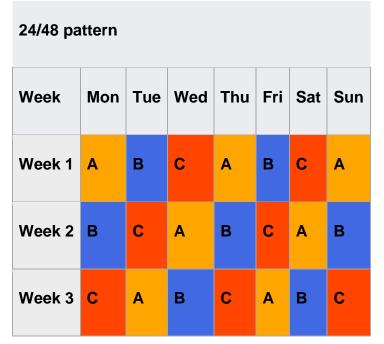
Firefighting schedule

In many North American fire departments, firefighters work 24-hour shifts. They are authorized to sleep in the fire station during the time spent on night shift. Most departments split the 168-hour-long week between 3 or 4 work groups (sometimes referred to as 'shifts' or 'platoon groups'), resulting in a 56- or 42-hour workweek, respectively. Some departments reduce the average workweek by scheduling an extra day off for each firefighter in the work group, frequently reducing a 56-hour workweek to a 48-hour workweek by scheduling a 24-hour "Kelly Day" every three weeks.

Departments have many options for scheduling firefighters for coverage. One option is 24 on/48 off, where a firefighter will work 24 hours and have 48 hours off, regardless of the day of the week or the holidays. Often they will be scheduled in an A–B–C pattern. Thus, a firefighter will be assigned to A, B or C shift and work whenever that letter is on the calendar.

Most departments have found that a 24-hour work shift, with opportunistic sleeping between calls for service, is a valid means of avoiding some of the health and cognitive problems associated with shift work.

Three-platoon schedules

The most basic three-platoon schedule is a straight rotation of 24-hour shifts among three platoon groups. This rotation limits time off to 48 hours in a row, less than 66 hours off in a row most workers get each weekend. Workers on this schedule only get one short weekend off every three weeks. Twenty-four hours off-duty is also the minimum required to completely recover from a period of acute sleep deficit.[12]

24/48 pattern

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1	A	B	C	A	B	C	A
Week 2	B	C	A	B	C	A	B
Week 3	C	A	B	C	A	B	C

Another option is known as a California roll, where some shifts will be close together but allow for several days off. This option gives a 96-hour break every 9th day, which is contiguous to the conventional weekend on two of nine weekends, with a third weekend providing a break that starts on Saturday morning. There is an opportunity to

accumulate sleep debt over the three days of work, however this debt should be completely cleared over the four-day break. The nine-day rota that is repeated to fill the calendar.

California roll shift schedule								
Week	Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1	07:00–07:00	A	B	A	C	A	C	B
Week 2	07:00–07:00	C	B					

A firefighter will work 24 hours on, 24 off, 24 on, 24 off, 24 on, 96 hours (4 days) off.

This rotation reduces the chronic sleep deficit accrued over the first two work days at the expense of a shorter long break. This schedule's long break coincides with a standard weekend exactly once every nine weeks. The four-day break could be retained by working a fourth day in the rotation - XOXOOXOXOOOO.

Modified California Roll								
Week	Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1	07:00–07:00	A	B	A	B	C	A	C
Week 2	07:00–07:00	A	B	C	B	C		

A firefighter will work one day, off one, work one, off two, work one, off four days.

A number of departments have investigated further work consolidation by allowing for a 48-hour work shift. Careful demand management would be required to avoid acute

sleep deficit, however, firefighters should return to work fully recovered from the previous shift.[13]

Kenneth B. Ellerbe chief of the District of ColumbiaFire and Emergency Medical Services Department has proposed a schedule where firefighters work three-day shifts, followed by three night shifts, followed by three days off.[14] It is likely that such a schedule would impact all four alertness factors associated with shift work, and result in a threat to public safety. It would result in exactly one break coinciding with the standard weekend every nine weeks. DDDNNNOOODDDNNNOOO

Four-platoon schedules

The most basic four-platoon schedule is a straight rotation of 24-hour work shifts between four work groups or platoons. This schedule works 48 hours per week for three weeks and 24 hours the fourth week, averaging 42 hours per week.

24/72 pattern							
Week	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**	**Sun**
Week 1	A	B	C	D	A	B	C
Week 2	D	A	B	C	D	A	B
Week 3	C	D	A	B	C	D	A
Week 4	B	C	D	A	B	C	D

Another variation of the 24-hour shift schedule is a 4-platoon system, averaging 42 hours/week. Thus, the schedule is 24 on, 48 off, 24 on, 96 off, on a 4-day rotation.

leading small team

24/48/24/96 pattern							
Week	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**	**Sun**
Week 1	A	D	B	A	C	B	D
Week 2	C	A	D	B	A	C	B
Week 3	D	C	A	D	B	A	C
Week 4	B	D	C	A	D	B	A
Week 5	C	B	D	C	A	D	B
Week 6	A	C	B	D	C	A	D
Week 7	B	A	C	B	D	C	A

Split day and night shifts

In other fire departments, firefighters work shorter shifts, such as a mix of 10-hour day shifts and 14-hour night shifts.[12] The advantage is that firefighters have shorter working hours. The disadvantage is that they may sometimes have only 12 hours to recover between one night shift and the next. The 2005 Canadian Firefighter study comparing two models with 24-hour shifts with three models requiring at least three consecutive night shifts, found that consecutive nights were shown to be more deleterious to performance than a single, long shift. Performance effectiveness 75% after two consecutive nights and lower after three, compared to 78% for a 24-hour shift. If the

schedule induces sleep deficit in a subsequent day shift, this performance would be worse.

On the 2-2-4 schedule, firefighters work two 10-hour days, two 14-hour nights, and then have four days off. This schedule's long break aligns with the conventional weekend for exactly two weeks out of eight. The majority of Australian fire brigades use this schedule (which is locally referred to as the '10/14' or '4 on, 4 off' roster) The rota is: DDNNOOOO.

The 2-2-3 schedule is also known as the Panama Schedule, however, when firefighters work it, the shifts rotate from day to night between every break. Since the firefighters have a two-day break before any nights worked, they do not start the series of nights with an employment-related sleep deficit. They do work three nights in a row, which would result in chronic sleep deficit if alarms are received on each night, however, the third night is always a Sunday night, which is often less busy than other nights of the week. This schedule allows for a long break every other weekend.

The rota is: DDOONNN OODDOOO NNOODDD OONNOOO

Self-Check -3	Written Test

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

Answer the following question as directed below

1. _____ is the central component of a shift schedule in shift work.

2. The schedule includes

   _____,_____and_____

3. The shift plan determines the sequence of _____- and_____

4. A notation used often identifies

   D for_____

   S for_____

   N for_____ for the W days and O (off) for rest days

Answer the following question!

Note: Satisfactory rating - 8and 16points   Unsatisfactory - below 9and 16 points

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

Answer Sheet

Name: _____   Date: _____

Score = _____

Rating:_____

L 09	LO 2 :Assign responsibilities

Instruction sheet

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

Allocating duties and responsibilities regard to the skills, knowledge and aptitude

Allocating duties having regard to individual preference, domestic and personal considerations

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:

Allocate duties and responsibilities regard to the skills, knowledge and aptitude

Allocate duties having regard to individual preference, domestic and personal considerations

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).

Allocating duties and responsibilities regard to the skills, knowledge and aptitude

Team roles/ responsibilities

In management teams over a long any team member cloud play one or more of the following roles.

- Implementer
- Coordinator
- Shaper
- Plant
- Source investigator
- Monitor/evaluator
- Team worker
- Completer/finisher
- Specialist

Each role has positive and negative aspects which it is necessary for the individual and other team members to recognize.

Implement

This person is disciplined, careful and aware of external responsibilities such as the need to keep other people informed about what the team is doing. He/she respects established conditions in the organization and one weakness of the role degree of inflexibility. On the positive side, the person is very practical, trusting and tolerant of other people. The implementer's strengths lie in putting other people's ideas and plans into operation and carrying out plans which the teams are agreed in a systematic and efficient way.

Coordinator

As you might expect, these denotes the ability to lead the team towards its objectives through effective use of team members. The coordinator is able to recognize individual strength and weakness in other members of the team and ensure that the best use is made of every person's potential. This role has many positives aspects, its main weakness being that a coordinator is not usually so effective at crisis management; he/she is likely to prefer a participative, consultative style of leadership, carrying all the rest of the team with them. In cases where the team needs to act under pressure and at high speed, the shaper can take over.

Shaper

Shapers are people who have a strong need for achievement and success. They are highly competitive with an active desire to win they put life into a team and can drive through change at the expense of popularity. On the negative side, shapers are often seen as pushy and aggressive and insensitive to the feelings of other. The coordinator and shapers roles are complementary; the former pulls a team together while the latter challenges the status pushes other team members into action.

Plant

The plant is the creative member of the team, full of new ideas and ways of doing things and particularly concerned with finding innovative solution to major issues. They generally have higher than average intelligence. Often, however, they are weak in communicating their ideas to others and can appear to be on a different wavelength; they are also very sensitive to criticism or price. If a team contains too many people who are strong in this role, they can conflict with each other over ideas.

Resource investigator

More outgoing and communicative than the plant, this person gets around, finds out what is going on, and meets people and asks relevant questions. This person is often described as never being in the office and, if he/she is, always in telephone. Resource investigators are good communicator and negotiators, always ready to explore new opportunities and make new contacts. They are also good at thinking on their feet and

getting information. However, they can quickly lose interest if the task is not simulating enough for them

Monitor/Evaluator

Although both plants and resource investigator are valued by teams for their ideas and interest respectively, both can get carried away if there is no monitor/evaluator present. This person is serious minded and careful, valued for an ability to make smart judgments and able to debate with a plant over the letter's ideas. To other team members, the monitor/evaluator can appear as rather dry, boring and over-critical, but this role is essential in a team where the decision-making process is complicated and it is difficult to reach consensus; the monitor/evaluator can be relied upon reach the optimum decision.

Team worker

Team worker are diplomatic and sensitive with a strong interest in people. They are good at building on other people's suggestions, improving communications b/n different members of the team and generally development team spirit. They are particularly effective at averting interpersonal conflict and dealing with difficult team members. The team worker will let the plants in the team have their say even if their ideas may appear impractical to others; he/she can posed of team workers might sound ideal, but they lack the attributes of some of the others roles and members of such a team would spend all their time supporting one another.

Completer/Finisher

The completer/finisher is the final ingredient. He/she is the person who has the ability to carry any thing through to its conclusion with complete care. A team may have many brilliant ideas and even reach decisions, but if the agreed action is not carried out, it will fail in its objectives. This person checks on every detail and ensures nothing is over locked. Completer/Finisher have high standards for themselves and others may often be intolerant of people who do not share these standards.

Specialist

leading small team

This is the person with professional expertise in an area valued and needed by the team in order to achieve its objectives. A team may need more than one specialist at different times in its evolution. Unfortunately, in the real life teams are not always well-balanced.

Self-Check -3	Written Test

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

Answer the following question as directed below

3. **Explain team responsibility (6%)**

Answer the following question!

Note: Satisfactory rating 4and6 points   Unsatisfactory - below 4and 6 points

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

Answer Sheet

Name: _____

Date: _____

Score = _____

Rating: _____

Allocating duties having regard to individual preference, domestic and personal considerations

5 keys to successfully allocating work across your team

As the leader of a high-performing team, how you distribute and balance work across the members of that team is a critical success factor. It needs to be done fairly. Note, I didn't say equally. Work allocation needs to be done fairly because you want your team to operate on the basis of equality. You want people to work on things they're good at but also that they're excited by. There are five criteria to think about as you think about distributing work.

1. Priority

Consider the work's priority. Priority needs to drive everything. If you've been rigorous in your prioritization process, start at the top of the list and begin allocating work from there. That list should be based on the team's and the organization's goals. This has to be the first consideration in terms of how you distribute work. If a project is a top priority and somebody is available to do that work, they should be tasked with that work.

2. Skill Sets

Evaluate the skill set of the people who you're thinking about distributing the work to. If they have the right skill set, you're going to get a high quality result. The end product will be something that meets your customer's needs. This also reduces the likelihood of people failing because you're not giving them work that they don't have the skill set to perform. You're giving them something they can be successful with.

3. Availability

The next consideration for allocating work is a person's availability. All things being equal in terms of priority and skill set, who is free to do the work? Who has the bandwidth? You should not be shifting resources from one project to another when you have available resources to pick up that new project.

If you start shifting resources around between projects when you have available resources elsewhere, you're going to lose momentum on that first project and that project might fail. Additionally, the people who are on the project are going to be very frustrated. They had the resources they needed and all of a sudden they don't. It's going to seem like it was at a whim to just move somebody around. The person who will be most frustrated is the person who has the resource taken off the project they're succeeding on and put onto something new.

4. Development

Next, you have to think about the development opportunity this project might present for that person. You should be constantly upgrading your team's skill set. A way to do that is to give them new work where they're going to learn new skills. Put them in situations where they're going to be a little bit uncomfortable. Give them projects where they're going to have to step up and learn, be taught, and be open to feedback and coaching. That's how you're going to take your team to the next level of performance.

