Ethiopian TVET-System

Irrigation and Drainage Design and Construction Supervision Level IV

Based on Mar, 2017G.C. Ethiopian Occupational Standard

Module Title: Planning and Organizing Work

TTLM Code: EIS IDS4 TTLM 07 20v1

This module includes the following learning guides

LG 17: Set Objectives

LG Code: EIS IDS4 M04 LO1-LG-17

LG 18: Plan and Schedule Work Activities

LG Code: EIS IDS4 M04 LO2-LG-18

LG 19: Implement Work Plans

LG Code: EIS IDS4 M04 LO3-LG-19

LG 20: Monitor Work Activities

LG Code: EIS IDS4 M04 LO4-LG-20

LG 21: Review and Evaluate Work Plans and Activities

LG Code: EIS IDS4 M04 LO5-LG-21

Instruction Sheet 1	Learning Guide -17: Set Objectives

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

- Planning objectives consistent with and linked to work activities
- Stating objectives as measurable targets with clear time frames
- Reflecting support and commitment of team members in the objectives
- Identifying realistic and attainable objectives

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

- Plan objectives consistent with and linked to work activities
- State objectives as measurable targets with clear time frames
- Reflect support and commitment of team members in the objectives
- Identify realistic and attainable objectives

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4” in page 4, 7, 9 and 13 respectively.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self- check 4” -” in page 6, 8, 12 and 14 respectively
5. If you accomplish the self-checks, do operation sheet in page 15
6. LAP Test in page 16

Information Sheet- 1	Planning Objectives Consistent with and Linked to Work Activities

1.1. Introduction to Objectives

An objective is a specific step, a milestone, which enables you to accomplish a goal. Setting objectives involves a continuous process of research and decision-making. Knowledge of yourself and your unit is a vital starting point in setting objective.

An objective describes a change a project, programme or organization wants to achieve or influence. They can be set at many different levels from broad strategic objectives to very specific project objectives. They can range from simple deliverables that are under the control of a project or programme to long-term goals which may be dependent on many different factors

Three types of objectives are commonly used within projects:

- Some objectives are mostly within an organization's control, for example ensuring that people are trained or children inoculated. These usually reflect the outputs (deliverables) of a project or programme.
- Objectives can also be designed to reflect the changes that are hoped for within a project or programmer's lifetime. A project or programme would be expected to have a significant influence over these changes, although they would normally be subject to other influences as well.
- At the other end of the scale, a goal or aim might be a much wider change that is not designed to be achieved within the lifetime of a project or programme, and might depend upon the contribution of many different organizations, as well as external factors.

Objectives can often be set under three headings:

- **Performance and Quality:** The end result of a project must fit the purpose for which it was intended. At one time, quality was seen as the responsibility of the quality control department. In more recent years the concept of total quality management has come to the fore, with the responsibility for quality shared by all staff from top management downwards.

- **Budget:**The project must be completed without exceeding the authorized expenditure. Financial sources are not always inexhaustible and a project might be abandoned altogether if funds run out before completion.
- **Time to Completion:**Actual progress has to match or beat planned progress. All significant stages of the project must take place no later than their specified dates, to result in total completion on or before the planned finish date.

1.2. General Objectives

General objectives are broad and long-term. Specific objectives are short term and narrow in focus. The general objective is met through accomplishing each of the specific objectives. Let's say your general objective it to be a nicer person, they you can break this down (achieve this) into more specific things such as smiling, greeting people, being helpful etc. So you could set you self-specific objectives of smiling at someone 10 times a day, greeting all people you meet before 10 am in the morning and doing one good deed a day. These measurable, specific objectives build towards achieving the General objective.

Example: Tom will increase profits in the lawn care division from ten thousand dollars annually to ten thousand, five hundred dollars by 1/15/2010.

1.3. Specific Objectives

Effective objectives in project management are specific. A specific objective increases the chances of leading to a specific outcome. Therefore, objectives shouldn't be vague, such as "to improve customer relations," because they are not measurable. Objectives should show how successful a project has been, for example "to reduce customer complaints by 50%" would be a good objective. The measure can be, in some cases, a simple yes or no answer, for example, "did we reduce the number of customer complaints by 50%?"

Examples of specific objectives:

- John will increase his monthly customer contacts for 40 to 65 or more by 5/1/08.
- John will circulate 100 promotional flyers in at least 5 new counties by 2/2/09.
- John will make follow up calls to at least 90% of the counties targeted above by 4/1/09.
- John will increase his work hours from 20 to 25 or better beginning 4/1/09

Self Check 1	Written Test

Direction I: Multiple choice items

Instruction: Choose the best answer for the following questions and write the letter of your answer on the answer sheet provided in the spaces provided. Use bold letter. (2 pts each)

1. Select the general objective among the following
   A. I will increase my monthly income for 40,000.00 birr to 65,000.00 birr by 2025.
   B. Misgana will start to build his residence home in Addis Ababa by 2021.
   C. John will make follow up calls to at least 90% of the counties targeted above by 4/1/09.
   D. I will increase profits in my restaurant from 500,000.00 birr annually to 1,000,000.00 in the coming 10 years.
2. ____ is a specific step, a milestone, which enables you to accomplish a goal.
   A. Objective
   B. Goal
   C. Mission
   D. Vision
3. Actual progress has to match or beat planned progress. This is related to:-
   A. Time to Completion
   B. Performance and Quality
   C. Budget
   D. Monitoring works

Note: Satisfactory rating – 6 and above pts Unsatisfactory - below 6 pts

Answer Sheet-1

Name: _____ Date: _____

Multiple Choice Questions

1 _____

2 _____

3 _____

Score = _____

Rating: _____

Information Sheet- 2	Stating Objectives as Measurable Targets with Clear Time Frames

2.1. Measurable and Time bounded Objectives

Objectives should be **SMART**. That means, any objectives should be set as measurable and time bounded. The SMART objectives are defined as:

S - Specific (precise, clear and simple)

M - Measurable (how will we know they have been achieved?)

A - Achievable (is it possible with the resources available? Has anyone done anything like this before?)

R - Relevant-realistic (to provide the purpose, or reason, in terms of organization-wide objectives - this affects motivation)

T – Time framed (deadline and duration - how much time to spend doing it)

To set measureable and time bounded objectives, answer the following questions indicated in table 1.

Table 1: Measurable and time bounded objectives

SMART objective guide	
Measurable	How will I know I have succeeded? How much change needs to occur? How many accomplishments will be taken?
Time bound	What is the deadline for reaching the goal? When do I need to take action? What can I do today?

Examples of measureable and time bound objectives are:

- To construct ***10m long trapezoidal*** concrete lined irrigation channel until ***tomorrow 2:00pm.***
- To remove ***$10m^3$*** of silt from unlined secondary irrigation canal in a ***week.***

Self Check 2	Written Test

Direction I: Short Answer

Instruction: Give short and precise answers to the following questions.

1. Define what SMART objective is (4 pts)
2. Discuss and give examples for measurable and time bound objectives. (4 pts)

Note: Satisfactory rating – 8 and above pts Unsatisfactory - below 8 pts

Answer Sheet-1

Name: _____ Date: _____

Multiple Choice Questions

Score = _____

Rating: _____

Short Answer Questions

1. _____

   _____

   _____.

2. _____

   _____

   _____.

Information Sheet- 3	Reflecting Support and Commitment of Team Members in Accomplishing the Objectives

3.1. The Project Team

The stakeholders that are very obviously quite invested in the project's success are the project team members themselves. These are the folks who are working alongside you to deliver the actual work and, as such, they're essential. Depending on your circumstances, the project team members may herald from different backgrounds and companies, and may have been brought together just for this specific project, or they might comprise an existing team that's been charged with focusing its efforts on this new challenge. Ensuring that you have the right mix of abilities on the project team is key. In addition to how to help your team members work well together, the first step towards harmony is to make sure that they have the skills necessary for the job.

Even though you may not be their line manager, or responsible for their careers, you still need to care about how your team members feel, since this will affect your project. People will always be the most complicated component of any project, so it's crucial that you become adept at understanding them.

While this may seem daunting, the reality is that just by listening to your team and trying to understand where they're coming from, you'll learn almost everything you need to know.

3.2. Orientation of Teams on Objectives

Before assigning workloads for each team members, orientation should be given to all of the team members concerning the objectives of the work plan. All team members should properly know the objectives of the work for effective implementation of the plan. Orientation could be made by team managers. This is made through team charter.

The precise format of team charters varies from situation to situation and from team to team. And while the actual charter can take on many forms, much of the value of the Charter comes from thinking through and agreeing the various elements. Adapt the following elements to your team's situation.

- **Context:** This is the introduction to the charter. It sets out why the team was formed, the problem it's trying to solve, how this problem fits in with the broader objectives of the organization, and the consequences of the problem going unchecked.
    - ✓ What problem is being addressed
    - ✓ What result or delivery is expected
    - ✓ Why is this important
- **Mission and objectives:** This section is at the heart of the charter. By defining a mission, the team knows what it has to achieve. Without a clear mission, individuals can too easily pursue their own agendas independently of, and sometimes irrespective of, the overarching goal.
- **Composition and roles**: -Teams are most effective when:
    - ✓ They have members with the skills and experience needed to do the job.
    - ✓ Team members can bring experience and approaches from different backgrounds.
    - ✓ They have enough people to do the job
    - ✓ They have representation from involved functions, departments, units, or other relevant category of stakeholder

Look to your mission and objectives to determine who is needed on the team to make sure its goals can be accomplished. Once you know who should be on the team, you need to look at what each person will do to support the team in its mission. While this may seem like overkill at the very beginning of team formation, it will help you:

- Match team members to roles.
- Spot gaps in skills and abilities that are necessary for the team to reach its goals.
- Who will be the team leader?
- Who is the liaison between the team and the other stakeholders?
- Who is responsible for what duties and outcomes?

Authority and empowerment: With the roles defined, you now need to look at what team members can and can't do to achieve the mission:

- How much time should team members allocate to the team mission

- How should team members resolve any conflicts between their jobs and the team mission
- What budget is available, in terms of time and money
- Can the team recruit new team members?
- What can the team do, what can it not do, and what does it need prior approval to do

Resources and support available: This section list the resources available to the team to accomplish its goals. This includes budgets, time, equipment, and people. In conjunction with the performance assessments, changes to the resources required should be monitored regularly.

Operations: This section outlines how the team will operate on a day-to-day basis. This can be as detailed or as minimal as the situation warrants. It may be comprehensive and detailed for a long-duration team, or limited to a few bullet points in a team that is expected to have a short life.