5. Interest

The last consideration in terms of which person gets the work when it needs to be allocated is does somebody have an interest in performing that particular task? If someone is really interested and passionate about a project, you should let them take it on. They're going to be motivated, excited to do it, and hopefully their performance will follow. One caveat here – make sure people don't only gravitate to the work they enjoy doing and they stay away from things that they're not comfortable with. If you let that happen, they're going to end up getting pigeonholed and they'll be very narrow in their focus.

Go allocate some work

If you think about all of these considerations as you distribute work across your team, doing so will ensure you tackle the highest priority projects with the people who have

the right skills to do it. The work will be balanced in a way where you're going to execute the project but at the same time you're going to develop your people.

Self-Check -2	Written Test

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

II. **Answer the following question as directed below each (2%)**

1. mention 5 keys to successfully allocating work across your team

Answer the following question!

Note: Satisfactory rating 6and 10points   Unsatisfactory - below 6and 10points

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

Answer Sheet

Name: _____

Date: _____

Score = _____
Rating: _____

L 10	LO 3- Set performance expectations for team members

Instruction sheet

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

  Establishing Performance expectations based on client needs

  Setting performance expectations onindividual team members

  Discussing and DisseminatingPerformance expectations to individual team members

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:

  Establish   Performance expectations based on client needs

  Set performance expectations on individual team members

  Discuss and Disseminate Performance expectations to individual team members

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).

Establishing Performance expectations based on client needs

Setting objectives

Just because you are clear about what the team has to achieve – its allotted task- does not necessarily mean that all the members of the team either understand this or necessarily agree with it. Very early in forming a team you need to allocate time to set objectives which everyone is clear about and which can be practically achieved. The whole team has to be involved in this if you are to get agreement and commitment from everyone and avoid too destructive a storming phase later on. Organizational objectives are often deliberately unclear. At the operational, team level objectives need to be clarified and the team's resource and constraints determined. Once the team has agreed on its overall objectives, the business of putting together an action plan- achieve those objectives is the next steps.

Group effectiveness

 There are a large number of factors which interact to determine how effective- or ineffective- a group may be. These include:

- The size of the group.
- Group membership characteristics.
- The stage of its development.
- The task the group has to undertake.
- The kind of organization in which the group is working.
- The group leader.
- Group processes and procedures.
- Group communication.

The size of the group

The optimum size of a work group between five and seven members. The size of the group allows everyone to participate more or less equally and to get to know each other reasonably well. Ones the groups become more problematic.

Group member ship characteristics.

Although people who think and act in similar ways may feel happier working in a group together, this is not always a recipe for success. A mix of skills and characteristics is necessary for a group to be effective.

The task the group has to undertake

people are bring together into work groups because there is a particular job which the organization has identified as needing to be undertaken.

The kind of organization in which the is working

Organizations have their own norms about the way in which things are done and this will be reflected in their work groups.

The group leader

As you will have realized, the person who is responsible for leading any group is likely to contribute considerably to the group's success or failure. In some organizations, as we have pointed out, the group leader will have the authority of his or her position in that organization's ladder.

Group processes and procedures

These refer to the way in which the group conducts itself in performing its task and looking after its member. One model of the group process which is effective in approaching a problem solving through six steps.

- First step, the problem needs to be identified and described, preferably as clearly as possible by the person who has recognized it.
- The second step, seeking information which will explain the groups understanding of the problem.
- The third step, diagnosis;- the problem has been identified and all the necessary information about its has been acquired.

- The fourth step and these can be evaluated by others members.
- The five step before a decision.
- The six steps are finished.

Group communication

When people are working together in a group, the way in which they communicate with each other and with people outside the group affects the way in which the group performs.

Self-Check 1	Written Test

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

I. Answer the following question as directed each contain (3%)

1. Group effectiveness depend on what

1**Note: Satisfactory rating 8and 15 points   Unsatisfactory - below 8and 15points**

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

Answer Sheet

Name: _____

Date: _____

Score = _____

Rating: _____

Setting performance expectations onindividual team members

Performance Expectations

Performance Expectations = Results + Actions & Behaviors

To perform well, employees need to know what is expected of them. The starting point is an up-to-date job description that describes the essential functions, tasks, and responsibilities of the job. It also outlines the general areas of knowledge and skills required of the employee an employee to be successful in the job.

Performance expectations go beyond the job description. When you think about high quality on-the-job performance, you are really thinking about a range of expected job outcomes, such as

- What goods and services should the job produce?
- What impact should the work have on the organization?
- How do you expect the employee to act with clients, colleagues, and supervisors?
- What are the organizational values the employee must demonstrate?
- What are the processes, methods, or means the employee is expected to use?

In discussing performance expectations an employee should understand why the job exists, where it fits in the organization, and how the job's responsibilities link to organization and department objectives. The range of performance expectations can be broad but can generally be broken into two categories:

- **Results** (The goods and services produced by an employee often measured by objectives or standards)

- **Actions & Behaviors** (The methods and means used to make a product and the behaviors and values demonstrated during the process. Actions and Behaviors can be measured through performance dimensions.)

Performance expectations serve as a foundation for communicating about performance throughout the year. They also serve as the basis for reviewing employee performance. When you and an employee set clear expectations about the results that must be achieved and the methods or approaches needed to achieve them, you establish a path for success.

Expectations should always be set in accordance with UC policies and union contracts. For additional information, please see:

As a manager, you need to let your employees know your expectations of them clearly and simply. Here is how you can set clear expectations for your employees.

- Setting expectations for your employees is an essential responsibility that many business owners gloss over. Clear employee expectations benefit not only your staff, but your business as a whole.
- managers must communicate, in both speaking and writing, the level of performance they require from each employee in order to receive their desired results.

Performance planning and review training

The following samples were generated by supervisors during Performance Planning & Review training at Southeastern Louisiana University. Feel free to use these samples to gain inspiration in developing expectations for your own employees. Some of these expectations are designed to be job specific, others are more general in nature. Be sure to tailor these samples to meet the needs of the specific job positions that you supervise.

Work product - The quality and quantity of work produced by the employee.

1. You will be expected to draft and proof written correspondence, such that few errors are evident and few corrections are needed.

leading small team

2.   You will be expected to work toward professional certification in your field/discipline.

3.   You will be expected to participate in 40 hours of job related professional development classes offered by the Human Resource Office.

4.   When working with chemical products, you will be expected to always make safety the highest priority and read the instructions on the label for proper usage.

5.   You will be expected to perform work in a professional manner and complete assignments on time.

6.   You will be expected to accept job assignments willingly and perform them in a satisfactory manner.

7.   You are expected to familiarize yourself with the office procedures, rules and regulations and to be able to answer routine questions regarding the same.

8.   You will be expected to keep organized, neat, and accurate records.

9.   You will be expected to proofread all written or typed materials for errors and keep all publications for the office updated as needed.

10.   You will be expected to use your experience and training to complete your assignments in a satisfactory manner.

11.   You will be expected to pay attention to detail when completing assignments.

12.   You will be expected to keep up with current changes in laws related to your position.

13.   You will be expected to type most documents with no typos or formatting errors.

14.   You will be expected to check spelling on all documents before sending them out.

15.   You will be expected to complete tasks as assigned.

16.   You will be expected to work at a rate that is similar to teammates so teamwork goes smoothly.

17.   You will be expected to develop an organized filing system that enables others to access necessary files in case of your absence.

18.   You will be expected to prepare and process purchase requisitions and receiving reports timely.

19.   You will be expected to establish, organize, and maintain all departmental files.

20.   You will be expected to keep current balances of all budget accounts.

21.	You will be expected to maintain a to do list to help you stay on top of dead lines.

22.	You will be expected to observe time reporting rules and regulations.

23.	You will be expected to refrain from making unauthorized solicitations while on duty or on University premises.

24.	You will be expected to meet production standards for your position. (Be sure to list benchmarks related to the position).

25.	You will be expected to ensure that routine office procedures (i.e. folders pulled, calendars created and distributed, folders filed, mail delivered and picked up, supplies kept current, student workers supervised) are completed on a daily basis.

26.	You will be expected to observe University policies.

27.	You will be expected to account for all state funds and property which is assigned to you.

Dependability - Being where he/she should be doing what he/she is supposed to do.

1.	You will be expected to complete all work assignments by their deadlines except under unusual circumstances.

2.	You will be expected to spend a little extra time preparing for the job and then to perform the assigned task satisfactorily.

3.	You will be expected to notify your supervisor [or the timekeeper] if you cannot come in to work in accordance with departmental leave policy.

4.	You will be expected to keep accurate records necessary for expense reports, such as mileage, meals, and lodging.

5.	You will be expected to report to work at 7:45 a.m. and observe scheduled work and meal breaks.

6.	You will be expected to attend scheduled meetings and arrive for these meetings on time.

7.	You will be expected to call the Director if you must be late or absent according to departmental leave policy.

8.	You will be expected to not leave your office without making sure your phone is covered.

9.	You will be expected to reduce tardiness and report to work on time.

10.   You will be expected to be at your duty station and perform your duties at all times except during official breaks.

11.   You must not leave your assigned work area without permission.

12.   You will be expected to use sick leave only for your own personal illness.

13.   You will be expected to have your employee I.D./time card when you report to work.

14.   You will be expected to report for duty wearing your assigned uniform.

15.   You must refrain from loafing, roaming, loitering, or leaving your workstation without proper notification.

16.   You will be expected to refrain from conducting personal business on University time.

17.   You will be expected to make sure your office/building is secure when you leave for the day.

18.   You will be expected to: Arrive at work at 7:45 a.m. and depart at 4:30p.m. Take a 45-minute lunch break from 11:45 a.m. to 12:30 p.m. And take one fifteen-minute work break in the morning and one fifteen-minute work break in the afternoon.

19.   You will be expected to notify the Director or Assistant Director when leaving your work station during regular work hours as well as sign in and out on the checkout board.

20.   You will be expected to request leave in advance at times that do not hinder office operation.

21.   You will be expected to perform office security procedures before leaving at the end of the day.

22.   You will be expected to reduce your absenteeism rate. *
        (* Note: Absenteeism related to a serious illness could be protected by FMLA or ADA. Consult your HR Office).

Cooperativeness - working with people

1.   You will be expected to be more friendly while performing your daily tasks.

2.   You will be expected to refrain from gossiping with other employees.

3.   You will be expected to assist other areas of the office/department when your work has been completed.

leading small team

4.   You will be expected to accept the tasks you are assigned without complaining.

5.   You will be expected to observe the University smoking policy. Smoke only in approved areas and put your cigarette butts in ash trays/garbage. Do not throw them on the ground.

6.   You will be expected to work as a team member.

7.   You will be expected to contribute to the work group's overall productivity as appropriate, helping coworkers when possible.

8.   You will be expected to show respect for others at all times.

9.   You will be expected to share your ideas with other employees.

10.   You will be expected to be courteous to fellow employees, students, and faculty.

11.   You will be expected to maintain a friendly, helpful, supportive and team-like atmosphere among coworkers.

12.   You will be expected to refrain from interfering with coworker's productivity while at work.

13.   You will be expected to refrain from "casually visiting" with others while at work and to discourage others from "casually visiting" with you while at work. This reduces productivity.

14.   You will be expected to register your vehicle for parking on University property.

15.   You will be expected to follow instructions without complaining or arguing.

16.   You will be expected to demonstrate respect for coworkers and supervisors (i.e., is not abrupt or rude, does not engage in workplace gossip or conflict, is not demeaning of others, etc.).

Adaptability - adjusting to change.

1.   You will be expected to look for ways to streamline office procedures without jeopardizing the accuracy of the overall procedure.

2.   You will be expected to work well with the public.

3.   You will be expected to look for ways to improve your own job and the jobs of your subordinates.

4.   You will be expected to work without complaining or hesitating when trying new methods or procedures.

5.   You will be expected to adapt work habits to new or unexpected circumstances. Notify and lead others as appropriate when circumstances change suddenly.

6.   You will be expected to accept and be responsive to constructive criticism without taking it personally.

7.   You will be expected to attend technology and computer workshops to improve computer literacy.

8.   You will be expected to be open to changes in office policy or personal goals.

9.   You will be expected to willingly accept the new performance appraisal system.

10.   You will be expected to be sure your actions are consistent with agency goals.

11.   You will be expected to present suggestions for changes in policy/procedures in writing to the director.

12.   You will be expected to accept and implement decisions regarding changes in policy/procedure without complaining or arguing.

13.   You will be expected to willingly accept input from others regarding ideas for improvement.

Communication - Giving and receiving information.

1.   You will be expected to answer the phone using the standard greeting, "Southeastern,[Department name],[Employee Name], How may I help you?"

2.   You will be expected to answer the phone courteously within 3 rings.

3.   You will be expected to take accurate and detailed phone messages.

4.   You will be expected to communicate clearly when speaking or writing.

5.   You will be expected to keep your supervisor informed of problems as they develop.

6.   You will be expected to listen carefully and ask questions when needed to clarify requests.

7.   You will be expected to use appropriate communication tools for the situation.

8.   You will be expected to answer the telephone with a 'smile in your voice,' with energy, and a spirit of helpfulness.

9.   You will be expected to improve communication of office policies to all staff.

10.   You will be expected to open, sort and prioritize mail into three categories: urgent, routine, and junk mail.

11.   You will be expected to speak to people clearly and with an appropriate tone of voice, and listen to what they have to say to you.

12.   You will be expected to avoid overreacting when calm communication with another person can solve a problem.

13.   You will be expected to listen carefully to clients and coworkers. Do not ignore them.

14.   You will be expected to choose your words carefully, speak clearly and respectfully to clients so they can understand you the first time you say something.

15.   You will be expected to check voice mail regularly and return all messages the same day as received, if possible.

16.   You will be expected to report all accidents or incidents.

17.   You will be expected to maintain confidentiality of University, student or employee information.

18.   You will be expected to use University bulletin boards for official communications only.

19.   You will be expected to provide staff with messages, both verbal and written, in a clear and timely fashion.

20.   You will be expected to listen to and allow communicator to complete delivery of message prior to responding or asking questions.

Daily decision making/ problem solving -thinking on the job.

1.   You will be expected to resolve daily problems independently.

2.   You will be expected to refer all questions you cannot answer to the appropriate person.

3.   When bringing a problem to your supervisor's attention, be prepared to recommend a possible solution.

4.   You will be expected to work independently to solve problems or seek needed information.

5.   You will be expected to gather all facts before resolving a problem, even if you have to call the parties involved back.

6.   You will be expected to make decisions only after getting input from the people who will be affected and weighing all the different issues.

7.   You will be expected to think more openly about new possibilities. Try new ways of doing things using new technology.

8. You will be expected to use good judgment in making decisions regarding routine operating procedures (i.e. assessing crisis situations, scheduling/rescheduling of appointments, handling late arrivals, handling phone messages, etc.).

9. You will be expected to consult with your supervisor regarding situations outside the scope of your authority.

10. You will be expected to recognize problems which need to be addressed and present them in writing to the Director (i.e. problems with procedure, scheduling, etc.).

11. You will be expected to act promptly to resolve or report rule violations or threats to workplace safety and security.

12. You will be expected to observe and enforce the Violence in the Workplace Policy: zero tolerance for violence of any kind.

Service to clients/public

1. You will be expected to be courteous to the public at all times.

2. You will be expected to listen to the clients carefully in order to determine their needs.

3. You will be expected to follow-up with clients to make sure their needs have been met.

4. You will be expected to maintain confidentiality of all conversations, events, etc. that occur in your office.

5. You will be expected to exhibit patience with students and faculty in solving their problems.

6. You will be expected to greet people entering your office with poise, cheerfulness and a smile.

7. You will be expected to demonstrate service to students, faculty, and staff through attitude and written or oral communication.

8. You will be expected to train your staff on basic office procedures through cross training in order to provide better customer service.

9. You will be expected to follow the established departmental dress code.

10. You will be expected to follow-up customer complaints when needed.

11. You will be expected to follow-up with the person originating the work order after it is complete to determine their level of satisfaction.

leading small team

12.   If someone has a problem that falls outside of your job, send the person to the right place rather than spending excessive amounts of time trying to help them yourself.

13.   You will be expected to provide well maintained equipment for the state employees who use it.

14.   You will be expected to demonstrate politeness and respect in all interactions with clients/individuals both on the phone and in person (i.e., greet clients pleasantly, give accurate information, listen carefully to determine the person's needs).

15.   You will be expected to demonstrate sensitivity to clients' needs for confidentiality (i.e., not unnecessarily asking clients for personal information unless absolutely necessary).

Use of equipment and materials

1.   You are expected to learn and follow proper use and operation of the equipment to which you are assigned.

2.   You are expected to replace broken or worn parts promptly and always keep an accurate maintenance log.

3.   You are expected to perform preventive maintenance on individual equipment per manufacturer's specifications.

4.   You will be expected to observe proper safety rules when operating machinery or equipment.

5.   You will be expected to use the proper equipment or tools for completing assigned tasks.

6.   You will be expected to use proper equipment and tools for heavy lifting tasks.

7.   You will be expected to safely use equipment and materials for their intended purpose.

8.   You will be expected to report any damage to equipment, tools, or vehicles according to University policy.

9.   You will be expected to use computer, fax machine, and photocopy machine as instructed and without abusing the equipment.

10.   You will be expected to avoid getting food or drink around expensive pieces of equipment or machines or dropping small items like paper clips into them.

11.   You will be expected to use equipment, materials, and supplies for official use only.

12.   You will be expected to wear proper safety equipment (i.e. goggles, masks, etc.).

13.   You will be expected to properly use and maintain all equipment.

14.   You will be expected to receive and provide proper training in the use of all equipment.

PROJECT PLANNING AND IMPLEMENTATION

1.   You will be expected to set specific goals and priorities for completing assignments.

2.   You will be expected to design realistic work methods, procedures and time tables for achieving project goals.

3.   You will be expected to monitor progress toward achieving goals and make modifications if needed.

4.   You will be expected to continue to look for ways to streamline and automate processing procedures. Develop a Procedures Manual that outlines each procedure and the related forms to be used. Also, create flow charts for each of these procedures.

Work group management

1.   You will be expected to plan and assign the work of your subordinates effectively and fairly.

2.   You will be expected to set realistic but challenging goals.

3.   You will be expected to provide resources, guidance, and training for subordinates to do their jobs.

4.   You will be expected to recommend corrective action or discipline when appropriate.

5.   You will be expected to plan and account for the use of overtime.

6.   You will be expected to train, supervise, and review the work of student workers.

7.   You will be expected to delegate assignments to subordinates when appropriate.

8.   You will be expected to cross train subordinates to ensure services are provided when someone is absent.

9.   You will be expected to conduct monthly safety meetings.

10.   You will be expected to treat all subordinates equally.

11.   You will be expected to give equal access to training.

12.   You will be expected to make sure all employees have some challenging work to do.

13.   You will be expected to counsel employees when they are having difficulty doing their work correctly and to make a note of it.

14.   You will be expected to maintain a good working relationship with your subordinates and to act as a positive role model for your employees.

15.   You will be expected to do your work in an enthusiastic and effective manner.

16.   You will be expected to work in a way that inspires confidence and trust among your subordinates.

17.   You will be expected to counsel employees privately behind closed doors.

18.   You will be expected to maintain a smooth functioning work group committed to customer service.

Performance planning and review

1.   You will be expected to communicate performance expectations clearly.

2.   You will be expected to conduct thorough and timely performance planning sessions with subordinates.

3.   You will be expected to document subordinates job performance and provide helpful feedback.

4.   You will be expected to complete fair performance appraisals when they are due.

5.   You will be expected to avoid rating biases.

6.   You will be expected to discuss all performance planning, documentation, and review materials with me as the reviewer (Budget Unit Head) prior to the meetings with your subordinates.

leading small team

Self-Check 2	Written Test

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

I. Answer the following question as directed each contain (3%)

1. performance expectations categories as _____and _____-
2. how can set clear expectations for your employees.

1**Note: Satisfactory rating 4and 6 points   Unsatisfactory - below 4and 6points**

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

Answer Sheet

Name: _____

Date: _____

Score = _____
Rating: _____

Information Sheet 3.   Discussing and DisseminatingPerformance expectations to individual team members

Discussing and DisseminatingPerformance expectations to individual team members

Tools for Disseminating Workplace Information

Without communicating workplace policies, processes and the company's mission and principles, employers cannot reasonably expect employees to perform their job functions, much less enjoy working for the company. Many employers provide employees with a job description and then expect that they'll require little more to do their jobs. However, timely and regular workplace information conveys an important message from the organization's leadership: The company cares enough about its employees to keep them well-informed about the organization and its direction.

1 Conduct mandatory all-staff meetings quarterly and departmental staff meetings at least monthly, depending on the size of the organization, the business stage your company is in and the number and size of your departments. For example, it may not be feasible to conduct all-staff meetings if your company has dozens of employees who work in remote areas throughout the country. However, if your company is the early stages of development, it's essential that you regularly update staff and leadership on the organization's strategy, growth and direction.

2 E-mail employees about updates to the company's intranet and require that employees provide electronic signatures that indicate they have read and understand critical updates. However, don't overload employees with mostly unnecessary emails. Devise a system for sending critical updates versus sending updates that don't need immediate attention, such as marking critical e-mail messages with a colored flag.

3 Post employee training materials on the company intranet and provide written materials to supplement online training. Coordinate efforts with your IT department to offer online courses, seminars and workshops for mandatory leadership refresher training, as well as optional coursework that employees can complete on their own time.

4 Establish publication dates and submission deadlines for the company's newsletter. Encourage management and employees to make contributions that benefit the organization or enlighten co-workers on topics such as diversity awareness, safety measures, announcements and employee discounts. Consider mailing newsletters to employees' home addresses to ensure they receive them and can read them at their leisure.

5 Provide training to supervisors and managers on communication skills. Mandate leadership in areas such as how to conduct face-to-face meetings for discussing employee performance evaluations and best practices for giving employees constructive feedback. Distribute take-aways from leadership training so supervisors and managers will have easy reference materials or can use the materials as cheat sheets.

6 Revise employee handbooks at least once a year. Get input from both HR and employee committees on the type of information that employees need in their handbooks. Also, get department managers and supervisors to review handbooks before publication to benefit from a variety of perspectives.

Self-Check 3	Written Test

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

I. Answer the following question as directed each contain (3%)

1. ___**and**_____ conveys an important message from the organization's leadership

2. The company cares enough about its employees to keep them well-informed about the organization and its direction.(True False)

1**Note: Satisfactory rating 4 and 6points   Unsatisfactory - below 4and 6points**

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

Answer Sheet

	Score = _____
	Rating: _____

Name: _____   Date: _____

L 6	LO 4- Supervised team performance
Instruction sheet	

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

Taking monitoring of performance against criteria and/or assignment

Providing team members with Feedback

Referencing performance issues which cannot be rectified or addressed with team

keeping informing of team members of any changes

Monitoring team members operation to meet employer/ client need

Providing follow up communication affecting the team

Completing all relevant documentation

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:

Take monitoring of performance against criteria and/or assignment

Provide   team members with Feedback

Reference performance issues which cannot be rectified or addressed with team

Keep informing of team members of any changes

Monitor team members operation to meet employer/ client need

Provide follow up communication affecting the team

Completing all relevant documentation

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).

Taking monitoring of performance against criteria and/or assignment

Monitoring and evaluating progress

Ones reason for setting objectives is that, over time, the team can check on its progress towards those objectives and, if necessary, make adjustments to the original plan. Teams can build in loose for unpredictable events and hold-ups but they do not know when or where these will occur. So it is very important for the team to take time at regular, scheduled intervals to check on how it is progressing. The Main tasks for your team, in relation to objectives are to:

- Clarify and agree overall objectives.
- Consider options for achieving objectives.
- Set out, step by step, how the team plans to meet their objectives.
- Agree how to measure progress.
- Set a time scale and establish review points.
- Monitor and evaluate progress against measures.
- Adjust plans if necessary.

Running team meetings

The most usual way of communicating b/n team members is to hold regular meetings. These should also appear in your action plan and should not be held only at review points. Meetings fulfill a number of purposes:

- ➢ For making decisions as a team on policy or action.
- ➢ To help someone in the team or outside it make a decision;
- ➢ To provide support and help for team members or other people;
- ➢ To provide information and/ or feedback on progress
- ➢ To obtain or pool information;
- ➢ To solve a problem;
- ➢ To thrown up new or creative ideas.

Self-Check -1	Written Test

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

I. **Answer the following question as directed bellow each contain (4%)**

1._____ is The most usual way of communicating b/n team

2. write purpose of meeting

Answer the following question!

Note: Satisfactory rating 5 and 8 points   Unsatisfactory below 5 and 8 points

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

Score = _____
Rating: _____

Answer Sheet

Name: _____   Date: _____

Informal Procedure

The informal procedure can be used to resolve a wide range of grievances in a cooperative and timely manner.

The College offers an informal procedure, in addition to the formal procedure, as an alternative method of resolving a complaint. Using or starting the use of the informal procedure does not restrict a grievant from use of the formal procedure at any time.

Useful supports when considering the informal procedure include

- Direct supervisor or advisor
- Director or Associate Director of Human Resources
- Dean or Assistant Dean of Students (for students)
- Ombudsperson
- Appropriate Compliance Coordinator

Consultations with any of the supports above are intended to aid an individual in determining whether or not to try to resolve the situation on his or her own; to help the individual understand the College's formal and informal grievance procedures; and to provide a safe and private setting in which to discuss the incident(s) that gave rise to the concerns.