Negotiation and agreement: A good Team Charter emerges naturally through a process of negotiation. The team's client establishes the Context and Mission. Objectives, composition, roles, boundaries and resources ideally emerge through negotiation between the sponsor, the team leader, the team, and other stakeholders.

Self Check 3	Written Test

Direction I: Short answer

Instruction: Give short and precise answers to the following questions.

1. What is the element should be adapted to your team's situation during preparation of team orientation? (10 pts)
2. Discuss and give examples of specific and attainable objectives. (4 pts)

Note: Satisfactory rating – 7 and above pts Unsatisfactory - below 7 pts

Answer Sheet-1

Name: _____ Date: _____

Multiple Choice Questions

Score = _____

Rating: _____

Short Answer Questions

1. _____
   _____
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   _____
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   _____
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2. _____
   _____
   _____
   _____
   _____.

Information Sheet- 4	Identifying Realistic and Attainable Objectives

4.1. Realistic and Attainable Objectives

This means that objectives should be set so that a project knows exactly how they can be measured and when to measure them. In theory this enables certainty about whether or how far an objective has been achieved. Clearly, this is much easier to do when setting objectives for a very specific project than for a set of broad strategic objectives. It should be an aspiration for all objectives.

- **Attainable objectives:** Ensuring the required objective can actually be achieved
- **Realistic objectives:** Appropriate to the specific intervention

So, your objective should be achieved actually and appropriate to the specific intervention/situation. It helps you assess the available resource to attain your goal and to prioritize the activities to be delivered to attain your goal.

In setting relevant and attainable objectives, answer the following questions indicated in table 2.

Table 2: Relevant and attainable objectives

SMART Objective Guide	
Attainable	Do I have or can I get the resources needed to achieve the goal?
	Is the goal reasonable stretch for me? (Neither out of reach or too easy?)
	Are the actions I plan to take likely to bring success?
Relevant	Is this worthwhile goal for me right now?
	Is it meaningful to me or just something others think I should do?
	Would it delay or prevent me from achieving a more important goal?
	Am I willing to commit to achieving this goal?

Self Check 4	Written Test

Direction I: Short answer

Instruction: Give short and precise answers to the following questions.

1. Discuss and give examples of realistic and attainable objectives. (4 pts)

Note: Satisfactory rating – 7 and above pts Unsatisfactory - below 7 pts

Answer Sheet-1

Name: _____ Date: _____

Multiple Choice Questions

Score = _____

Rating: _____

Short Answer Questions

1. _____

_____

_____

_____

_____

_____

_____

_____

_____.

Operation Sheet 1	Techniques of Setting Personal SMART objective

The following are the techniques used in setting SMART objectives in planning and organizing irrigation and drainage design construction works using SMART objective questionnaire.

This activity will help you to work out the skill of objective setting. Select a goal you would like to implement and answer the questions below. At the end of the questionnaire, revise your objective: whether it satisfies the SMART rules for setting objective.

Steps: -

Step 1: Write your first draft objective:_____

Step 2: check your first draft objective against the following questionnaire.

- Specific: What will the objective accomplish? How and why will it be accomplished?
- Measurable: How will you measure whether or not the goal has been reached (list at least two indicators)?
- Achievable: Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resorces to accomplish the objetive? Will meeting the objective challenge you without defeating you?
- Results-focused: What is the reason, purpose, or benefit of accomplishing the objective? What is the result (not activities leading up to the result) of the objective?
- Time-bound: What is the established completion date and does that completion date create a practical sense of urgency?

Step 3: Revise and write your SMART objective:_____

LAP Test	Practical Demonstration

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Giving the necessary equipments and PPEs you are required to perform the following tasks ***within 1 hour.***

Task 1: Set your own SMART objective

Instruction Sheet	Learning Guide -18: Plan and Schedule Work Activities

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

- Identifying and prioritizing tasks/work activities to be completed
- Break down tasks/work activities into steps in accordance with set time frames and achievable components
- Assigning task/work activities to appropriate team or individuals in accordance with agreed functions
- Allocating resources as per requirements of the activity
- Coordinating schedule of work activities with personnel concerned.

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

- Identify and prioritize tasks/work activities to be completed
- Break down tasks/work activities into steps in accordance with set time frames and achievable components
- Assign task/work activities to appropriate team or individuals in accordance with agreed functions
- Allocate resources as per requirements of the activity
- Coordinate schedule of work activities with personnel concerned.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4” in page 18, 21, 26, 29 and 33 respectively.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self- check 4” -” in page 20, 24, 28, 32 and 40 respectively
5. If you accomplish the self-checks, do operation sheet in page 43 and 44
6. LAP Test in page 45

Information Sheet- 1	Identifying and prioritizing Tasks/work activities to be Completed

1.1. Introduction to Setting Priorities

Once you know the required time lines and the relative importance of your tasks, you can set priorities. Your day-to-day workload will usually include a variety of tasks. Some tasks need to be completed straight away, such as answering a telephone call. Others, such as filing or data entry, are routine tasks that are done regularly, but may be done at any stage during the day. So, these tasks should be prioritized to use your time efficiently.

1.2. Time Management

Managing your time requires a conscious effort by you each day. Unless you are prepared to get the most out of each day, both at work and at play, then you will always feel that you are trying to catch up.

Table 3: The time management prioritization/2x2matrix

	Urgent	Not Urgent
Important	**I (MANAGE/ DO)** • Crisis • Medical emergencies • Pressing problems • Deadline-driven projects • Last-minute preparations for scheduled activities	**II (FOCUS/ DELAY with deadline)** • Preparation/planning • Prevention • Values clarification • Physical exercise • Relationship-building • True recreation/relaxation
	Quadrant of Necessity	**Quadrant of Quality & Personal Leadership**

Not Important	**III (AVOID/ DELEGATE)** • Interruptions, some calls • Some mail & reports • Some meetings • Many “pressing” matters • Many popular activities	**IV (AVOID/DELETE)** • Time wasters • Viewing mindless TV shows • Trivia, busywork • Some phone messages/ Junk mail • Escape activities
	Quadrant of Deception	**Quadrant of Waste**

Time management is the act or process of planning and exercising your control over the amount of time spent on specific activities, especially to increase your effectiveness, efficiency or productivity. To be good at time management you need to plan your tasks and understand what resources there are around you that can be used to accomplish your specific tasks, projects and goals.

If you become competent at time management and learn to priorities and order tasks, you will find your job less stressful and you will achieve more. Things can become very stressful, unhealthy, inefficient, and demoralizing, when you are not organized. There is nothing quite like having control over your work and being prepared for any problems.

It is a good idea to review your list of priorities about halfway through each day. This gives you a chance to monitor your daily work schedule, set new priorities and make the best use of your remaining time. Regularly review your long-term work schedule, too.

Self Check 1	Written Test

Direction I: Matching items

Instruction: Match items under heading A with items under item b. Use bold letter. (2 pts each)

	A		B
1	Urgent	A	Some phone messages/ Junk mail
2	Not Urgent	B	Deadline-driven projects
3	Not Important	C	Some meeting
4	Avoid/ Delegate	D	Relationship-building
		E	scheduling

Note: Satisfactory rating – 8 and above pts Unsatisfactory - below 8 pts

Answer Sheet-1

Name: _____ Date: _____

Multiple Choice Questions

Score = _____

Rating: _____

1 _____

2 _____

3 _____

4 _____

Information Sheet- 2	Break Down Work Activities into Steps in Accordance with Set Time Frames and Achievable Components

2.1. Introduction

Construction project planning is a method of determining “What” is going to be done, “How” things are going to be done, “Who” will be doing activities and “How much” activities will cost. In this sense planning does not cover scheduling, which addresses the “When”, but once planning is complete scheduling can be done.

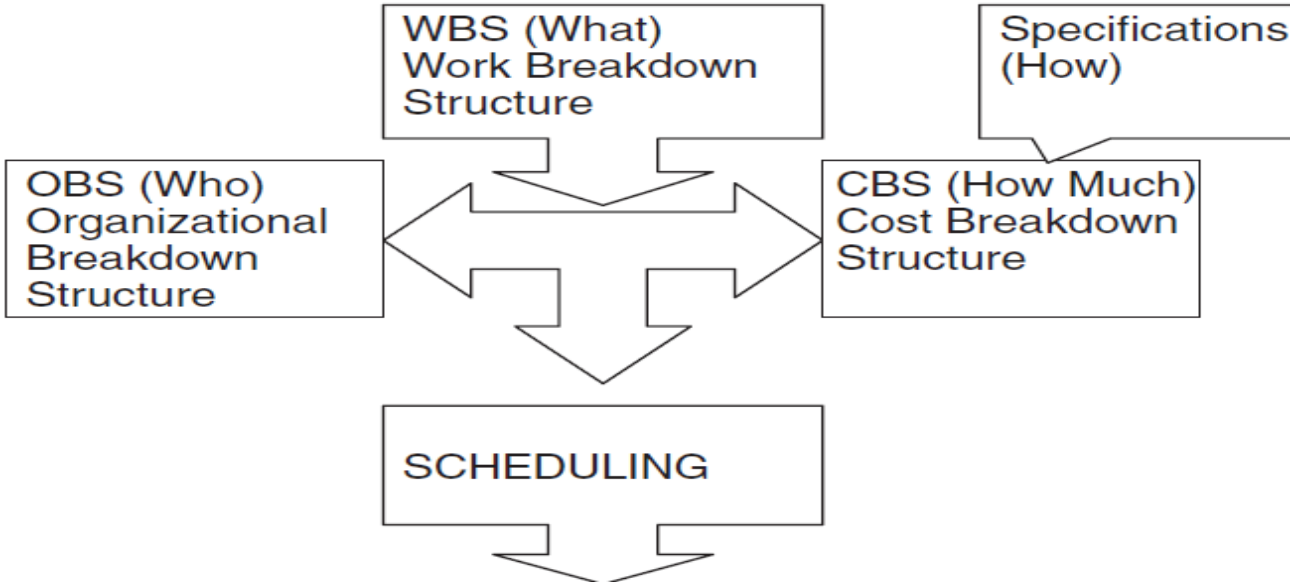

Figure 1: The relationship between WBS and scheduling

2.2. Work Breakdown Structure (WBS)

A deliverable oriented grouping of project elements which organizes and defines the total scope of the project including milestones and deliverables. Each descending level represents an increasingly detailed definition of a project component. Project components may be products or services.