The informal procedure may include one or a combination of the following:

- Notice to the respondent (if any) of the behavior and the impact of their behavior on the grievant
- Mediation (see below) agreed upon by grievant and respondent (if any) and conducted by the ombudsperson
- Impartial inquiry by an appropriate college administrator or the ombudsperson resulting in recommendations for resolving the problem
- Referral of the grievance to an appropriate administrative officer for assistance in reaching a resolution.

In an effort to resolve a complaint in the informal procedure, the supervisor or advisor may also consult with or refer the grievant to the ombudsperson.

The informal procedure is initiated once the grievant notifies an individual named above and elects to pursue an informal resolution. Notice should include the grievant's name, address, telephone number and email address; a full description of the problem; name of the respondent (s) if any; a description of what efforts have been made to resolve the issue (if any); and a statement of the remedy requested.

The use of mediation in the informal process

Mediation is the process whereby a neutral third party seeks to bring the parties together to resolve a dispute in a way that is mutually acceptable.

The ombudsperson provides neutral mediation services for the College. The ombudsperson shall consult with the grievant and respondent (if any) and shall meet with the individuals separately and/or together to attempt to reach a resolution that is agreeable to all parties to the dispute.

If the dispute is not resolved through mediation, the ombudsperson shall immediately inform all involved parties and discuss with the grievant other alternatives. The mediation process, if unsuccessful, will not prejudice the rights of either party to the dispute.

Timeline

A grievant who chooses to file a grievance should do as soon as possible. Delays in reporting will affect the College's ability to investigate the matter. The College will work with the grievant and respondent (if any) to resolve a complaint using the informal procedures within 45 calendar days from the date in which the College received notice.
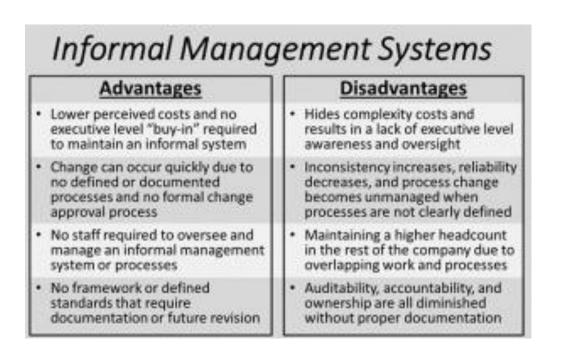
Should the informal procedure fail to resolve the matter, the grievant may move to the formal process. A grievant may move from the informal procedure to a formal procedure at any time during the informal process. A grievant wishing to proceed from informal procedure to formal procedure should file a formal grievance as soon as possible. Delays in reporting will affect the College's ability to investigate the matter.

Other items of note with respect to the informal procedure

- If mediation is the desired method of resolution, both parties must agree to engage in mediation.

- Mediation will not be used for matters that involve violence, intimidation, or coercion (including sexual misconduct, sexual assault, or sexual harassment).

- An informal complaint may move to the formal process at the discretion of the College in instances where the complaint or investigation identifies behavior that is not appropriate for review in the informal process. Examples of these behaviors include sexual assault and harassment, violence, threats to the College community, and similar actions with serious consequences. Investigations of this nature may proceed independently by the College without identifying the grievant to the extent possible if the grievant has not agreed to participate in the investigation.

- Documentation of complaints resolved by the informal process will be shared with the appropriate compliance officer (as noted in the Resources section) as required to comply with applicable federal and state monitoring and reporting guidelines..

Informal Management Systems

An informal management system is when a company's management processes are not explicitly defined, documented, or purposefully managed. Some examples of the processes within a management system include Roles and Responsibilities, Training, Setting Priorities and Targets, Employee Selection, Audits, and Management of Change. So, is a failure to formalize all of these processes a bad thing? While it might not be time well spent for a small company with a few employees to create formal processes for all of the above, for larger organizations formalizing processes is essential. Consider if all of the earlier mentioned processes were only managed through word of mouth or documents that are not part of a defined framework. It would lead to unclear and overlapping requirements. It would be impossible for people to know what they are being measured against and result in growing inconsistency. Additionally, without assigned ownership, how do people know who is responsible and

for what? With an informal management system, a company is forced to rely primarily on "good people doing good things." As a company grows, this ability rapidly diminishes as visibility to what people are doing decreases and the number of things being done simultaneously increases.

Informal Management Systems

Advantages	Disadvantages
• Lower perceived costs and no executive level "buy-in" required to maintain an informal system	• Hides complexity costs and results in a lack of executive level awareness and oversight
• Change can occur quickly due to no defined or documented processes and no formal change approval process	• Inconsistency increases, reliability decreases, and process change becomes unmanaged when processes are not clearly defined
• No staff required to oversee and manage an informal management system or processes	• Maintaining a higher headcount in the rest of the company due to overlapping work and processes
• No framework or defined standards that require documentation or future revision	• Auditability, accountability, and ownership are all diminished without proper documentation

Formal Management Systems

A company has a formalized management system when they have defined, documented, and deliberately managed their management processes. Although this definition may seem pretty clear-cut, it is a common area of confusion. Many companies believe that management system formality is purely measured by having something documented. This is not the case. Although a company may have documentation – for example, a job posting template as part of an Employee Selection process – that alone does not equal formal. The missing pieces usually are that the processes are not defined and deliberately managed. What we mean by defined is a single framework consisting of mutually exclusive, collectively exhaustive (MECE) processes including auditable standards developed for each process. Below is an example of a defined process that would be found in a management system framework.

Example Process Standard

Employee Selection:

A formal process shall be in place to recruit, select and acquire the right talent

1. Human Resources shall be in place to recruit and acquire the right talent
2. Job posting shall accurately reflect the position details including a high level of job responsibilities as well as required skills and competencies
3. Hiring managers will be responsible for working with Human Resources in filling vacant positions
4. Hiring Managers are responsible for working with Human Resources in assessing the qualifications and organizational fit of candidates and selecting the right candidate

This example for the Employee Selection process is representative of all the processes in the framework. During the development of a formal management system, standards are developed for each defined process. These standards then allow for clear requirements to be developed for all the processes necessary for a given company. This begs the question: Why is it so important for a company to define something that people may already be doing? The reason is that having processes documented, defined, and standardized gives management the tools they need to communicate expectations, ensure consistency, enable accountability, and continuously improve. This is something that undocumented or partially defined processes cannot achieve. Defining processes also allow for the assigning of owners to deliberately manage and further refine the processes. By deliberately manage we are referring to process owners who are accountable to actively monitor and improve their processes and the management system as a whole. In summary, a formal management system is only in place once a company has well defined processes with clearly stated requirements. The processes and requirements must be thought of as a whole as well as deliberately and actively managed. Processes previously managed individually without being thought of in these terms result in gaps or overlaps with other processes. Only through a formal management system can these processes be managed collectively in a MECE manner.

Assessing the formality of your management system

Who determines if a management system is formal or informal? In most cases, the initial determination comes from within the company; however, this approach can many times cause more harm than good. The reason is, when a company assesses the status of their own management system they are more likely to see themselves as being closer to achieving a formal management system than actually is the case. Think of it as the inflation that occurs if someone was to grade their own work. This can put the company's leadership in the dangerous position of thinking they have a high level of formality in their management system when in reality they do not. The only way for leadership to successfully mitigate this risk is to have an experienced and external management system expert conduct a management system assessment using a best in class OEMS as the benchmark.

Definitions: Supervision and Team Leadership

The terms supervision and team leadership are sometimes seen as interchangeable, there are subtle differences between the two terms. Traditionally supervision is focused on directing people to get work done where team leadership is focused on developing an environment where people are motivated to do the work.

Supervision is an act or instance of directing, managing, or oversight.

A **team leader** is someone who provides guidance, instruction, direction and leadership to a group of other individuals (the team) to achieve a key result or group of aligned results.

Good Verse Poor Supervision

A good team leader will provide a positive friendly environment that strengthens their people's self-esteem. The positive effects of the good leadership on the employee will permeate every aspect of the employee's life. In return, the employees will give more of themselves, they will choose to work harder and go the extra mile for the organisation.

Whereas a poor leader creates an environment, where they harm their people's self-esteem, where self-doubt creeps in and the employees stress increases. These

negative feelings permeate all aspects of the employee's life. The employees switch to survival mode and their performance is about half that of their potential performance.

Team leaders have high levels of influence over their employee's overall quality of life. With this in mind, all leaders should feel obliged to ensure that the employees experience is a positive one.

Team Leader Capabilities

Prior to becoming a leader, the focus of your skills or capabilities was on the tasks that you performed on a day-to-day basis. Then when you step into a supervision roll, you will find that there is a range of new capabilities for you to develop.

The various roles of a team leader

Different organizations, even different departments within the same organization, vary in how they define the role of their team leaders. This difference in role comes about for two reasons, firstly the organization needs vary and, secondly the work preferences of the team leader may shape the role in a different direction to the original intention.

The three common types of team leader roles

Team Coach

Supervision

Team Leader

Self-Check -2	Written Test

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

I. **Answer the following question as directed bellow each contain (3%)**

1. _____ is used to resolve a wide range of grievances in a cooperative and timely manner.

2. Describe Useful supports when considering the informal procedure include

1. Mention at least 2 informal procedure:

3.   An informal management system is when a company's management processes are _____ or _____

4.   _____ is management system when they have defined, documented, and deliberately managed their management processes

Answer the following question!

Note: Satisfactory rating 7 and 12 points   Unsatisfactory below 7 and 12 points

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

Score = _____
Rating: _____

Answer Sheet

Name: _____   Date: _____

Information Sheet 4   Referencing performance issues which cannot be rectified or addressed with team

Referencing performance issues which cannot be rectified or addressed with team

Supervision

The term "supervisor" typically refers to one's immediate superior in the workplace, that is, the person whom you report directly to in the organization. For example, a middle manager's supervisor typically would be a top manager. A first-line manager's supervisor would be a middle manager. A worker's supervisor typically would be a first-line manager.

Supervisors typically are responsible for their direct reports' progress and productivity in the organization. Supervision often includes conducting basic management skills (decision making, problem solving, planning, delegation and meeting management), organizing teams, noticing the need for and designing new job roles in the group, hiring new employees, training new employees, employee performance management (setting goals, observing and giving feedback, addressing performance issues, firing employees, etc.) and ensuring conformance to personnel policies and other internal regulations. Supervisors typically have strong working knowledge of the activities in their group,

NOTE: Many people also use the term "supervisor" to designate the managerial position that is responsible for a major function in the organization,.

Typical Roles in Supervision

The job of a supervisor is a very dynamic one, depending on the culture of the organization, complexity of the department's goals, access to sufficient resources and expertise of the people in the department, and especially on the supervisor's ability to successfully delegate to their direct reports. A supervisor might play different roles even in the same day.

Advocate

The supervisor is often responsible to represent the employee's requests and to management, along with also representing the employee's case for deserving a reward. For example, if an employee deserves a promotion, the supervisor often must justify the

case for promotion to the supervisor's supervisor, as well. If the employee has a rather unique personal situation that warrants special consideration by the rest of management, the supervisor must explain this situation and how it can be handled. The supervisor is also responsible to advocate for upper management when it wants all employees to understand and embrace a major management decision. It's not unusual for employees to sometimes see the supervisor as part of "management" while at other times seeing the supervisor as a personal friend.

Boss

There are many different names for leaders in organizations and how they are viewed. However, the most conventional term and the most widely understood is that of boss. The supervisor is deemed to be the boss when people in the department are ultimately looking for direction and guidance in their jobs. The ways that a supervisor carries out that role can vary from strong direction, advice and deadlines to consensus-based decisions, thoughtful questioning and adaptive deadlines.

Coach

The term coach has taken on an entirely new meaning with the recent growth of the field of personal and professional coaching. Coaches in that field are experts at supporting others to bring out and apply their own wisdom. Often, they pose thoughtful questions to help that happen. Still, supervisors might guide their employees to increased performance and satisfaction in a variety of ways ranging from useful advice and feedback to thoughtful questions and support.

Facilitator

The job of a facilitator is to support a group of people to clarify their desired results and achieve their results by working with each other. The nature of how facilitators do their job ranges from rather directive advice (especially when the group is getting started) to thoughtful questions, paraphrasing and summarizing. Thus, with an established team, a facilitator works much like a coach.

Mentor

A mentor is a person who helps another (a mentee) to develop in their job and career. The mentor may have officially accepted that role, for example, as part of an overall mentoring program, or informally accepted the role based on a mutual relationship. The mentee sees themselves as being able to count on the mentor for help. The mentor might use a variety of methods to help the mentee ranging from advice and materials to thoughtful questions and guidelines.

Trainer

The supervisor is often the first person who is considered when a new employee needs to learn the job or when an employee is struggling to improve performance in the job. Employees also often turn to the supervisor to ask about personnel policies. Progressive employees might ask about the organization's culture. The supervisor is responsible to ensure that training occurs, and might do the training themselves or arrange it through a subject matter expert. Training could be done in a variety of ways ranging from ongoing on-the-job advice to participating in a formal, systematic training program.