A work breakdown structure is a comprehensive, systematic means of defining project work. It is defined as a deliverable oriented grouping of project elements that organizes and defines the total scope of work within the project.

When projects are simple, consisting of few defined activities, it might be possible for a single person to grasp the total construction effort with little difficulty. The larger the project, the greater the number of activities and higher the level of detail managers have to handle.

After project requirements definition, the first major step in the planning process is the development of the Work Breakdown Structure (WBS). A Work Breakdown Structure (WBS) is a product-oriented family tree subdivision required to produce the end product.

The WBS:

- Provides a framework for organizing and managing the approved project scope
- Helps ensure you have defined all the work that makes up the project
- Provides a framework for planning and controlling cost and schedule information
- It's better to be deliberate about planning than rely on luck!

2.3. Develop the Work Breakdown Structure to Meet the Project Objectives

The work breakdown structure should include:

- **Product/service delivery tasks:** The work required to successfully define, construct and implement a product or service is fully detailed in the Work Breakdown Structure to ensure that all project deliverables can be completed on time and according to specifications;
- **Project management tasks:** Tasks that address Project Management activities (e.g., initiating the project, creating and tracking the project plan, managing the project team, maintaining expectations) are reflected in the Work Breakdown Structure so that sufficient time and resources are allocated;
- **Training tasks:** Training tasks are included in the work breakdown structure so that team members and users receive the appropriate training at the correct times without negatively impacting the project schedule.

To develop the work breakdown structure to the appropriate level of detail:

- Define the tasks and work elements required to complete the project objectives.
- Use a top down approach to identify major components of work which are the highest level or first level Work Breakdown Structure.

- Define each task using both a meaningful verb and a noun
- Identify intermediate deliverables for each major component.
- Break each major component down to an appropriate level of detail.
- Continue to break the work down until a task list is developed which meets the following criteria:
    - ✓ One (and only one) owner can be assigned to each of the lowest level tasks;
    - ✓ Clearly defined outputs are evident for each task;
    - ✓ Quality can be monitored through performance criteria associated with each output;
    - ✓ The tasks communicate the work to be accomplished to the person who is accountable for them;
    - ✓ The likelihood that a task is omitted or work flow forgotten is minimized;
    - ✓ Each task is well enough defined and small enough so that estimates of duration are credible;
    - ✓ The project is broken down to the level at which it will be tracked;
    - ✓ As a general rule, the lowest level tasks should have durations between two and ten days and effort that equates to no more than one-person week;
    - ✓ Low level tasks are detailed enough to estimate cost
    - ✓ For high risk, complex projects, an independent cost estimate can be created by a third party to validate total cost of the project.

Inputs to the creation of the work breakdown structure may include:

- Other team members;
- Work breakdown structures from other projects;
- Other project managers who have performed similar work;
- Previous project reviews;
- Other appropriate groups; and
- Existing work breakdown structure templates.

Self Check 2	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. List Inputs to the creation of the Work Breakdown Structure (4 pts)
2. For which of the projects more levels of detail? (4 pts)
3. Define the following terms (2 pts each)
   A. Project dependencies:
   B. Project Management Tasks:
   C. Training Tasks:
   D. Product/Service Delivery Tasks:
4. Mention purposes of WBS(6 pts)

Note: Satisfactory rating – 8 and above pts Unsatisfactory - below 8 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

1. _____

   _____

   _____.

2. _____

   _____

   _____.

3. _____

   _____

   _____.

   _____

   _____

   _____.

   _____

   _____

   _____.

   _____

   _____

   _____.

4. _____

   _____

   _____.

Information Sheet- 3	Assigning Task/Work Activities to Appropriate Team or Individuals in Accordance with Agreed Functions

3.1. Definition of Terms

Allocation: basically it is about delegating workloads to the team members in a manner making best use of the available resources.

Capabilities of team member: he has all powers and instruments to effectuate the allocated work dynamically, seamlessly and on-time.

Interests of team member: he feels enthusiastic and motivated about the assignment. He has no pressing competing tasks preventing him from being effective.

Ambitions of team member: he is ready to reveal his talents, ideas and strength on this job.

Competency: includes a range and depth of professionalism making a person capable of doing certain works. When a person is competent to do certain job, this means he/she possesses the required scope of skills, expertise and knowledge satisfying the requirements for completing that work. Weighing competency of employees is what often done when allocating work in the team. This conception may usually imply the following sub-qualities:

Accountability: moral strengths making a person reliable and accurate.

Authority: managerial value enabling a person to make decisions, be followed, and act on certain matters without additional permissions.

Responsibility: current scope of duties conditioned by formal position and job description.

3.2. Assigning Each Task to an Individual

Assign one owner to each of the lowest level tasks. The owner is responsible for defining task completion criteria, determining who should participate in the tasks and ensuring that the task completes successfully.

From the perspective of the team, consider the following for each potential owner:

- Individual capabilities;
- The accuracy of their work;
- The potential for creativity;
- Past experience;
- Who could back up whom on what;

- Conflicts; and
- Individual work styles (solo vs team).

3.3. Assigning Works to Teams

To facilitate the job, work assignments should be explained and clarified to all team members. This helps to avoid compliance of team members on work load.

Effective team work allocation should be:

- **Fair**– nobody in the team wittingly is appointed to some work which he cannot accomplish due to some objective conditions.
- **Equal**– portions or types of workloads are allocated equally, so nobody in the team appears just overwhelmed with excessive tasks.
- **Justified**– work is always accurately assessed and assigned only to appropriate employees who are approved, expected or motivated as capable of doing it.

3.4. General Principles of Allocating Workload

In allocating workloads to general staff, the Head of School/Section should seek to ensure that:

- workload allocation supports the pursuit of strategic priorities
- there is an equitable distribution of workloads across general staff
- workload allocation takes into account the OHS needs of staff members
- Workloads are addressed regularly during performance management reviews;
- Staff members are encouraged to raise workload issues with their supervisor whenever there is a concern or problem about such issues
- The total workload will reflect the fraction of appointment

Self Check 3	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. List general principles for allocating workload (8 pts)
2. Mention the factors affecting effective team work allocation (6 pts)
3. What points you should consider while allocating works to individuals? (4 points)

Note: Satisfactory rating – 18 and above pts Unsatisfactory - below 9 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

1. _____

   _____

   _____.
2. _____

   _____

   _____.
3. _____

   _____

   _____.

4.1. Identification of Resources

Resources are the means of production needed to complete a project. Most project managers would consider the big three resources that will require your attention to be: material, labor, and equipment and time.

Resources may be considered as:

- ✓ Consumable, such as materials that may be used once and once only,
- ✓ Non-consumable, such as people, which may be used again and again.

The way in which consumable resources are used is not critical as long as they are used efficiently. However, the way in which non-consumable resources are used can have a significant impact on the project. Resource management is therefore mainly concerned with non-consumable resources.

Resources may also be classified according to their importance as:

- Key resources are the most important, expensive and non-available resources in the project such as skilled labors, or equipment.
- Secondary resources are those resources which have no constraints on their availability, such as normal labor.
- General resources are defined as those resources that are used by all or most of the activities on the project such as site overheads.

4.2. Resource Allocation

Resource allocation, also called resource loading, is concerned with assigning the required number of resources identified for each activity in the plan. More than one type of resource may be assigned to a specific activity. For example, fixing steel plates on a bridge deck may require different types of resources such as: welders, laborers and a certain type of welding machine. From a practical view, resource allocation does not have to follow a constant pattern; some activities may initially require fewer resources but may require more of the same resources during the later stages of the project.

Personnel: On large construction projects, the project manager can consider labor to be comprised of interchangeable crews whose workers have averaged levels of productivity.

There are exceptions to every rule, of course, but from the point of view of the project manager, an average productivity rate may be assumed since the productivity of the crews can be assumed to be averaged out to industry norms over the entire length of the project.

Supplies and materials: The cost of material is governed by factors that are somewhat outside the control of the project manager. The designer specifies the required quality of materials to be installed. Procurement personnel receive bids to obtain the required materials at the least price. On-site storage is defined by the location of the jobsite and associated business and population density.

Materials, for projects with sufficient on-site storage, are delivered to the site and assumed to be available to workers as needed. If insufficient on-site storage is provided, then the project manager will need to stage the delivery of materials to the site. Experienced project managers consider the lack of on-site storage to be a major project constraint that should be explicitly modeled and managed.

A material-related concern for sites that have sufficient space is that of optimizing the position of materials on the site so that they require the least travel time from the lay-down yard to the work-face. Materials should be moved around the site as little as possible, since moving materials for non-production purposes increases costs without any specific work result.

Equipment and technology: There are various types of equipment used on construction sites. Some of this equipment should be considered in the project plan, some need not be included. Workers, and their companies, are typically required to provide the small tools needed to complete their specific features of work. This type of equipment is generally not included in the project schedule. There are some types of equipment, however, that can affect the overall sequence and duration of the project.

Budget: The money factor manifests itself in the project budget. The management of money within a project involves ensuring that the costs remain within the budget. Given that the

majority of the costs in most projects are comprised of labor costs, the factors of money and time (the number of labor hours) are closely intertwined. Money in project plans:

- Determine the fees of the team members.
- Estimate the hours for the team members.
- Assign budgets to team members for specific tasks.
- Determine costs for material and tools.

Money in progress monitoring

- Monitor cash flow.
- Negotiate with suppliers.
- Determine whether the original cost estimates are still accurate.
- Adjust budgets.
- Negotiate with customer and/or client concerning budget adjustments.

Money in project reporting:

- Compile financial reports and statements.
- Analyze definitive financial report.

Self Check 4	Written Test

Direction I: Matching items

Instruction: Match items under heading A with items under item b. Use bold letter. (2 pts each)

	A		B
1	Equipment	A	Supplies and Materials
2	Resources	B	Daily labourers
3	Cement	C	Mixer
4	Personnel	D	The means of production needed to complete a project
		E	Resource aggregation

Note: Satisfactory rating – 8 and above pts Unsatisfactory - below 8 pts

Answer Sheet-1

Name: _____ Date: _____

Multiple Choice Questions

Score = _____

Rating: _____

1 _____

2 _____

3 _____

4 _____

Information Sheet- 5	Schedule of Work Activities is Coordinated with Personnel Concerned

5.1. Developing Task Dependency Network

Logical task dependencies are identified to establish the sequence of work within the project. When identifying logical task dependencies consider:

- Most tasks are dependent on the start or completion of other tasks;
- Each task must have a predecessor and/or a successor and most tasks will have both;
- With few exceptions, all tasks will be constrained. Any tasks which are not, are isolated activities and do not support the project. These tasks may be considered for elimination or cost savings;
- Focus exclusively on logical dependencies, not resource dependencies;
- Use outputs to help determine logical dependencies, i.e., the dependency follows the flow of work; and
- A list of dependencies for each task should be kept in the project file.

There are four main types of task dependency:

- Finish-to-Start (FS) - a task must finish before the next can start;
- Start-to-Start (SS) - a task must start before the next can start;
- Finish-to-Finish (FF) - a task must finish before the next may finish; and
- Start-to-Finish (SF) - a task must start before the next may finish.

Other considerations, when identifying task dependencies include:

- *Lags* - a delay between tasks or a waiting time between tasks e.g., you must wait two weeks to start program testing after program coding starts. Lags should be used with discretion as they disrupt the visibility of the logical flow between tasks and duration of lags will be constant regardless of schedule changes; and
- *Loops* - an incorrect, circular logical flow between activities. All logical dependencies must be checked for loops. A loop will render the schedule invalid.

5.2. Developing Preliminary Estimates and Schedules

Used to gain an initial understanding of task dependencies and work flow and to determine the overall length of the project. The project schedules show the timing and sequence of tasks

within a project, as well as the project duration and consist of tasks, dependencies among tasks, durations, constraints, milestones and other time-oriented project information. The schedules specify the relative beginning and ending times of activities and their occurrence times. The schedules may be presented on a calendar framework or on an elapsed time scale.

For the individual project being planned, the Work Breakdown Structure and task dependencies are used to develop estimates, resource allocations and an initial critical path prior to integrating it with other work streams and optimizing the overall schedule.

5.3. Preparing Estimates to Complete for Each Task

Prepare estimates to complete for each task in the work breakdown structure. Tasks differ based on which aspect of the task is fixed and which aspects are variable. There are three types of tasks:

- **Fixed Unit:** Are the resources remaining constant even if the volume of work changes. Hence, the changed work alters the duration of the task.
- **Fixed Work:** Is the work effort assigned to the task remain fixed when additional resources are assigned to that task, while the duration of the task is changing; and
- **Fixed Duration:** Is the duration assigned to the task remains fixed whether the resources assigned to the task are increased or decreased. As a result, the change in resources will change the task's work effort requirement.

The selection of the appropriate category depends upon whether the duration of the task can be shortened by assigning more resource to it.

For example, the time for concrete to dry is an example of a fixed duration task, whereas a task such as data entry may be resource driven, given no other system or facilities constraints.

5.3.1. Estimating project length (duration)

Duration is defined as the total span of working time required to complete a task. To estimate project length, the approximate elapsed time for each task is calculated using the formula:

Work = Duration / Units

If Units are fixed, then Duration will extend. If work is fixed and units are decreased, then the duration will automatically increase.

For work effort, each task owner approximates the work effort required and the duration of their task(s). Using this method of scheduling, the duration of a task shortens or extends as resources are added or removed from a task while the amount of effort necessary to complete a task remains unchanged.

For example, a task may require 32 hours of work effort to be completed and it is scheduled for duration of 2 days. To accomplish the task in 2 days, two resources (e.g., machinery), each working 8-hour days, need to be assigned to the task. If one of the resources were removed from the task, the duration would lengthen to 4 days, while the effort necessary to complete the task (32 hours) would remain unchanged.

For a fixed duration task, e.g., time for concrete to dry, the number of resources does not affect the elapsed duration of the task. Each task owner must provide their best educated guess of the duration focusing on “most likely” duration without contingency.

5.4. Preliminary Estimating Issues

Basis of approximation

- All schedules are based on work effort required to complete a task;
- At this point, duration is determined based on an approximation of effort modified by a reasonable set of assumptions;

Rely on documented history to determine effort through the use of:

- Standard times,
- project metric databases,
- local historical data, and
- previous project reviews,

Rely on previous “people experience” such as the experience of task owners or others who have completed similar work.

- Industry Standards; and

- Document all assumptions for later reviews such as:
- number of people working on each task,
- what training will be required,
- installation and set-up times,
- cycle times,
- portion of day that team members are allocated to the project,
- inadequate or unstable specification,
- complexity of the technical solution,
- ultra-high reliability requirements,
- the work is not well understood,
- longer projects increase uncertainty, and
- Work environment.

5.5. Schedule Contingency

When estimating work effort and task durations, the planning team must address unknowns or faulty assumptions. This may be accomplished by defining “contingency reserves” for the amount of time and cost that needs to be added to the project to account for risk. One way of scheduling for unknown problems is to add a fixed percentage to the schedule as a block of time or to add contingency percentage to each of the tasks. The exact percentage to be added depends on such items as the project size, complexity, confidence of estimates or the expectancy of requirements changes. Some other ways are to:

- Manage the schedule float;
- Schedule tasks to run in parallel, or
- Add or change resources.

5.6. Document Estimating Assumptions

Document all estimating assumptions. Estimating assumptions (e.g., number of productive hours per day, number of people working on each task, holidays) are recorded to provide consistency in plan development. Duration is the elapsed time required to complete a task. Factors affecting the estimate of duration may include:

- Geographic diversity of the project team;
- Equipment availability;
- Vacation, holidays and sick leave;
- Meetings;
- Equipment downtime;
- Relevant experience - more experience should increase productivity;
- Decreases in productivity due to excessive overtime;
- Turnover of personnel;
- Impact of teaching or mentoring on productivity;
- Difficulties caused by multi-tasking; and
- Impact of team-size on productivity

5.8. Allocate Resources

Determine workload requirements by:

- Assigning resources based on the individuals available or skills required;
- Assigning equipment and facilities based on the performance and capacity;
- Determining workload requirements by individual or function for each week of the project; and
- Assessing training requirements - the extent to which resources have the required skills or expertise may significantly affect training estimates.

5.7. Identify the Critical Path

Identify the critical path which is defined as a series or path of activities that defines the longest path through the project and therefore establishes the minimum duration of the project. It includes a path of activities with float less than or equal to zero. The activities on a critical path have a direct impact on the end date and need special attention.

Once task dependencies and durations have been established, the project's critical path is defined to identify those tasks to be completed on time to meet the project's targeted completion date. The tasks on the critical path theoretically have zero float (no slack) although use of contingency can create some float.

5.8. Develop Preliminary Cost Estimates

Develop preliminary cost estimates by identifying the type and amount of resources required to produce the deliverables for each project component.

Consider cost categories such as:

- Internal (permanent) labor, internal (temporary) labor and external labor;
- Travel;
- Training;
- Capital;
- Equipment;
- Computer hardware and software;
- Building and space;
- Expenses;
- Market survey;
- Implementation costs;
- Infrastructure costs;
- Research and development costs; and
- Maintenance costs.

Consider the costs associated with deliverables which may include:

- Average fully-loaded cost per labor hour;
- Fixed price or contract labor rate per hour;
- Non-labor costs; and
- Capital and expense costs.

Sum the costs associated with each task to estimate the total project cost. When considering a project life cycle (cradle to grave), total project costs include operations and maintenance costs.

5.9. Determine Project Milestones

A milestone is defined as a point in time representing a key or important intermediate event in the life of a project. A milestone should be capable of validation by meeting all of the items prescribed in a defining checklist as agreed with the stakeholders.

Milestones have zero duration and consume no resources. Milestones are used within the preliminary schedule to highlight the beginning and end of major units of work, dependencies with subprojects and significant project events. In addition:

- Once all of the task and project dependencies have been defined, define the project milestones;
- Milestones can have different levels of importance within the same project;
- Normally, milestones are used for summary monitoring and reporting;
- Ensure that the milestones exist for all key checkpoints; and
- Avoid the temptation to make every deliverable a milestone.

5.10. Types of Schedules

- **Daily Schedules:** Are those schedules made on daily basis. These are schedules for routine activities conducted throughout the week.
- **Work-based Schedule:** these schedules are based on the work to be accomplished rather than the time. The duration of each activity is fixed based on the nature of the work to be scheduled.
- **Contractual Schedule:** This schedule is prepared for fixed period of time; only until the period of contractual work have been accomplished.
- **Regular schedule:** it is a schedule prepared at a regular basis for regular works. It is followed regularly.

Self Check 5	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. Discuss types of schedules (4 pts)
2. What cost categories considered in making preliminary estimates (6 pts)
3. List Factors affecting the estimate of duration (4 points)
4. What there are four main types of task dependency? (4 pts)
5. Define the following terms (2 pts)
   A. Lags
   B. Loops
   C. Work = Duration / Units
   D. planning and scheduling

Note: Satisfactory rating – 13 and above pts Unsatisfactory - below 13 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

1. _____

   _____

   _____.

2. _____

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3. _____

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4. _____

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5. _____

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Operation Sheet 1	Procedures of preparing action plan to allocate and check team work

Steps:

Step 1: Plan how the team will undertake its work

Step 2: Organize individual daily work plans

Step 3: Check ongoing performance of allocated tasks

Operation Sheet 2	Techniques of organizing work activity

Steps:

Step1: - Identify the scope and goals of the planning process related to each work activity.

Step2: -Break down the major tasks for the activity into smaller steps that you need to take for completion, essentially creating a to-do list for the project. Assign each person working with you a role and specific responsibilities to divide the workload.

Step3: - Establish the timeline for completing the work activity. Assign each individual task that goes into the activity a completion date to make sure everything is completed in a timely manner.

Step4: -Write each due date for the project tasks on your calendar, or set up reminders that pop up on your computer screen as the deadlines approach.

Step5: -Identify potential problems or barriers you may face for the work activities. Create an action plan to avoid those issues to keep the project on track.

Step6: -Utilize a project management program for major work activities that are critical to the company's success. These programs are particularly effective for complicated projects or activities that involve many team members.

Step7: -Schedule planning meetings when active participation and feedback is needed from others working on the project. Keep the meetings focused and productive to use the time efficiently.

Step8: -Send out regular updates and communication to all other employees who are working on the project. This allows all team members to stay informed and update their to-do lists and timelines as necessary.