Employee Performance Management

Employee performance management includes the activities to ensure that all employees are effectively and efficiently working toward the departmental goals that are assigned to them. That means assigning appropriate goals to the employee, ensuring the employee is sufficiently equipped to achieve the goal, monitoring and measuring the employee's activities and accomplishments, and rewarding the employee for accomplishments or addressing situations where goals are not being achieved in a high-quality and timely manner.
There are a variety of different styles in implementing a performance management process.

Setting Goals

Goals can be established for a variety of reasons, for example, to overcome performance problems, qualify for future jobs and roles, take advantage of sudden opportunities that arise and/or give direction to training plans. Goals provide clear

direction to both supervisor and employee. They form a common frame of reference around which the supervisor and employee can effectively communicate. They clearly indicate success, and can facilitate strong sense of fulfillment for employee and supervisor. Also they help clarify the roles of the supervisor and employee.

Training Employees

Effective training includes clarifying the goals that are to be achieved by the employee, assessing the gap between the employee's current capabilities and those needed to achieve the goals, and then ensuring suitable training to close those gap. High-quality training also ensures that gap has been closed over time. The supervisor might conduct the training or arrange it to come from another source. Training could range from on-the-job advice to more formal training programs.

Leading Employees (Delegating, Coaching, Mentoring, etc.)

Supervisors provide ongoing guidance and support to their employees in a variety of ways to suit the nature and needs of both the supervisor and employees. Good leadership involves providing the right context for each employee to motivate themselves. Delegation involves clarifying the result desired by the supervisor and encouraging the employee to decide how best to achieve the result. Coaching might be used to bring out the employee's own wisdom to address a current situation. Mentoring involves ongoing advice and coaching to help an employee to develop in their jobs and careers.

Motivating Employees

A major function of supervisors is to support the motivation of their employees. Different people can have quite different motivators, for example, by more money, more recognition, time off from work, promotions, opportunities for learning, or opportunities for socializing and relationships. Therefore, when attempting to help motivate people, it's important to identify what motivates each of them. Ultimately, though, long-term motivation comes from people motivating themselves.

Sharing Feedback

The "life's blood" of successful supervision is the continued and effective feedback between the supervisor and employee. Feedback to employees is information regarding their performance and also is information they can act on. Feedback must be shared in a manner that is understandable to them and is perceived by them as being provided in a highly respectful manner. Sharing feedback involves skills in effective listening, verbal and non-verbal communications, and working in multi-cultural environments.

Conducting Performance Reviews

Regular performance reviews are critical. Performance reviews help supervisors feel more honest in their relationships with their employees and feel better about themselves in their supervisoral roles. Employees are assured clear understanding of what's expected from them, their own personal strengths and areas for development and a solid sense of their relationship with their supervisor.

Addressing Performance Problems

Supervisors should promptly respond to occasions where an employee's performance is not acceptable. Performance issues on the actual behaviors of the employee, whether they were insufficient for the job or inappropriate in the workplace. Any special circumstances that caused those behaviors should be understood. The supervisor should carefully document the notification in the employee's file.

Terminating Employees

As with the other activities in staffing and employee performance management, the termination of an employee should be done in accordance with the procedure described in the personnel policies. The policies might specify, for example, that the supervisor first issues a verbal warning to the employee and then a written warning before the formal action to terminate an employee.

Team Performance Management

The activities in team performance management are very similar to those of employee performance management, as listed above. Team performance management refers to the cycle of activities to enhance the performance of a team. The activities to first develop the team are often referred to as team building. The activities to manage each

meeting are about meeting management. The activities to guide and support the members' activities during a meeting are referred to as facilitation.

Team Building

High-quality teams need strong and trusting relationships between members. However, they also need a firm foundation of structures, including a clear purpose and goals, sufficient resource, adaptable guidelines for assigning and changing leadership, reliable means to sustain continual communications among members and the organization, and means to make group decisions and solve problems.

Leading Teams

After a team has been built, it needs ongoing direction, guidance and support from upper management for the team to continue to be successful in achieving its goals. Help from the supervisor can range from strong involvement with ongoing directives to a more indirect and supportive role.

Team Performance Planning

This is the initial phase in team performance management where the supervisor works with the team to specify the goals to be accomplished by the team and by when. The supervisor explains how the goals are directly aligned with achieving the strategic goals of the organization. The supervisor and team might associate specific and measurable milestones toward those team goals. They document the results of their planning into an overall team performance plan.

In a progressive approach, this phase could be done in a highly collaborative approach between the supervisor and members of the team.

Team Performance Reviews

During this phase, the supervisor conducts ongoing observations and monitoring to assess how well the team goals are being achieved. The supervisor decides if the quality of the team's performance has exceeded or met expectations and decides how to reward the team accordingly. This phase could be done in a highly collaborative

manner between the supervisor and members of the team.

Team Improvement Planning

During this phase, a plan is developed for how the team could improve its performance to more effectively achieve or exceed the team goals. The plan might suggest further training, providing more resources or adjusting the goals to be more realistic.

Getting Started in Supervision

Typical Experience of First-Time Supervisor

The job of supervisor, especially for new supervisors, can be one of the most confusing, frustrating and stressful jobs in an organization. Many times, a person is promoted to a supervisor role, not because the person has already shown strong skills in supervising people, but because the employee continued to do a high-quality job that was much more technical in nature than leading people. Thus, after the person is promoted, it can be an entirely new situation for the employee. There are several more reasons for this, including:

- Supervisors often do not have adequate training about their new roles, responsibilities and ways to lead people. They might be used to doing very well in a technical job, but now are faced with diverse and challenging tasks they have never done before.
- Supervisors are often intimidated when faced with enforcing a wide range of policies and procedures, many of which seems highly technical and legal in nature. Even if they do not understand the policies, they still are responsible for all of them.
- Supervisors rarely have enough time to monitor and measure the progress of their department, while cultivating working relationships with a diversity of people who are to be guided and supported by the supervisor.
- Supervisors often feel very alone in their jobs. This is especially true if they were promoted over people who used to be their peers. Supervisors are responsible to meet the needs of their bosses above them, and yet do the same with those below them.

- Supervisors can often feel overwhelmed and stressed out. It can take a lot of courage to admit this, especially to the supervisors' bosses who already are expecting a lot from them.

Realities of Supervision

Here are insights from years of working with managers, teams, and new leaders on the realities of supervision. For some of you it may be "old hat"; for others an "ah'ha". In either case, know that the moment you start taking things for granted, you stop being effective. So what can you learn from these seven supervisory principles.

1. There is no routine to management work. Changes are that your old job came with a familiar routine. You performed the tasks assigned to you and you did them in a prescribed order. Some things had to be done by noon, while others had to be completed before you left for the day. As a rule, when the day's work was done, your day was over. But for managers, there's no such thing as "the day's work," so bid a fond farewell to routine.

2. People and issues arrive un-prioritized. As a manager, you now have more people and issues to deal with. It's your job to filter them for urgency and importance, and help employees stay focused by doing the same.

3. People start acting differently towards you. You're still the same person, but you're in a different role. Some people withdraw from you; others want to get closer. Ultimately, your employees are dealing with managerial change in their own way and trying to figure out what kind of manager you really are.

4. You have to give up your old job. You have a new job so don't hang on to your old one. This can be hard. After all, it's because of your previous success that you've been promoted. But failure to let go of your old job causes more problems for first-time managers than anything else.

5. Guard against the perception that certain people are your favorites. Yesterday you had co-workers; today you have employees. While it's only natural to like some individuals more than others you no longer have that luxury as manager. Employees are

keenly aware of who has direct access to you. In the past, you had coffee or lunch with the same people every day, but if you keep this up, your employees will earmark these people as "your favorites."

6. Employees want their manager to manage them. Friendly behavior is great, but it shouldn't be a substitute for good managing. Your employees expect you to deal with poor performers at work. You need to demonstrate that you won't tolerate poor performance. If you're fair and decisive, your good performers will give you their hard-earned respect and best effort.

7. Don't hold on to information, rather communicate, communicate, communicate. When you're on an airplane and it encounters turbulence or the flight is delayed, you want to know what's happening. Not knowing makes you nervous. Employees also want to know what's happening — what's causing the bumpy ride. If people don't understand, then anxiety mounts, trust declines and rumors fly. The next thing you see is morale plummeting and work not getting done. That's why ongoing communication is so important.

Management Success Tip

Understand your role had changed. You are now in charge tasked with getting work done through others. You must move from doing to delegating; from being liked to being respected; from holding on to letting go; from knowing all the answers to getting input from others.

Make Sure You Supervise Yourself

The job can be stressful and it can be tempting to continue to focus on the job and your employees. However, there is an old saying that you can't effectively lead others, unless you can first effectively lead yourself. That means:

- Monitor your work hours -- If it gets to be an average of 55 hours per week or more, than start finding other activities outside of work that are at least as rewarding. No one on their death bed says, "I wish I had worked harder."

- Recognize your own signs of stress -- Are they increasing irritability? Fatigue? Drinking alcohol? Confusion and frustration? Aches and pains? Warnings from friends and colleagues?

- Get a mentor or coach -- They can be invaluable when you consider that your health is priceless. It doesn't matter how much your boss compliments you if your family and body are paying the price.

- Learn to delegate -- That is one of the most important skills for any supervisor. Effective delegate decreases your workload while expanding the opportunities for learning among your employees.

- Communicate as much as reasonable -- That is one of the best antidotes to loneliness and fatigue. Be honest with your friends and family about how you are feeling and what you want.

- Know what's important versus what's urgent -- If you take care of the important things, then the urgent ones go away. For example, attend to proactive planning about the future rather than reactive responses to surprise and crises.

- Recognize accomplishments -- That can be one of the biggest satisfactions and motivators, not only for yourself, but for the employees who work for you.

How Can You Develop Your Supervisory Skills?

You can improve your skills in a rather informal approach or in a carefully designed and systematic approach. The latter is often referred to as a supervisor development program. Here are guidelines for either approach.

Self-Check -3	Written Test

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

I. **Answer the following question as directed bellow each contain (2%)**

1. _____ is refers to one's immediate superior in the workplace, that is, the person whom you report directly to in the organization.

2. Supervisors typically are responsible for_____and _____

3. .Supervision often includes
_____,_____,_____,_____,_____and _____

4. Mention Typical Roles in Supervision

   5. Employee performance management includes _____and _____.
   6. Mention variety of different styles in implementing a performance management process.
   7. _____ refers to the cycle of activities to enhance the performance of a team.

Answer the following question!

Note: Satisfactory rating8 and 14points   Unsatisfactory below 8 and 14 points

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

Score = _____
Rating: _____

Answer Sheet

Name: _____   Date: _____

Keeping informing of team members of any changes

Introduction

Providing staffers with constructive feedback can help improve overall performance and productivity. It can also create an effective channel for communication and help employees increase skills and knowledge, improving job satisfaction and reducing turnover. The way feedback is structured and delivered can have an impact on its effectiveness.

Feedback helps you determine whether improvements are needed to future arrangements, whether the type of training and development should be offered to other staff members, and how cost-effective the training was. The information received from feedback can guide you in planning future learning activities.

Effective employee feedback is specific, not general

To provide specific feedback, for example, say, "The report that you turned in yesterday was well-written, understandable, and made your points about the budget very effectively." Don't say, "Good report." This statement is too general for the employee to use the information to improve.

Useful feedback always focuses on a specific behavior

You want to specifically identify the behavior in need of improvement not on a person or their intentions. (When you participated in competing conversations during the staff meeting, while Mary had the floor, you distracted the other people in attendance. As a result, Mary's point was partially missed.)

The best feedback is sincerely and honestly provided

People will know if they are receiving feedback for any other reason. Most people have internal radar that can easily detect insincerity. Keep this in mind when you offer feedback. Successful feedback describes actions or behavior that the individual can do something about..

Provide feedback close to the event

Whether the feedback is positive or constructive, provide the information as closely tied to the event as possible. Effective feedback is well-timed so that the employee can

easily connect the feedback with his actions. Having to remember a few days later is not ideal.

Self-Check -4	Written Test

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

I. **Answer the following question as directed bellow each contain (2%)**

1. what is the purpose of Providing constructive feedback

2. The way feedback is structured and delivered can have an impact on its effectiveness.(True, False)

Answer the following question!

Note: Satisfactory rating 3 and 5 points   Unsatisfactory below 3 and 5 points

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

```
Score = _____
Rating: _____
```

Answer Sheet

Name: _____   Date: _____

Information Sheet 5- Monitoring team members operation to meet employer/ client need

Monitoring team members operation to meet employer/ client need

monitoring and evaluation

The terms monitoring and evaluation are sometimes used together because some of the content and methods are the same. However, they are conducted for different reasons and purposes.