Operation Sheet 3	Techniques of preparing work break down structure

Steps:

Step 1: Select the work to be accomplished

Step 2: Identify the deliverables and related work

Step 3: Structure and organize the WBS

Step 4: Decompose the upper WBS level into lower level detailed components

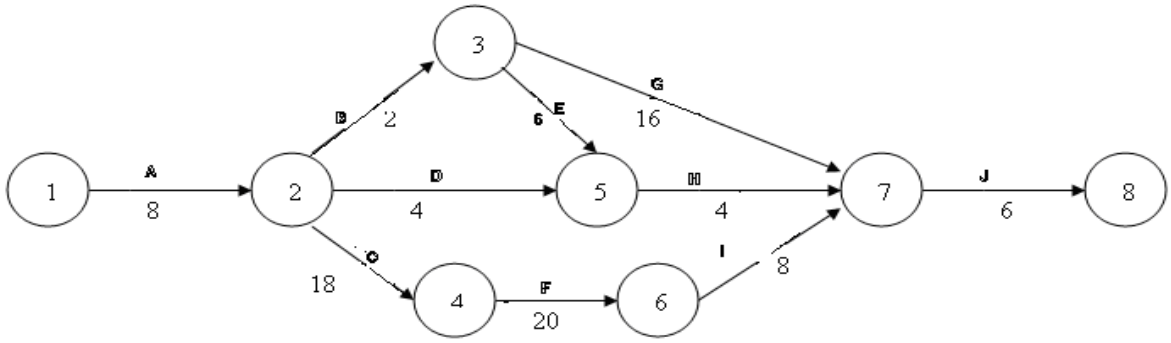
Step 5: Develop and assign identification codes to these components

Step 6: Verify that the degree of decomposition of the work is necessary and sufficient

Operation Sheet 4	Procedures of scheduling irrigation and drainage construction works using CPM

Scenario 1:

Consider the following network diagram to identify critical path, earliest start time, earliest finish time, latest stars time, latest finish time, total float and determine project completion time.



Procedures:

Step 1: Prepare any necessary tools and equipments used for the operation

Step2: List each unique path and calculate total duration to get critical path.

Step 3: Perform forward pass to determine earliest start and earliest finish times.

Step 4: Perform backward pass to determine latest start and latest finish times.

Step 5: Determine slack time using table.

Step 6: Determine the total project completion time

Step 7: Document and report the schedule

LAP Test	Practical Demonstration

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Giving the necessary equipments and PPEs you are required to perform the following tasks ***within 6 hours.***

Task 1: Prepare action plan to allocate and check team work

Task 2: Organize work activity

Task 3: Prepare work break down structure

Task 4: Scheduling irrigation and drainage construction works

Instruction Sheet	Learning Guide -19: Implement Work Plans

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

- Identifying work methods and practices in consultation with personnel concerned
- Implementing work plans in accordance with set time frames, resources and standards

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

- Identify work methods and practices in consultation with personnel concerned
- Implement work plans in accordance with set time frames, resources and standards

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4” in page 47 and 55 respectively.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self- check 4” -” in page 54 and 59 respectively

Information Sheet- 1	Identifying Work Methods and Practices in Consultation with Personnel Concerned

3.1. Work Methods and Practices

At the end of the day the construction working methods and best practices should be selected consulting with the appropriate personnel. In the construction industry, organizations have begun adopting best practices, including dispute resolution, with good results. Furthermore, those who use best practices reduce the potential for conflict, improve safety and business practices, and develop better project relationships.

In pursuing every construction mission, it should have developed many best practices, including:

- Pre-project planning,
- Alignment,
- Constructability,
- Design effectiveness,
- Materials management,
- Team building,
- Planning for start-up,
- Partnering,
- Quality management,
- Change management,
- Disputes resolution,
- Zero accidents techniques,
- Implementation of products,
- Benchmarking, and
- Project delivery method and contracting strategy.

3.2. Method Statement

A method statement is a sequence of steps taken to complete a work task in a safe manner. The method statement should be written by a person that is competent in the task. When a method statement is prepared:

- The risks are identified during the work sequence.
- Steps taken to reduce the risk are then determined.

- Next a series of steps are written down that are to be followed by the person or persons carrying out the works.

This sequence of steps should include all health and safety aspects, such as personal protective equipment requirements, tools and equipment, and importantly, safety related equipment such as scaffolding.

Method statement represents the way in which the work will be carried out. This includes:

- Site staff detail that is going to supervise the work.
- A schedule of the required materials and the proposed sources of supply.
- A schedule of the basic cists at the time of tender of the equipment, labor and materials.
- Details of the proposal for staff housing, offices, workshops and stores.
- A list of subcontractors the estimator proposes to use.
- Site layout.
- Construction method of each work item.
- List of risks and uncertainties the contractor is going to carry and responses to deal with them.
- Work breakdown structure of the work.
- A schedule of the activities showing the labor and materials required.
- A detailed program of the work (schedule) showing the proposed duration of each work item.

3.3. Legislated Regulations and Codes of Practice

Some workplace hazards can cause so much injury or disease that specific regulations or codes of practice are needed to control them. These regulations and codes explain the duties of particular groups of people in controlling these risks. There is a difference between regulations and codes:

- Regulations are legally enforceable
- Codes of practice provide advice on how to meet regulatory requirements. Codes are not legally enforceable, but they can be used in courts as evidence that legal requirements have or have not been met.

Legislation: Legislation is the formal rules and laws set by governments. The following regulations, procedures, standards and safety considerations may apply to planning and organize your work activities:

- Environmental protection act
- Equal employment opportunity and disability discrimination legislation
- Employment and workplace relations legislation
- Duty of care
- Code of practice
- Occupational health and safety legislation
- Manufacturer's specifications and recommendations
- Site specific regulations and procedures

3.4. Occupational Health and Safety Practices

The preparation of a local occupational health and safety allows management to formally present its commitment to its employees and to provide concrete strategies to achieve health and safety for all staff. Occupational safety and health (OSH) is generally defined as the science of the anticipation, recognition, evaluation and control of hazards arising in or from the workplace that could impair the health and well-being of workers, taking into account the possible impact on the surrounding communities and the general environment.

An Occupational Health and Safety demonstrate an organisation's commitment to health and safety in the workplace by providing a clearly written statement of intent and plan of action for the prevention of accidents and occupational illness and injury.

3.5. Standards

Standard procedures: A standard procedure describes how something should be carried out. This means that a particular task is done the same way every time it is done, no matter who is doing it. A standard procedure may apply to something as simple as answering the telephone, or the way you file documents in the filing system. Standard procedures document what is actually done in the workplace.

Standard procedures are useful for a number of reasons:

- They help an organisation to be consistent (always the same). For example, it makes a good impression with clients if correspondence sent from the organization always has the same format, or the telephone is always answered in a professional and familiar way.
- They help you complete tasks more quickly. For example, your organisation may have templates for documents such as routine letters, mailing labels, memos and minutes of meetings. This means you can quickly produce documents in a particular format and you don't need to spend time setting margins, fonts, etc.
- They help you keep things organised. For example, if messages and borrowed files are always recorded in a certain way, people know what to expect.

Performance targets: One other approach to establishing a KPI is to set a benchmark value based on a competitor's product or process. This may be set in various ways, but should be a formally recognized event. In some cases, the value for the target could be initially identified in the charter, or it might be derived as part of the planning process. Other metrics can be set from past practices, externally in accordance with industry standards, or a stretch goal for a new product. In some cases, a stretch goal is set to entice performance improvements. Comparing internal metrics with industry equivalents will not only add motivation to improve, but will validate that those goal levels are attainable.

Monitoring performance: Your supervisor to be continually reviewing the performance of workers by:

- Checking your work
- Observing you while you perform routine tasks
- Reviewing customer feedback forms
- Analyzing performance reports to identify errors or the 'wait-time' experienced by customers.

Employment and client contracts: The term "contract" is implied to be a formal, singular type document; however, this is not always the case. Think of a contract more as a state of the relationship, not a particular document. In fact, a contract can exist from verbal conversation between two parties so long as that conversation can be verified. In any case,

such contracts are dangerous because the specifics would be almost impossible to reproduce. Also, a contract can exist using documents known as agreements, POs, MOUs, and subcontracts. Regardless of the communication mechanism, there are seven elements in a contract:

- Mutual understanding of the subject area
- Legal offer
- Legal acceptance
- Consideration (something of value)
- Genuine assent (understanding of the propositions involved; freely entered; no fraud, undue influence)
- Competent parties (not minor, insane party, or intoxicated)
- Legal object (not in violation of state, federal, or public policy)

Discipline procedures: Your organization may have developed a code of conduct that describes the standard of behavior expected of workers (including contractors). This document is designed to help workers understand their responsibilities and obligations, and provide guidance if they are faced with an ethical dilemma or conflict of interest in their role. In some cases the code of conduct may describe the consequences for people who breach the standards of conduct. Individual organizations will vary in the information that they include in their code of conduct.

Internal quality assurance: The project result must fulfill a number of quality requirements. This also applies to the various intermediate products of the project. When managing a project, it is particularly important for quality requirements to be determined, agreed upon and recorded in writing during the definition phase. These requirements should never remain implicit. A clear list of requirements can be checked at the end of the implementation phase. This can allow the project team to prove that they have carried out the project according to specifications. Additional quality requirements may be specified for various tasks within the project.

Formal review points in the life cycle are used to evaluate the technical process or functional aspects of the output goal. Prior to a physical product being delivered, the technical quality specialist reviews the planned general approach, tool selection, or any other issues related to the ability to deliver the defined output. This process review activity is technically called quality assurance (QA). Its goal is to evaluate the project processes ability to deliver the outputs.

As physical output becomes available, the quality control (QC) function “measures” that output per the plan and defines whether it meets the defined objective. There are many ways in which QC occurs in the organization. In the modern organization there may no longer be an assigned person titled QC inspector. The product evaluation function may come from users and peers who take that role, either formally or informally. Regardless of the individual performing the QC function, the goal is to assess how the output compares to the design specifications. In the case of software, one of the stage evaluations would be code modules that are unit tested and compared to defined requirements. In similar fashion, tangible products would have their subsystems tested based on defined specifications. In all cases, the end-product would be evaluated by internal and external sources as to specification match.

Internal and external accountability and auditing requirements: In this process, the team gathers information and evaluates the projects’ goals versus the outcome of the product or services including all activities and processes that were undertaken during the project. It is important to include any corrective actions taken, outcomes, unforeseen risks, mistakes that could have been avoided, and causes of variances.

Even if both parties work to achieve defined schedules, there are several external factors that influence and can affect the project time frame, such as forcing the parties to consider an extension, or even an early termination. They need to evaluate if it is more costly to continue with a new end date, or force an early termination and closing the contract at that point. The cost considerations arise from an increase in budget, penalties, and legal fees.

Training regulation standards: Team skill development can be nurtured through mentoring or various types of training programs. Mentoring is a good practice for emulating skills of more

senior team members, but may also perpetuate old habits that you wish to change. Formal training programs can be used to transfer defined information or to build a defined cultural attitude. In any case, the process of skill development needs to be recognized and pursued.

Organizations use different strategies to accomplish training, but one desirable approach is to establish a time allocation for this activity and then prioritize the training into that time. Very few organizations overdo the level of training. Once the skill gaps are defined and prioritized, an effective training program can be developed.

Safe work procedures: Your organization will have procedures for ensuring that you work safely. By law, your employer has to provide and maintain a working environment that is safe and without risk to your health. As an employee you also have responsibilities. You are required to take reasonable care of your own health and safety and the health and safety of all those who might be affected by your actions. Make sure you have a good working knowledge of the safe work procedures in your office. Try to incorporate them into the way you work.

Safe work procedures in an office will include instructions about:

- manual handling; for example, how certain manual tasks should be carried out
- the office environment; for example, lighting, noise, temperature and air quality
- the layout and design of the office, including floor space, walkways and storage
- workstations; for example, how workstations should be designed for comfort and safety
- Hazards; for example, identifying and managing the safety hazards in the workplace.

Self Check 1	**Written Test**

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. Give examples of best practices in construction industry (4 pts)

2. Define the following terms (2 pts each)

A. Method statements

B. Regulation

C. OHS

D. Legislation

Note: Satisfactory rating – 6 and above pts Unsatisfactory - below 6 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

1. _____

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2. _____

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Information Sheet- 2	**Implementing Work Plans in Accordance with Set Time Frames, Resources and Standards**

2.1. Introduction to Work Plans

Planning and organizing work is a necessary part of an efficient and safe workplace. When a job is planned, it will have a better chance of running smoothly. You will regularly receive instructions on the jobs you need to perform.

The main elements of planning and organizing a job include:

- The tasks
- The involved personnel
- The resources you will need to complete them
- How long each task should take
- Other information such as safety and advice for task completion

Planning will assist you to achieve required outcomes and avoid work downtime. Planning and organizing work is the key to ensuring a safe, efficient and effective work output. If you are disorganized, chances are you will feel overwhelmed by your work. Time management is fundamental to organization.

It involves:

- Looking at the task to be completed
- Working out the time it will take
- Deciding on the type of equipment and materials to use
- Delegating parts of tasks / services to others
- Allowing for any possible problems or risks that might occur

2.2. Processes in Planning

- Identifies specific work to be performed and the goals that define the project
- Provides documented estimates regarding schedule, resources and cost for planning, tracking, and controlling the project
- Obtains organizational commitments that are planned, documented, and agreed upon
- Continues the development and documentation of project alternatives, assumptions, and constraints
- Establishes a baseline of the plan from which the project will be managed.

2.3. Identifying Activities Involved

This part of planning is very closely linked to defining the scope, It involves identifying activities in a particular job. Since different activities involved consume different physical resources to varying extents, it is crucial that these activities are exhaustively listed, along with the resources required.

Once work activities have been defined, the relationships among the activities can be specified. Precedence relations between activities signify that the activities must take place in a particular sequence. Diagrammatically, precedence relationships can be illustrated by a network or graph in which the activities are represented by arrows. The arrows are called branches or links in the activity network, while the circles marking the beginning or end of each arrow are called nodes or events.

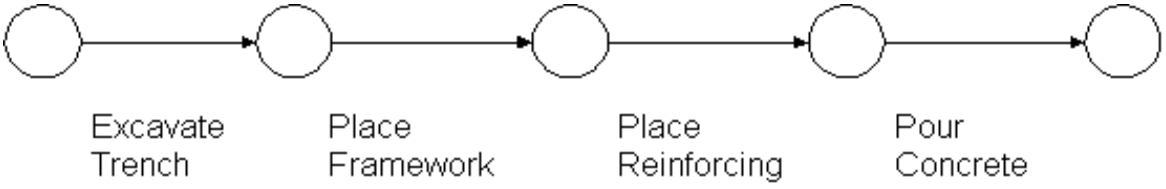

Figure 2: Illustrative Set of Four Activities with Precedence

2. 4. Establish Project Duration

This can be done only with a clear knowledge of the required resources, productivities, and inter- relationships. This information is used to prepare a network and other forms of representations outlining the schedules. It may be remembered that the duration required for any activity is related to the resources committed and it may be possible to reduce the project duration by increasing the resource commitment, even at additional cost. Thus, a balance between time and project cost is required to arrive at an optimum level of resource commitment.

2.5. Define Procedures for Controlling and Assigning Resources

It is important that the planning document prepared is followed by others involved in the execution of the project, or its individual phases. Thus, the procedures to be followed for procurement and control of resources to different activities – manpower, machines, material and money are also laid down.

2.6. Types of Plans

Time plan: Time is the essence of all construction projects, and contracts often have clauses outlining awards (bonus payments) or penalties (as liquidated damages) for completing a work ahead or later than a scheduled date. Some of the common reasons for delays could be a sluggish approach during planning, delay in award of contract, changes during execution, alterations in scope of work, delay in payments, slow decision making, delay in supply of drawings and materials and labor trouble.

Some commonly used scheduling techniques are as follows: -

- Critical path method (CPM),
- Program evaluation & review technique (PERT),
- Precedence network analysis (PNA),
- Line of balance technique (LOB),
- Linear programme chart (LPC) and
- Time scale network (TSN).

The choice of the method to be used in a particular case depends on the intended objective, nature of the project, target audience, etc. Some of these methods are discussed in greater detail elsewhere.

Resource plan: a resource plan, combines manpower, materials, equipment, budget or cash flow, is also drawn up for a project to show the overall requirement of the different resources in the project. Such a plan can be prepared only on the basis of the schedule of a project.

Manpower plan: -This plan focuses on:

- estimating the size of work force,
- division in functional teams and
- Scheduling the deployment of manpower.
- establishing labor productivity standards,
- providing suitable environment and financial incentives for optimum productivity, and

- Grouping the manpower in suitable functional team in order to get the optimum utilization.

Material plan: -The material plan involves:

- identification of required materials, estimation of required quantities,
- defining specification and forecasting material requirement besides identification of appropriate source(s),
- inventory control,
- procurement plans, and
- Monitoring the usage of materials.

Construction equipment plan: Modern construction is highly mechanized. The role of heavy equipment in ensuring timely completion of projects cannot be overemphasized. Machines are used for mass excavation, trenching, compacting, grading, hoisting, concreting, drilling, material handling, etc. Induction of modern equipment's could improve productivity and quality besides reducing cost. At the same time, it should be borne in mind heavy equipment are very costly and should be optimally utilized in order to be productive. It is also important that the characteristics of equipment are kept in mind when drawing up an equipment plan.

Finance plan: Large construction projects require huge investments, and a long time to complete, it is obvious that all the money is not required at any one point in time. Contractors fund their projects from their working capital and a combination of avenues such as mobilization advance for the project, running account bills paid by the client, secured advances against materials brought at site, advance payments, and credits from suppliers against work done, capital inflow can be looked upon as the lifeline of any large project. Careful planning for funds and finances has achieved added significance in cases when projects are funded by the private sector or financial institutions that view the project as a financial investment and seek returns in monetary terms also.

2.7. Implementing the Work Plan

Project implementation consists of carrying out the activities with the aim of delivering the outputs and monitoring progress compared to the work plan. Monitoring can be defined as control of the project implementation in order to keep the project on track and achieve the end results of the project. The project manager is responsible for the regular monitoring of the project, but the partner organizations should also contribute actively to the effective monitoring of the project.

The whole partnership will benefit from monitoring of project progress because it:

- Provides support for project implementation and acts as an indicator of whether targets are being met;
- Through feedback activities, it stimulates improvement in project results based upon observations of the value and the quality of the various elements of the project;
- Provides reliability and credibility of results;
- Foresees potential problems in good time and simplifies decision-making, especially if corrective actions are necessary.

Self Check 2	**Written Test**

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. Define the following terms (2 pts each)

A. Finance plan

B. Construction equipment plan

C. Material plan

D. Manpower plan

E. Resources plan

F. Time plan

Note: Satisfactory rating – 6 and above pts Unsatisfactory - below 6 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Instruction Sheet	Learning Guide - 20: Monitor Work Activities

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

- Monitoring work activities and comparing with set objectives
- Monitoring work performance
- Reporting deviations from work activities and coordinating recommendations with set standards
- Compiling reporting requirements with recommended format
- Observing timeliness of report
- Establishing and maintaining files

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

- Monitor work activities and comparing with set objectives
- Monitor work performance
- Report deviations from work activities and coordinating recommendations with set standards
- Compile reporting requirements with recommended format
- Observe timeliness of report
- Establish and maintain files

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4” in page 62, 65, 68, 71, 75 and 78 respectively.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self- check 4” -” in page 64, 67, 70, 74, 77 and 79 respectively
5. If you accomplish the self-checks, do operation sheet in page 80
6. LAP Test in page 81

Information Sheet- 1	Monitoring Work Activities and Comparing with Set Objectives

1.1. Monitoring Work Schedule

Work schedule is monitored and compared against the schedule baseline. Used to describe any analysis processes used and to address how schedule-related concerns, issues and risks.

Example:

Project team members will report task progress on monthly basis to the project manager. The project scheduler will update the project schedule with monthly actual of team member effort and inform the project manager of the overall condition of the project schedule in terms of variance from planned. The project scheduler will also report on positive or negative trends regarding schedule performance.

1.2. Controlling Work Schedule

Controlling work schedule is solely based on the different types of reports. Work schedule will be managed and controlled based on the progress information provided in the reporting period, perceived project risks, and open or ongoing issues. There are different methods and techniques for controlling work schedules based on standard procedures (table 1.2).

The work schedule is controlled by the project manager in different time intervals. The project manager will review the critical path of the schedule:

- Monthly
- When a new baseline is required
- When entering a new project phase
- When mitigating schedule-related risks
- As needed to ensure the critical path is maintained

Table 4: Examples of potential methods of schedule controlling

Technique	Definition
Performance Reviews	Performance reviews measure, compare, and analyze schedule performance, such as actual start and finish dates, percent complete, and remaining duration for the work in progress.
Critical Path Method	Critical Path is used to predict project duration by analyzing the sequence of activities (network path) that has the least amount of scheduling flexibility. Earlier dates are calculated by a forward pass using a specified start date. Later dates are calculated by a backward pass starting from a specified completion date.
Resource Histogram	A Resource Histogram is vertical bar chart used to show resource consumption and availability by time period. Also called a resource-loading chart.
Variance Analysis	Variance Analysis is used to determine the causes of a variance, such as the difference between an expected result and an actual result.
Adjust Leads and Lags	**Lead** -- A modification of a logical relationship that allows an acceleration of the successor activity. For example, when a task has a finish-to-start dependency with a 10-day lead, the successor activity can start as much as 10 days before the predecessor activity has finished. **Lag** -- A modification of a logical relationship that directs a delay in the successor activity. For example, when a task has a finish-to-start dependency with a 10-day lag, the successor activity can't start until 10 days after the predecessor activity has finished. Adjusting leads and lags is used to find ways to bring lagging project activities into alignment with the plan.