Monitoring is concerned with progress. It aims to ensure that the program is functioning as planned. Through regular monitoring, we can see whether the program is on the best path to success. When people monitor, they collect information that acts as feedback for both managers and participants.

Evaluation aims to assess program performance.

 It allows us to look at the results of the things we are doing, and make sure they are effective and correspond to our targets and goals. Evaluation is the collection and use of information to make decisions about program outcome, process or system.

Effective evaluation is part of an accountable, professional and ethical public service. It is fundamental to good governance, good practice and good management.

To individuals

Evaluation provides individual learners with the opportunity to give feedback to their trainers; perhaps this is most useful when it is gathered early on in the process so that they can benefit from any resultant adjustments.

Individuals in subsequent cohorts can also benefit from the evaluation process if feedback is acted upon for the benefit of the program. This relies on individual learners taking the time to actively engage in the evaluation process and to provide honest feedback in the most relevant areas. Learners may also be able to benefit from the evaluation process if they are members of particular professional bodies which require reflective evidence of continuing professional development (CPD).

To trainers/facilitators

Evaluation data may be used as a performance indicator which justifies the existence of a training department and/or investment in trainers. Independent trainers may also depend on their feedback to gain future business and/or to engage with potential new clients as an indicator of the quality of their provision and delivery. Trainers or facilitators can also benefit from evaluations so that they can update or amend it accordingly; this may be particularly useful if they are working in specific sectors or types of organization.

The purpose of evaluation

The purpose of evaluation and state that it has the following four objectives:

I. Assess if intended learning and development objectives have been met
II. Continuous improvement of learning and development
III. Assess whether resources are used wisely
IV. Assess the value for money of the learning and development

From these four options organizations may decide to address all of them or concentrate on some of them. For example, many organizations do not have the resources to be able to assess the value for money of the learning and development so may focus more on the other three objectives. Other issues that may impact on the extent to which programs are evaluated are:

- The size of the organization
- The availability of expertise to generate evaluation frameworks and subsequently analyze the data provided by learners
- The objectives of specific training programs – in some cases the focus may be almost exclusively be on ensuring that the program-specific objectives have been met.

The original four objectives shown above were to include the following purposes:

❖ To determine success
❖ Assess if objectives have been achieved

- ❖ Make improvements
- ❖ Ensure quality
- ❖ Ensure accountability
- ❖ Meet external requirements
- ❖ Account for activity
- ❖ Assess value or merit
- ❖ Assess risk
- ❖ Justify investments
- ❖ Facilitate decisions whether to continue/discontinue the activity
- ❖ Ensure appropriateness and alignment
- ❖ Identify strengths and weaknesses

Teamwork and Team Building

Teamwork: Concept of people working together as a team

Team Building: Process of establishing and developing greater sense of collaboration and trust between team members

Benefits to Organizations

- ❖ Better problem solving
- ❖ Enhanced creativity
- ❖ Increased productivity
- ❖ Improved quality
- ❖ Better morale
- ❖ More effective decisions

Benefits to Individuals

- ➢ Responsibility is shared
- ➢ Rewards and recognitions are shared
- ➢ Members can influence each other
- ➢ Everybody experiences a sense of accomplishment
- ➢ Work is less stressful

Need for Team Building

- ▪ Joining a new team and immediately expecting to get along is not natural
- ▪ We have evolved to work and live in closely-knit static societies
- ▪ Sudden need to get along causes stress

How do Teams Work Best?

- • Teams succeed when members prove:
- • Commitment to common objectives;

- Defined roles and responsibilities;
- Effective decision making systems, communication and work procedures;
- Good personal relationships.

Good Team Characteristics

Everyone participates actively and positively.

Team goals are understood by everyone.

Individual members think hard about creative solutions to the problem.

Members are carefully listened to and receive thoughtful feedback.

Everyone takes initiative to get things done.

Each team-mate trusts others' judgments.

The team is willing to take risks.

A Good Team Member…

Works for consensus on decisions

Shares openly and authentically

Involves others in the decision-making process

Trusts, supports, and has genuine concern for other team members.

"Owns" problems rather than blaming them on others

Attempts to hear and interpret communication from other's points of view

Common Team Problems

Overbearing or dominating participants

Unquestioned acceptance of opinions as facts

Rush to accomplishment

Wanderlust: digression and tangent

Feuding members

Disconnected members

Team Morale Depends on…

Support

Resources

Communication

Personalities

Team Building Feature

Trust

Participation

Shared value

Listening to understand

Shared reasoning/ advocacy

Conflict solution

Stakeholder input to decision making

Cooperative partnership

Mutual respect

Cooperation

Team Building Ground Rules…

Immediately bring relevant information to team

Involve all team members in discussion

Clarify decision making process

Agree on how to deal with conflict openly and responsively

Encourage innovation and risk taking ideas

Decide how to deal with ground rule violation

Team Development Stages

Forming   **Storming**   **Regulating**   **Performing**   **Adjourning**

Forming

Team learns of opportunities and challenges, agrees on goals and begins to tackle tasks

Team members behave independently. They

may be motivated, although they are usually relatively uninformed of team objectives

Team members are on their best behaviors' but very focused on themselves

Supervisors need to be directive

Storming

- Ideas compete for consideration
- Team members open up and confront each other's ideas
- Can be contentious and unpleasant
- Tolerance among team members is required
- Supervisors direct and guide decision making

leading small team

Regulating

Members adjust behaviors' to make teamwork natural

Team agrees on rules, values, professional behaviors', shared methods, and working tools

Team members begin to trust each other

Motivation grows

Team may lose creative edge

Supervisors are more participative

Team members take responsibility in decision making

Performing

Team functions as a unit to get the job done smoothly and effectively without conflict or supervision

Team members become interdependent, motivated and knowledgeable and take decisions without supervision

Supervisors participate with team in decision making

Changes in leadership may revert to earlier stages

Adjourning Stage

Team Members

Become concerned about impending dissolution

Feel loss or sadness about ending the project and separating from the team

May deny feelings by joking or expressing dissatisfaction

May have strong positive feelings on the team's accomplishments

Self-Check -5	Written Test

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

I. **Answer the following question as directed bellow each contain (2%)**

1. Monitoring is concerned with progress. (True, False)

2. mention aims of monitoring

   2. When people monitor, they collect information that acts as feedback for _____and_____
   3. Evaluation aims to assess program performance. . (True, False)
   4. Explain the purpose of evaluation
   5. Evaluation is the collection and use of information to make decisions about program outcome, process or system. (True, False).
   6. Effective evaluation is part of an accountable, professional and ethical public service. . (True, False)
   7. It is fundamental to good governance, good practice and good management. (True, False)

Answer the following question!

Note: Satisfactory rating 9 and16 points   Unsatisfactory below 9 and 16 points

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

Score = _____
Rating: _____

Answer Sheet

Name: _____   Date: _____

Providing follow up communication affecting the team

First, consider perhaps the simplest communication to understand: a face-to-face business meeting. In such a meeting, a few key things need to be communicated.

Communication: What is the current situation, and what actions are the attendees expected to accomplish?

Expectation: When do we expect those things to be done?

If we don't have any expectations of when things are going to happen, you can be sure that one or more parties will answer the question with "whenever". Either that, or they'll give more attention to things that do have a timeframe in which they have to be finished, and those other things will get precedence.

Follow Up: When are we going to meet again, even if (especially if) these things are not done on time**?**

This last is key, and often forgotten. The answer should never be "When I hear from so-and-so," unless you really have no interest in when it gets done. If you do not have a meeting on the calendar, or a reminder that will come up, or an open "objective" or "task" on your list waiting to be closed out, then the pace of your objectives, if they have a pace at all, is out of your hands.

If you have ever worked with me (or even just know me socially) you might notice that when saying goodbyes I almost always end with "I'll talk to you Saturday" or "We'll get back together Tuesday if I don't talk to you sooner" or "I'll look for your email and give you a call tomorrow." This has become a habit, but it's not accidental. Setting expectations for follow up is key to ensuring that the follow up happens at all.

Implementation

Nowadays, though, especially for us, communication is not often in a formal, face-to-face meeting. We communicate via text message, instant messaging, email, phone calls, voicemail, online meetings, and more. In effect, we have dozens of these

"meetings" going on at once, a little at a time. Let's consider how these key components play out in this environment.

Expectation

When we're communicating via all of these channels, with dozens of people at a time, it's critical that everyone, including both yourself and the recipient(s) knows when to expect a response.

Often, this can be interpreted as rushing the other person. Make clear that that isn't the case (unless, of course, it actually is). I often tell people, "I don't want to rush you, but I just want to know when to expect this, so I can schedule accordingly. I want to be ready when you are." Even if (especially if) it's going to be a long time until you hear back or get results, you want to know when to schedule a follow up, to be sure the response actually comes. People get busy, and have other priorities and commitments. You need to be able to schedule a time, after which you know you should be concerned if you haven't heard back (more on that shortly).

The same is true with setting expectations about follow up and follow through. You don't always have to be fast to be effective. If you're already busy, let things stretch out a bit and don't rush the other parties. If you really need something done quickly, be clear about that, too. Whatever the pace, though, be sure everyone knows what that pace is, so they can plan accordingly.

Follow Up

Once you find out what the expected response time is, don't just make a "mental note". Make a real, honest-to-God note that you're actually going to see when that time arrives. If you've got your next meeting set, put it on the calendar. If you're waiting on someone else, create a "task" or "objective" or set a reminder. Make sure that if you don't hear back, you're not going to just forget the whole effort.

Team Meetings

Meetings are an effective way to bring people together to increase communication effectiveness, collaboration and to achieve results.

Meetings result in far more effective communication than either email or teleconferences. This is true because 55% of the meaning and feeling associated with a message is delivered through facial expression and non-verbal signals.

Email is effective in communicating only 7% of the true meaning and feeling of a message and teleconferences communicate only 38%. Discover Effective Team Meetings

Self-Check -6	Written Test

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

I. **Answer the following question as directed bellow each contain (2%)**

1. _____ are an effective way to bring people together to increase communication effectiveness, collaboration and to achieve results.

2. Meetings result in far more effective communication than either email or teleconferences.(True, False)

3. 55% of the meaning and feeling associated with a message is delivered through _____-and _____.

4. Email is effective in communicating only _____% of the true meaning and feeling of a message

5. _____ communicate only 38%. Of message

Answer the following question!

Note: Satisfactory rating 6 and 10 points   Unsatisfactory below6 and 10 points

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

| Score = _____ |
| Rating: _____ |

Answer Sheet

Name: _____   Date: _____

Completing all relevant documentation

Effective documentation

Almost every document that exists as a standalone unit must have a title that accurately represents its contents in a nutshell. It's the first thing a reader looks for to understand what a document is all about and should thus be easily found centred at the top of the first page of any small document, and prominently placed on the cover of larger documents. Though some documents represent exceptions to this rule (e.g., business letters lack titles, and many lack subject lines), any document that brings with it the expectation of a title but omits it is like a grotesquely decapitated body; readers just won't know what to make of it. Even emails and memos have titles in the form of subject lines In whatever document you find it, a title's following characteristics make it essential to your reader's understanding of the whole:

- **Topic summary:** A title is the most concise summary possible of a topic while still making sense. If you glance at a news website or newspaper, for instance, you can get a reasonably good sense of what's going on in the world just by reading the headlines because they are titles that, in as few words as possible, summarize the narratives told in the articles that follow.

- **Conciseness:** Aim for a length in the 2- to 7-word range—something that can be said repeatedly in one short breath. One-word titles are appropriate only for art (e.g., for books, films, songs, albums, etc.), but most other professional documents use a reasonable number of words to give a sense of the topic, albeit streamlined to the point of having no words that don't absolutely need to be there. In scientific papers, titles can be quite long and carry plenty of detail, though you can expect that their audiences will rarely pronounce the full title.

- **Capitalization:** Capitalize the first word no matter what, as well as all major words (nouns, verbs, adjectives, adverbs, pronouns, etc.) thereafter.

- o　　　Don't capitalize prepositions (e.g., on, to, from, in, out, of), conjunctions (and, but, or, for, nor, so, yet), nor articles (the, a, an) unless they're the first word of the main title or subtitle (Darling, 2014a, 2014b, 2014c).
- o　　　When including a hyphenated word (i.e., with a compound-modifier hyphen), leave the second word, the one immediately following the hyphen, lowercase (see the first two examples in the titles listed at the end of this subsection).

- **Structure:** Use a noun, verb, or adjective phrase rather than a complete sentence.
  - o　　　**Main title:** If your title comes in two parts with a main title and subtitle, the main title establishes the general context of the topic, perhaps with catchy or clever phrasing, and ends with a colon (:) with a single space after it but none before.
  - o　　　**Subtitle:** The subtitle follows the main title with a more specific and detailed summary of the document topic.

- **Position:** Centre the title at the top of the page and include 1-2 empty lines below it to separate it from the opening text.
- **Typeface:** Use bold typeface to help draw the eye towards the title, as well as colour if appropriate.