Self Check 1	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. How frequently will the project manager control the critical path?
2. List potential methods of Schedule Controlling?
3. How do you Monitor Work Schedule?

Note: Satisfactory rating – 6 and above pts Unsatisfactory - below 6 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Information Sheet- 2	Monitoring Work Performance

2.1. Terms and Principles

An Indicator: is a quantitative and/or qualitative variable that allows the verification of changes produced by a development intervention relative to what was planned.

A Target: is a specific level of performance that an intervention is projected to accomplish in a given time period.

Milestones: are points in the lifetime of a project by which certain progress should have been made.

A Baseline: is the situation prior to a development intervention against which progress can be assessed or comparisons made. A baseline is needed to identify a starting point and give a clear picture of the preexisting situation. Without it, it is impossible to measure subsequent change and performance.

An indicator: shows how the change from the current situation will be measured. An indicator is not something you achieve. You do however aim to achieve a target. A target is an endpoint; a Specific, Measureable, Achievable, Relevant and Time-bound endpoint. A target should be SMART.

2.2. Laying the Foundations for Monitoring, Review and Evaluation (M,R&E)

The project is planned to deliver, achieve and contribute a chain of results at different levels; these are the intended changes in development conditions resulting from the development project or programme.

Indicators are identified to show how we intend to measure change from the current baseline. Targets are set to be achieved by the end of the time period, together with milestones to measure progress along the way. It asks what data is needed now and in the future, and what data sources will be used, be they secondary, external, reliable and available, or primary, internal and requiring budgeted data collection activities within the project. An oft-quoted principle is ‘if you can measure it, you can manage it’. The one may not inevitably follow the other, so we can qualify as: ‘if you can measure it, you are more likely to be able to.

2.3. Performance Measurement Rules

Define and describe the performance measurement rules that are used for the project. Examples include rules establishing percent complete, control accounts, and schedule performance measures such as Schedule Variance (SV) and the Schedule Performance **Index (SPI).**

Example:

Performance measure calculations are made using the project schedule software (such as Microsoft Project Professional) for the project.

Self Check 2	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. What are performance measurement rules? (4 points)
2. Define the following terms. (2 points each)
   A. Baseline
   B. Target
   C. Indicator

Note: Satisfactory rating – 6 and above pts Unsatisfactory - below 6 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Information Sheet- 3	Reporting Deviations from Work Activities and Coordinating Recommendations with Set Standards

3.1. Project Reporting

All projects require progress reporting during project implementation. The aim of the reporting process is to establish whether project objectives have been achieved, what resources have been expended, what problems have been encountered, and whether the project is expected to be completed on time and within budget. If performance is sufficient, the project will receive payment from the programme for costs incurred, paid and reported. The frequency of the reports submitted is decided by the programme, and this varies from programme to programme.

3.2. Changes to Work Plans

Work plans are based upon information known at the time and possible conditions in the future, however an unforeseen event or operational constraint may mean the work plan cannot be maintained.

You must be flexible enough to manage problems that occur and get the job done as efficiently and safely as possible. Some examples of events that cause a deviation from the work plan:

- Equipment breakdowns or malfunctions
- Interruptions to supply and quality of feed etc
- Changes in weather
- Occupational health and safety issues
- Problems during start up and shutdown
- Employee absence

Example

A severe storm affected one of my work tasks. The heavy rainfall resulted in slippery road surfaces which quickly become unsafe. It also brings about boggy conditions and slowed down completion of my team's work. The changing needs and conditions meant that operational conditions had to be changed. These included lowering the expected results of

the work, adjusting the time to start and complete the job and of course the finished job wasn't up to our normal standard of workmanship.

3.3. Changing Needs and Conditions

When changing needs or conditions are identified it is essential that the implications of these are discussed with the operations team. A decision will have to be made as to whether to proceed with the present conditions.

An operator must be able to seek assistance from the appropriate personnel when difficulties arise. Difficulties may arise from a particular task or breakdown of equipment, where the required output cannot be maintained or quality may be affected. Generally, the operator can obtain assistance from personnel such as the control room operator, shift supervisor, maintenance personnel or the site's safety officer.

3.4. Keep People Informed

An operator must inform the control room operator or shift supervisor of any difficulties that may arise and any immediate actions, so that they are kept informed of events. Inexperienced operators should always notify the relevant person first and discuss the situation with them.

After receiving instructions from appropriate personnel such as control room operator or shift supervisor as a result of changing needs or conditions, an operator must review the tasks and priorities in line with the changes in instructions. The proposed changes to work plans must be recorded in the appropriate reports such as process area logs, maintenance reports, etc. The shift handover meeting should be used to communicate any changes to work plans to the oncoming shift.

3.5. Environmental Concerns

It is important to be aware of the types of environmental concerns that may impact on your work. Mine and construction sites must have, by law, strong environmental protection strategies in place. These areas must also be rehabilitated and returned to a natural standard when work has finished at that site. Establishing good data and information is essential when planning and implementing adequate rehabilitation strategies.

Self Check 3	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. What is the aim of the reporting process (4 pts)?
2. What are the factors affecting changes to work plans? (4 pts)
3. Give examples of events that cause a deviation from the work plan (4 pts)
4. What are the most common environmental concerns (4 pts)?

Note: Satisfactory rating – 8 and above pts Unsatisfactory - below 8 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Information Sheet- 4	Compiling Reporting Requirements with Recommended Format

4.1. Reporting Requirements

The report includes information about activities carried out, outputs delivered and expenditure incurred. The information provided in the report is compared to the latest version of the application form (i.e., the application form approved, including all approved modifications) to establish if the project is delivering according to the plan.

The financial part of the report provides information on the amount spent since the last report, split according to the same budget lines as those in the application. Each project partner will also have to present a certificate signed by the approved (designated) controller, stating that he/she has checked the spending, and that all of the amounts included are correct and in accordance with the rules. Finally, there is a request for the programme to transfer the amount claimed to the lead partner.

Many programmes regard six-monthly reporting as adequate to obtain a good indication on project progress (though some programmes ask for reports every 3 months). Projects prefer 6-monthly reporting because of the administrative work involved, but on project level lead partners should establish a system which provides more frequent and systematic basic updates on the progress of each partner.

Most projects put reporting deadlines in the project partnership agreement and make clear that the lead partner will not be responsible for any project partner losses caused by partners' delays. Programmes are also toughening up on requirements and may, for example, suspend projects and/or project partners who fail to report for a number of periods. In other cases, it may be acceptable to submit a report without the delayed partners – who will then be allowed to claim for a double period with the next report.

The basic principle is that programmes provide reporting templates (checklists or other reporting tools), which are distributed well in advance to the lead partners (they may be also

be available on programme websites), who should pass them on to the partners. These set out how information should be provided.

Progress and financial reporting require different templates but are prepared at the same time for the same reporting periods, and submitted together to the programme.

Reporting tips

- Learn exactly what your programme requires in terms of signatures, supporting documents and data before preparing your first report. It is essential that this information is communicated to the whole partnership and built into the working procedures of each of the partners.
- Build reporting timelines into the project partnership agreement, and remind all project partners of approaching deadlines well in advance.
- Consider the relevance of the information provided.
- Do not report on planned activities and outputs - only on activities actually carried out and outputs delivered.
- The amount of information provided should be proportionate to the level of expenditure claimed (e.g., if you have spent € 500.000 on material investment make sure it is explained sufficiently).
- Highlight main achievements – they are needed for programme communication.
- Report on time.
- See if there is a maximum length for different report sections – and stick to it.
- Reporting should follow and be consistent with the application and appendixes, as far as possible.
- Do not refer to content on your project website as a main mechanism for monitoring.
- Instead, provide the information with the report.

Insufficient and unclear information provided in the project reports may lead to misunderstanding of your project and, as a result, to delays in project payments. Make sure that all partners have a chance to review the full report before it is submitted. This ensures that the lead partner has not misinterpreted partner statements.

4.2. Reporting Formats

Define and describe how schedule reporting will be done during the project. Describe the report types and reporting intervals, responsible parties, and content. A sample table below shows examples of reporting. However, there are many other project reports to consider for project use including trend, metric and oversight reports. This section should contain a complete list of expected and required reports.

Table 5: Reporting Formats

Report	Frequency	Author	Reporting Responsibility
Resource Task Lists and Work Packages	Weekly	Project Scheduler	Generate individual resource task lists and work packages from the scheduling tool and make them available online to project team members.
Project Schedule Report	Monthly	Project Scheduler	Generate the schedule progress report for use in the project status meeting.
Project Master Schedule (Gantt chart)	Monthly	Project Scheduler	Generate the updated schedule Gantt chart for use in the project status meeting.
Sponsor Project Report	Monthly	Project Manager	Generate the Sponsor project status report for presentation to the Project Sponsor.

Self Check 4	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. Reporting formats (10 pts)
2. What factors should be considered when you prepare report? (10 pts)
3. What are the major reporting requirements (4 pts)?

Note: Satisfactory rating – 12 and above pts Unsatisfactory - below 12 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Information Sheet- 5	Observing Timeliness of Report

1.1. Reporting Requirements

In order to carry out effective project monitoring, programmes usually require projects to submit the progress report at the agreed deadlines throughout project implementation. The report includes information about activities carried out, outputs delivered and expenditure incurred. The information provided in the report is compared to the latest version of the application form (i.e., the application form approved, including all approved modifications) to establish if the project is delivering according to the plan.

The financial part of the report provides information on the amount spent since the last report, split according to the same budget lines as those in the application. Each project partner will also have to present a certificate signed by the approved (designated) controller, stating that he/she has checked the spending, and that all of the amounts included are correct and in accordance with the rules. Finally, there is a request for the programme to transfer the amount claimed to the lead partner.

Many programmes regard six-monthly reporting as adequate to obtain a good indication on project progress (though some programmes ask for reports every 3 months). Projects prefer 6-monthly reporting because of the administrative work involved, but on project level lead partners should establish a system which provides more frequent and systematic basic updates on the progress of each partner.