Headings and subheadings

After the main title of a document, using headings and subheadings as titles for sections and subsections helps guide the reader around a document's breakdown of topics. Especially in reports, headings and subheadings that stand out in bold typeface flush (or close) to the left margin and follow a consistent numbering system, exactly as you see in this textbook, help a busy reader quickly locate any specific content they seek. Even a routine email that covers a topic in so much detail that it could be internally divided—without being so big that its content should just go into a document attachment—would benefit from bolded headings

If your drafting process follows the guide in this chapter, then you would have already drafted your headings and subheadings (and possibly numbering if necessitated by the size of the document) in your outline The drafting process of fleshing out that outline may suggest tweaks to those heading and subheading titles. As titles, headings must be properly phrased and capitalized like main titles

When using a word processor such as Microsoft Word, you can achieve additional functionality by using "true headings." From the Home menu tool ribbon, heading styles are available as options in the Styles section. If you prefer to design your own styles of headings, you can click on the downward triangle at the bottom right of the style examples field and select "Create a Style." Doing this allows you to see your entire document at a glance on the left and quickly jump to any section you wish by clicking on the Navigation Pane checkbox in the Show section of the View menu tool ribbon (or Alt + w, k), then clicking on the heading for the section you want. This is especially useful in larger documents like reports. Additionally, using such headings makes your document accessible to audiences with assistive technologies such as screen readers .

FONT

Font selection is an important consideration because it determines how the audience will receive a document. Font involves decisions concerning the style of type, size, and even colour. Consider the following:

FONT TYPE

Writers considering typeface must choose between two major style categories depending on how they would like to accommodate their reader. **Serif fonts** like **Times New Roman** and **Garamond** have little perpendicular crossline "feet" or "hands" at the ends of letter strokes, as well as variable thickness in the strokes themselves depending on their horizontal/vertical or curving position, which altogether help readers distinguish between similar letters or combinations of letters, such as m and rn, which almost look like the same letter in a non-serif font. Serif fonts are ideal for printed documents, especially those with smallish font sizes such as newspapers. Without serifs, **sans-serif fonts** like **Arial** (the one used in this textbook) or **Verdana** achieve a more clean and

modern look, especially on computer screens where serif fonts appear to whither away at the thin part of the stroke and are thus harder to read. In the appropriate format, all the fonts mentioned above make a document look respectable. **Comic Sans**, on the other hand, is appropriate for documents aimed at children, but undermines the credibility of any professional document, such as when the unfortunate choice to use it when reporting CERN particle physics discoveries became more newsworthy than the discoveries themselves .

Anticipate that audiences might care about font choices, especially if the font clashes with the content like the example above. To anyone who considers the effects that fonts have on an audience, even going with the Microsoft Word default font of **Calibri** has its dangers because it comes off looking lazy, being the non-choice of those who never consider the importance of font. At the other extreme, digging around for and using exotic fonts for a document is risky because they can look flakey, such as **Papyrus** or Copperplate (Butterick, 2013). Even if they look nice, however, the receiver opening the document on the other end may not have that font in their word processor program, requiring that program to substitute it with another font, which may look worse or mangle layouts arranged around that font. The safe bet, then, is always to go with familiar, respectable-looking serif or sans serif fonts like those identified at the top of this subsection.

 FONT SIZE

Size is another important consideration because readers depend on text being an ideal "Goldilocks" size for readability and are frustrated by font sizes that are bigger or smaller than that. In a standard written document, for instance, a 12-point Arial or Times New Roman is the Goldilocks size. If the MS Word default size when you open a blank document is 11-point, it's worth increasing it for the sake of those who have slight visual impairment. Increasing the size much past 12-point has a similar effect as using the Comic Sans font type: it makes your document appear to be targeting an audience of children. Of course, situations where you want to increase the font size abound, such as for titles on title pages so that the eye is drawn immediately to them, and any time readers are required to read at a distance, such as posters on a notice board or

presentation slides. As we shall see in §11.5 below, the ideal font size for bullet points in a PowerPoint is in the 30- to 35-point range, whereas a 12-point font will appear microscopic on a projector screen, if not invisible, from across the room.

Occasions for going smaller with your font size include footnotes in a report or source credits under images in a document or PowerPoint presentation. Decreasing font size to 8-point merely to get all your text to fit into a one-page résumé, however, would undermine the document's purpose because, by frustrating the hiring manager trying to read it, it runs the risk of prompting them to just dump it in the shredder and move on to the next (hopefully reader-friendly) résumé. In such cases, choosing the right font size becomes a major life decision. Whatever the situation, strike a balance between meeting the needs of the reader to see the text and design considerations.

FONT COLOUR

A choice of colour may also enter into document design considerations, in which case, again, the needs of the reader must be accommodated. Used appropriately, a touch of colour can draw the eye to important text. Colouring your name red at the top of your résumé is effective if few or no other elements in the document are so coloured because your name is essentially the title of your document (see §8.2 below). Likewise, colouring the title of other documents is effective if there are no expectations of doing otherwise (some style guidelines forbid colour).

Any use of colour for text must be high-contrast enough to be readable. The gold standard for high-contrast readability is black text on a white background. Grey-on-white, on the other hand, sacrifices readability for stylishness depending on how light the shade of grey is. A light-yellow text on a white background is nearly impossible to read. In all cases, the readability of the text should be considered not just for those with perfect vision, but especially for those who find themselves anywhere on the spectrum of visual impairment (see §4.6.9 on accessibility below). For this reason, colour should always be used to enhance a document that is already perfectly organized without it; never use colour-coding alone as an organizing principle in a document read by anyone other than you because you can never be sure if some readers will be colour blind or

have other visual impairments that render that colour coding useless as a cause for confusion.

BOLDFACE, ITALICS, AND UNDERLINING

Boldface, italics, and underlining serve various purposes in focusing audience attention on certain words. Boldface type is especially helpful in directing audience eyes towards titles, headings, and keywords as you can see at the beginning of this paragraph and throughout this textbook. Highlighting in this way is especially helpful to anyone who is visually impaired in any degree. Of course, overusing boldface undermines its impact, so it should be used sparingly and strategically. Likewise, italics and underlining have very specific purposes that we will look at under the banner of mechanics in §5.4 below.

LINE SPACING

Single-spaced lines are common to most documents because they accommodate the reader's need to dart quickly to the next line to continue reading a sentence. The gap between 1.0-spaced lines is just enough to clearly separate one line from another so the hanging elements at the bottom of letters like j and g don't interfere with the tops of uppercase letters on the line below. Some documents such as academic manuscripts are double-spaced to give readers, who are usually the instructors or teaching assistants grading them, enough space to write comments and editorial marks between the lines. Because doubling the line spacing also doubles the number of pages in a print version, avoid double-spacing documents for audiences who don't explicitly require it.

Frustratingly, some word processors such as Microsoft Word open blank pages with line spacing values other than single (1.0) spacing as their default setting, such as 1.08 or 1.15. In such cases, a couple of adjustments are necessary if you want to single-space a document you're writing from scratch. Make these adjustments as soon as you open a blank page or by highlighting all (ctrl. + a) if you've already started. In MS Word's Home menu:

1. Click on the Line and Paragraph Spacing icon that has four lines representing text with two blue arrows on its left side, one pointing up and one down, in the Paragraph section of the Home menu ribbon (or just type the Alt + h, k keys).

2. Select 1.0 from the dropdown menu or Line Spacing Options from the same to open the Paragraph control panel and select Single from the Line Spacing dropdown menu in the Spacing section.

3. Perform the same two steps as above to get the Line and Paragraph Spacing dropdown menu and select Remove Space After Paragraph or, from the Paragraph control panel, click on the "Don't add space between paragraphs of the same style" checkbox and the Okay button at the bottom to apply the style.

The third action above prevents MS Word from adding a full line of space every time you hit Enter at the end of a line. When typing address lines for a letter without the "Don't add space" checkbox ticked, for instance, the default line spacing will continue to look like double spacing even if you set the line spacing to single.

Justification should ideally be left as the default left-aligned or "Left-justified / ragged right." This means that all lines are flush to the left margin and the lines end wherever the last full word fits before the right margin sends (or "wraps") the next word down to the next line, making each line vary in length so the right margin looks "ragged," as you can see throughout this textbook. This is usually preferable to "justifying" both the left and right edges of the text so that they align perfectly along both the left and right margins, as in the paragraph below. While this may look clean like newspapers often do with their columns, it does so by adding space between the words within each line, and since every line varies in length without justification, every line with it will vary in the amount of space added between words. Some lines that would be short without justification look awkward with it because the space between some words is greater than the span of small words.

To fix the "hockey teeth" gaps resulting from justification such as what you see in parts of this paragraph, turn on hyphenation in MS Word via the Layout tool ribbon: select Automatic in the Hyphenation dropdown menu in the Page Setup section. This

automatically adds hyphens between syllables of long words whose size and position at the end of a line would otherwise send them entirely to the beginning of the next line, decreasing the number of words in the line above and increasing the gap between each. If working in a company document template with justification, keep the justification throughout to be stylistically consistent with other documents produced in that template and ensure that the hyphenation is turned on (unlike this paragraph). Otherwise, left-aligned text is perfectly fine and may even help readers find their place if they lose it momentarily compared with the uniform brick-wall effect of justified text seen here.

To fix the "hockey teeth" gaps resulting from justification such as what you see in parts of this paragraph, turn on hyphenation in MS Word via the Layout tool ribbon: select Automatic in the Hyphenation dropdown menu in the Page Setup section. This automatically adds hyphens between syllables of long words whose size and position at the end of a line would otherwise send them entirely to the beginning of the next line, decreasing the number of words in the line above and increasing the gap between each. If working in a company document template with justification, keep the justification throughout to be stylistically consistent with other documents produced in that template and ensure that the hyphenation is turned on (unlike this paragraph). Otherwise, left-aligned text is perfectly fine and may even help readers find their place if they lose it momentarily compared with the uniform brick-wall effect of justified text seen here.

LISTS

Another technique that helps the reader skim and easily find sought-after content is numbered or bulleted lists for a series of discreet but related items. Whether you use numbered or bulleted lists depends on your organizing principle:

leading small team

Use Numbered Lists for a:	**Use Bulleted Lists for:**

An unprioritized collection of related points	Step-by-step **procedure** such as a set of instructions
Sentences under a heading in an email or note-form points on a presentation slide (e.g., PowerPoint) for easier readability	Description of a **chronological sequence** — a series of events unfolding in time
	Rankings that arrange items in priority order

You've seen numbered and bulleted lists used throughout this textbook (e.g., the two bulleted lists immediately above and a numbered one in the section prior to this). Whichever list type you use, ensure each has the following:

- A **sentence or phrase** introducing and explaining the list and ending with a colon (see Colon Rule 1 in Ch. 5 below) before delivering the list immediately below it as you can see in the sentence that introduces this list
- **Capitalization** of the first letter in each point
- **Periods** ending each point only if it is a complete sentence on its own, whether it be in the declarative, imperative, or any other mood (see Table 4.3.1 above); a list of nouns or noun phrases, on the other hand, doesn't end in periods
- **Parallelism** in the sense that each point in a list follows the same grammatical pattern, such as only full sentences, only noun phrases, or only verb phrases (or imperative sentences; recall Table 4.3.1 for more on imperative sentences); for instance, each point in the three bulleted lists in this section (including the present one) is a noun phrase (i.e., it begins with a noun) and the numbered list in §4.6.4 above, as a step-by-step procedure, is a sequence of imperative sentences (i.e., each begins with a verb: "Click," "Select," "Perform").

The need for parallelism extends also to lists within a sentence.

Visual aids

The cliché that a picture is worth a thousand words holds true because images are excellent aids to understanding when placed near the messages they illustrate. Just as the visual elements in this textbook support and reinforce the content, such as those in §4.6.4 above, so photos, graphics, charts, and graphs provide readers something that can be understood and remembered at a glance—as long as those visuals are used appropriately. Of course, the main criterion for usability is if the image helps the reader understand the text better. If the image is complementary, it can only help. If it is unnecessary, confusing, or contradicts the text, however, the image isn't worth the time and effort it takes to add it to your document. When considering using an image, ask yourself:

- **Aesthetic considerations:**
  o Does the image look good?
  o Are the colours complementary?

- **Technical considerations:**
  - Is the image resolution of sufficiently high quality?
  - Or is it too pixelated to use?

- **Legal considerations:**
  - Does the image's copyright licence permit or forbid use by others?
  - Am I using the image for educational or commercial purposes?

- **Design considerations:**
  - Is it big enough to see?
  - Is it placed appropriately?

The ideal size depends on the resolution, detail of the content, relative importance, and the use to which the document will be put. The following guidelines help ensure that the images you use will meet aesthetic, design, technical, and legal expectations:

- **Aesthetic guidelines:**
  - Choose images that look like they were produced by professional photographers, illustrators, or graphic designers—the sort you would see in a magazine or professional industry website.
  - Professionals usually produce images with a limited palette of colours that work well together.
  - Use images that are in focus and well-framed with the central image clearly visible rather than too far in the background or so close that important aspects are cropped out.

- **Design guidelines:**
  - An image or graphic that is crucial to the reader's understanding and is highly detailed really deserves to stretch across the text block from margin to margin.
  - An image that is more ornamental and relatively simple can be inset within the text either on the left or right margin, or centred on the page without text on either side.
  - Important images, especially those labelled as figures, must be placed as near as possible to the text they support and even referred to in the text ("See Figure 2 for an illustration of . . .")
  - Ensure that the text and corresponding image aren't separated by a page break if the text is close to the top or bottom of the page. The reader's eye must be able to move between the image and corresponding text in the same field of view to seal their understanding.

- **Technical guidelines:**
  - Screen resolution must be at least 72dpi (dots per inch), the internet standard; anything less than 72 may appear pixelated even on the screen, especially if maximized in size across the page.
  - Images in documents that will be printed should be 300dpi to avoid appearing pixelated on paper.
  - Preferred image file types include JPEG (.jpg) and PNG (.png). The latter includes the possibility of contouring so that the image doesn't necessarily have

to be a square or rectangle. You can make a PNG image file of your handwritten and scanned signature, for instance, by erasing the white background around the pen strokes in Photoshop and saving the image as a PNG. That way, you can drag and drop your signature onto a signature line in an electronic document and it won't block out the line underneath if your signature typically sprawls out over lines.

- **Legal guidelines:**

o   To stay on the right side of copyright legislation, searching online for images that are free to use is easy by including licensing status in an advanced Google Image search. From the Google Images search screen:

1.   Click on the Settings spring-up menu at the bottom right.

2.   Select Advanced Search.

3.   Scroll down and click on the "usage rights" dropdown menu at the bottom.

4.   Select "free to use or share" or whatever licensing status suits your purposes.

o   Otherwise, you can acquire the right to use images for commercial purposes by purchasing them from stock photo vendors such as Getty Images, Adobe Stock, or Shutterstock.

With modern word processors, placing an image is as easy as dragging and dropping the image file from a folder into a document (or copying and pasting). Sometimes you will need to be a little craftier with capturing images, however. For instance, if you need to capture a still image of a YouTube video to use as an image such as you see near the end of §4.3.4 above, you can pause the video at the moment you would like to capture and use your computer's screen-capturing program to get the image.

- On a Windows-based computer:

1.   Open the included Snipping Tool (Microsoft Support, 2017) to turn the cursor into crosshairs.

2.   Click and drag the crosshairs to select the desired portion of the screen for capturing; when you release the cursor, the captured image will open immediately in the clipboard. Ensure that you've included only the elements necessary, rather than the whole screen, plus a short span of margin on each side.

3.   Save the image in a folder from the clipboard or add it directly to the document by switching immediately to the document window (Alt + tab) and pasting it (ctrl. + v) wherever you've placed your cursor.

- On a Mac, use Shift + Command + 4 and use the crosshairs to select the desired portion of the screen (Apple Support, 2017).

Once your image is in your document, use the layout options to place it where appropriate. Clicking on it may produce a layout icon near the top right that you can click on to open the dropdown menu (alternatively, you can right-click on the image and select the Wrap Text option from the dropdown menu). The default setting left-justifies the image and displaces the text around where you put it, but other layout options allow you to place it elsewhere on the page so that your text wraps around it ("Square," "Tight," or "Through") or so that text doesn't move around it at all ("Behind" or "In front of text"), which gives you the freedom to move the image anywhere.

Nteractive elements

Another aid to understanding that can benefit readers of an online or electronic document is a weblink that provides them with the option of accessing other online media. Hyperlinking is easy in modern word processors and online applications such as websites and email simply by highlighting text or clicking on an image and activating the hyperlinking feature. Press the control and k keys simultaneously (Ctrl + k), paste the web address into the URL field (copy it by clicking on the web address bar or keying Alt + d, then Ctrl + c), and hit the Okay button (Microsoft Office Support, 2016). Users prefer links that open new tabs in their browser rather than take them away entirely, so seek out that option when hyperlinking.

Balancing text and whitespace

Another consideration that helps a reader find their way around a page is the balance of text and whitespace, which is simply a gap unoccupied by text or graphic elements. The enemy of readability is a wall of text that squeezes out any whitespace, whereas a well-designed document uses whitespace to usher the reader's eyes towards units of text. Whitespace margins frame the text in a document, for instance, as well as give readers something to hold on to so that they don't cover up any text with their thumbs. Margins should be 3cm or 1″ (2.54cm), which are the default margin sizes in most word processors' (e.g., Microsoft Word's) blank 8.5″x11″ document. Margins also focus attention on the text itself, which makes any crowding of the margins an offense to good design. An attempt to cram more information into a one-page résumé by edging further and further into the margins, for instance, follows the law of diminishing returns: the hiring manager might take your sacrifice of the document's readability as a sign of selfishness—that you place your own needs above that of your audience, which suggests you would do the same to the customers and management if it suited you

Accessible, aoda-compliant documents

The Accessibility for Ontarians with Disabilities Act (2005) sets out guidelines for how workplaces can help people with disabilities, including accommodations that extend to document design. Many of the recommendations covered in the sections throughout §4.6 above, such as font size and colour, are justified as accommodations to people with even mild visual impairment. Someone with colour blindness, for instance, may be confused if you use coloured text alone as an organizing principle, which is why you should use colour only to enhance text readability while using other means of organization such as boldface type. Not only must you accommodate such individuals, but also those whose severity of impairment requires that they use assistive technologies such as screen readers that convert text to automated voice. The more straightforward your text is presented, as well as formatted with "true headings" that a screen reader can identify as headings, the easier a person with a disability can hear and understand your message when it's read out by a screen reader.

Once you are done drafting your document, you can begin to check for any accessibility issues and act on them right away. In MS Word, just to go to File and, in the Info tab,

select the "Check for Issues" button in the Inspect Document section. It will identify accessibility problems in your document as well as suggest fixes (watch the video below for a demonstration). For instance, if you have a photo without alt text, it will prompt you to write a caption by right-clicking on the image, selecting "Edit Alt Text…" from the dropdown menu, and writing a one- or two-sentence description of the image so that users with screen readers will be able to hear a description of the image they can't see very well or at all. See the Creating Accessible Documents resources (Algonquin College, 2013) for more on how to make your documents AODA compliant.

Self-Check -7	Written Test

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

I. **Answer the following question as directed bellow each contain (3%)**

1. Almost every document that exists as a standalone unit must have a title that accurately represents its contents in a nutshell. (True, False)

2. a title's following characteristics make it essential to your reader's understanding of the whole(True, False)

Answer the following question!

Note: Satisfactory rating 4 and 6points   Unsatisfactory below 4and 6 points

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

Score = _____
Rating: _____

Answer Sheet

Name: _____   Date: _____

Answer Key for self-check

Module Title: Leading small team

LO 1- Provide team leadership

:

Self-Check 1	Written Test

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

1. D
2. C
3.   E

Self-Check 2	Written Test

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

1.   True
2.   the context for decision-making empowering employees to get on with their job and provides an understanding of what needs to be done enabling employees to just get on with it.

Self-Check -3	Written Test

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

1. The shift plan, rota or roster (esp. British
2.   considerations of shift overlap, shift change times and

alignment with the clock, vacation, training, shift differentials, holidays, etc.

3. work (W) and free (F) days within a shift system.

4. A notation used often identifies

    day (D),

    swing (S) and

    night (N) shifts for the W days and O (off) for rest days

LO 2 :Assign responsibilities	
Self-Check 1	**Written Test**

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

3. **Explain team responsibility**

➢ Implementer

➢ Coordinator

➢ Shaper

➢ Plant

➢ Source investigator

➢ Monitor/evaluator

➢ Team worker

➢ Completer/finisher

➢ Specialist

Self-Check 2	**Written Test**

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

1.   1. Priority

       2. Skill Sets

       3. Availability

       4. Development

       5. Interest

LO 3- Set performance expectations for team members

Self-Check 1	Written Test

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

1.

- The size of the group.
- Group membership characteristics.
- The stage of its development.
- The task the group has to undertake.
- The kind of organization in which the group is working.
- The group leader.
- Group processes and procedures.
- Group communication

Self-Check 2	Written Test

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

1. **Results** (The goods and services produced by an employee often measured by objectives or standards)

Actions & Behaviors (The methods and means used to make a product and the behaviors and values demonstrated during the process. Actions and Behaviors can be measured through performance dimensions.)

2.

- Setting expectations for your employees is an essential responsibility that many business owners gloss over. Clear employee expectations benefit not only your staff, but your business as a whole.
- managers must communicate, in both speaking and writing, the level of performance they require from each employee in order to receive their desired results.

Self-Check 3	Written Test

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

    4. timely and regular workplace information

    5. True

LO 4- Supervised team performance

Self-Check 1	Written Test

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

  1. regular meetings.

2. purpose of meeting

➢ For making decisions as a team on policy or action.

➢ To help someone in the team or outside it make a decision;

➢ To provide support and help for team members or other people;

➢ To provide information and/ or feedback on progress

➢ To obtain or pool information;

- ➢ To solve a problem;
- ➢ To thrown up new or creative ideas

Self-Check 2	Written Test

.1. informal procedure

2.

- Direct supervisor or advisor
- Director or Associate Director of Human Resources
- Dean or Assistant Dean of Students (for students)
- Ombudsperson
- Appropriate Compliance Coordinator

3. Notice to the respondent (if any) of the behavior and the impact of their behavior on the grievant

   Mediation (see below) agreed upon by grievant and respondent (if any) and conducted by the ombudsperson

Impartial inquiry by an appropriate college administrator or the ombudsperson resulting in recommendations for resolving the problem

   Referral of the grievance to an appropriate administrative officer for assistance in reaching a resolution.

4.   not explicitly defined, documented, or purposefully managed.
5.   formalized

leading small team

Self-Check 3	Written Test

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

1. supervisor
2. their direct reports' progress and productivity in the organization.
3. .conducting basic management skills (decision making, problem solving, planning, delegation and meeting management),

    organizing teams, noticing the need for and designing new job roles in the group,

    hiring new employees,

    training new employees,

    employee performance management (setting goals, observing and giving feedback, addressing performance issues, firing employees, etc.) and

    ensuring conformance to personnel policies and other internal regulations

4. **Typical Roles in Supervision**

    Advocate

    Boss

    Coach

Facilitator

Mentor

Trainer

.

5. Setting Goals

Training Employees

Motivating Employees

Sharing Feedback

Conducting Performance Reviews

Addressing Performance Problems

Terminating Employees

6. Team performance management

Self-Check -4	Written Test

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

1. purpose of Providing constructive feedback

can help improve overall performance and productivity.

It can also create an effective channel for communication and

help employees increase skills and knowledge,

improving job satisfaction and reducing turnover.

2. True

Self-Check -5	Written Test

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

1. True

2. aims of monitoring

to ensure that the program is functioning as planned.

1. managers and participants.
2. True
3. purpose of evaluation

It allows us to look at the results of the things we are doing, and make sure they are effective and correspond to our targets and goals.

4. True
5. True
6. True

Self-Check -6	Written Test

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

1. Meetings.
2. True
3. expression and non-verbal signals.
4. 7%
5. teleconferences

Self-Check -7	Written Test

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

1. True

2. True

REFERENCES

1. Belbin, R.M.(1981)Management Teams: Why They Succeed or Fail, London, Butterworth-Heinemann.
2. Bennett, R. (1994) OrganisationalBehaviour (2nd edn), London, Pitman.
3. Boddy, D. (2005) Management: an Introduction (3rd edn), London, Financial Times/Prentice Hall.
4. Cestone, C. M., Levine, R. E., & Lane, D. R. (2008). Peer assessment and evaluation in team-based learning. New Directions for Teaching and Learning, 2008(116), 69-78. doi:10.1002/tl.334
5. Levi, D. (2017). Group dynamics for teams. Los Angeles, Calif. u.a.: SAGE pp.309-325.
6. BREFI Group. http://www.brefigroup.co.uk/coaching/types_of_coaching.html
7. Business Balls Blog http://www.businessballs.com/coaching.htm
8. Business Dictionary http://www.businessdictionary.com/
9. Institute of Organizational Development https://instituteod.com/15-types-coaching/

AKNOWLEDGEMENT

We wish to extend thanks and appreciation to the many representatives of TVET instructors and respective industry experts who donated their time and expertise to the development of this TTLM.

We would like also to express our appreciation to the TVET instructors and respective industry experts of Regional TVET Bureaus, TVET College/ Institutes, BEAR II Project, Bishoftu Management Institute Center, UNESCO and Federal Technical and Vocational Education and Training Agency (FTVET) who made the development of this curriculum with required standards and quality possible.

This TTLM developed on December 2020 at Bishoftu Management Institute Center.