Most projects put reporting deadlines in the project partnership agreement and make clear that the lead partner will not be responsible for any project partner losses caused by partners' delays. Programmes are also toughening up on requirements and may, for example, suspend projects and/or project partners who fail to report for a number of periods. In other cases, it may be acceptable to submit a report without the delayed partners – who will then be allowed to claim for a double period with the next report.

Uniformity of reporting both to the programme (by the lead partner) and to the lead partner (by the partners) requires harmonization of procedures on all levels. Uniformity is important because lead partners need to be able to compare the input of their partners, and programmes need to be able to compare different projects. This means that, as far as it is possible, all levels need to provide the same information in the same format.

The basic principle is that programmes provide reporting templates (checklists or other reporting tools), which are distributed well in advance to the lead partners (they may be also be available on programme websites), who should pass them on to the partners. These set out how information should be provided. Progress and financial reporting require different templates but are prepared at the same time for the same reporting periods, and submitted together to the programme.

Build reporting timelines into the project partnership agreement, and remind all project partners of approaching deadlines well in advance.

1.2. Timeliness of Report

Timeliness - whether reports are submitted at the specified and agreed times. A simple flow chart can record when reports are received.

- It is better that the information that's imperfect (but within acceptable tolerances of precision) in good time than completely accurate information too late.
- The simple truth is that the company's directors may not have had the chance to act, because they didn't find out what was going on until it was too late.
- Information should, as far as possible, be available in parallel with the activities to which it relates.
- The report should be available promptly enough to plan from it and/or take action to consolidate gains and recover shortfalls.

Self Check - 5	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. Define timeliness of report (4 pts)
2. List reporting requirements (10 pts)

Note: Satisfactory rating – 7 and above pts Unsatisfactory - below 7 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Information Sheet- 6	Establishing and Maintaining Files

6.1. Documents and Reports

Some jobs require paperwork to be done as part of the organization's requirements. Paperwork is important for the following reasons.

- **It provides a record of work done:** It gives the organization an overview of the cost and efficiency of the work and shows where most of the resources and effort have gone.
- **It helps to identify problem areas: Problem** areas or faults that are reported or repaired are identified from the reporting process. This helps to identify maintenance and quality issues, work procedures and equipment problems.
- **It helps monitor equipment performance: Having** a written history of the performance of equipment allows you to identify and avoid problems and take planned maintenance action to prevent downtime. Regular performance monitoring also allows you to make adjustments where and when it is necessary to maintain efficiency.
- **Types of documents:** The types of documents used to collect this information might include:
  - ✓ Shift reports
  - ✓ Log books
  - ✓ Timesheets
  - ✓ Pre-start checklists
  - ✓ Maintenance checklists

Self Check - 6	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. What is the importance of paperwork in planning and scheduling work activities?
2. Define Documents and reports
3. What are the common Types of documents to be maintained in projects?

Note: Satisfactory rating – 12 and above pts Unsatisfactory - below 12 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Operation Sheet 1	Establishing and maintaining files

The following are the techniques used in establishing and maintaining files in planning and organizing work activities.

Steps:

Step1: Prepare needed resources needed by the activity

Step 2: Classify documents based on their type

Step 3: Open files for each document types separately

Step 4: Maintain files regularly

LAP Test	Practical Demonstration

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Giving the necessary equipments and PPEs you are required to perform the following tasks ***within 3 hours.***

Task 1: Establish and maintain files

Instruction Sheet	Learning Guide - 21: Review and Evaluate Work Plans and Activities

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

- Reviewing work plans, strategies and implementation based on accurate, relevant and current information
- Using reliable feedback of appropriate personnel on outcomes of work plans for reviewing
- Providing results of review to concerned parties and using in adjustments to be made to policies, processes and activities
- Conducting performance appraisal in accordance with organization rules and regulations
- Preparing and documenting performance appraisal report regularly
- Preparing and presenting recommendations to appropriate personnel/authorities
- Implementing feedback mechanisms in line with organization policies

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

- Review work plans, strategies and implementation based on accurate, relevant and current information
- Use reliable feedback of appropriate personnel on outcomes of work plans for reviewing
- Provide results of review to concerned parties and using in adjustments to be made to policies, processes and activities
- Conduct performance appraisal in accordance with organization rules and regulations
- Prepare and document performance appraisal report regularly
- Prepare and present recommendations to appropriate personnel/authorities
- Implement feedback mechanisms in line with organization policies

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4” in page 84, 91, 97,101, 106, 111 and 114 respectively.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self- check 4” -” in page 89, 95, 100, 105, 110, 113 and 117 respectively
5. If you accomplish the self-checks, do operation sheet in page 119 and 120
6. LAP Test in page 121

Information Sheet- 1	Reviewing Work Plans, Strategies and Implementation Based on Accurate, Relevant and Current Information

1.1. Monitoring and Performance Evaluation

Monitoring is the collection and analysis of information about a project or programme, undertaken while the project/programme is ongoing.

Evaluation is the periodic, retrospective assessment of an organization, project or programme that might be conducted internally or by external independent evaluators.

Monitoring and evaluation are integral parts of the programme/project management cycle. On the one hand, monitoring and evaluation are effective tools for enriching the quality of interventions through their role in decision-making and learning. On the other hand, the quality of project design (e.g., clarity of objectives, establishment of indicators) can affect the quality of monitoring and evaluation. Furthermore, the experience gained from implementation can contribute to the continuing refinement of monitoring and evaluation methodologies and instruments.

Before starting an evaluation, it is necessary to find out about the specifications, requirements and guidelines of your programmes related to project evaluation. It could be that your programme has issued specific guidelines for a project evaluation.

An evaluation can be carried out during the implementation of a project; e.g., to find out if the project is performing as planned, or at the end of the project; e.g., to present the achievements of the project.

If you plan to carry out a project evaluation, you should first ask yourself **why** you want to implement the evaluation. Evaluations should never be carried out without having a clear picture of why and for whom the evaluation is being done.

1.1.1. Defining evaluation questions

Through defining the evaluation questions, the project can focus on different aspects of the project implementation:

- What has the project accomplished? What change did the project bring? (Descriptive questions intended to observe, describe and measure changes.)
- How and to what extent is that which occurred attributable to the project? (Causal questions which strive to understand and assess relations of cause and effect.)
- Are the results satisfactory in relation to targets? (Normative questions which apply evaluation criteria.)
- What will happen in the future because of the project? For example, will the project create positive effects for the environment? (Predictive questions, which attempt to anticipate what, will happen as a result of planned interventions.)

Evaluation questions refer to the main evaluation criteria:

- **Relevance:** To what extent are the project's objectives justified in relation to the needs of the programme area?
- **Effectiveness:** To what extent have the objectives been achieved? Has the project produced the expected effects? Could more effects be obtained by using different instruments?
- **Efficiency:** Have the planned outputs been achieved at the lowest costs?
- **Utility:** Are the expected or unexpected effects satisfactory from the point of view of direct or indirect project partners? Did the project have an impact on the target groups in relation to their needs?
- **Sustainability:** Are the results, including institutional changes, durable over time? Will they continue if there is no more funding?

1.2. Revising the Work Plan

Work plans are short-term planning tools that contain a lot of detail on the activities carried out in the project and can therefore only cover the immediate future of the project – but with reference to the overall project plan. As part of tracking and monitoring, work plans are revised periodically and adapted where necessary.

Timings for the intervals between revisions and the period each detailed work plan should cover vary and should be proportional to the size of the project. In general, it is advisable that

each work plan covers the working period between the main project meetings (many projects meet two or three times a year, therefore the periods covered by the detailed work plan would cover between four and six months).

Connecting the work plan to the meeting schedule also has the benefit of being able to directly involve all partners in the elaboration of the next phase of the work plan, so that activities can be allocated directly to the team members, and coordination of shared tasks can begin straight away. This direct approach usually proves very efficient with great time-savings compared to the alternative way of sending drafts back and forth between partners. Afterwards, the project manager can prepare the updated or new work plan based on the meeting agreements, and distribute it to all partners so that implementation can continue smoothly.

1.2.1. Unexpected Delays

Project timetables often fail to take account of the time needed for certain administrative procedures that need to be completed before the project can proceed. Two typical examples are obtaining planning permission for construction work and carrying out public procurement procedures for contracting external services. Both procedures are unavoidable and need to be included in project planning.

Another common externality, in particular when it comes to implementation work, is if the project's work depends on the work of others. Here a typical example is when the project's material investment represents part of a large national scheme: If the large project is delayed it usually obstructs the project plan as well. In this case, leaving some leeway for unforeseen delays or regular updates on the progress of the other project might be necessary.

1.2.2. Project Modifications

Programme attitudes to this kind of modification vary. Generally speaking, the more detailed the information required in the application, the higher the likelihood that projects will have to ask for permission for even quite small modifications (because the approved application is a main part of the contract with the programme). Whatever the case, adding completely new

activities or removing planned ones will always require programme approval and may even mean that the project has to be reconsidered by the programme monitoring committee. Don't ever be tempted to make this kind of major modification without approval: Costs for activities not included in the application are ineligible.

In order to help the programme management make an informed and timely decision regarding the requested modification, it is best to provide information on:

- The nature of the modification (activity, partnership, etc.)
- Who does it affect – one partner/the whole partnership?
- Does it have an effect on the project budget?
- Does it have an effect on the project timeframe?
- Is there a danger that the project will not deliver all or some results and outputs?
- Is the modification related to working methods and procedures or objectives and deliverables?
- Outline alternative solutions, justify them in terms of complying with the original application (i.e., they do not significantly change the original plan).

One important question related to monitoring is to see whether the initial activity plan is still realistic for delivering the promised outcomes. For many projects the plan is likely to undergo change in order to reflect information that was unknown at the start of the project or changing conditions since then. Monitoring project modifications and making sure that these modifications stay within acceptable limits is another important task for project managers.

Project modifications and programme reactions vary according to the type of modification requested:

- Activity modifications – Generally accepted if main outcomes are unaffected. Budget implications should be considered.
- Roles modifications – When considering a redistribution of tasks in the project, programmes will make sure that joint implementation is not threatened and that all partners continue to play a strong role

- Partnership modifications – Tend to be taken very seriously. There are administrative implications – if a partner leaves, who will provide their financial contribution? Do any new organizations live up to programme requirements? Is there still a viable cooperation partnership?
- Outputs and results modifications – Modifications in results imply a modification in objectives, and will be questioned.
- Project time plan modifications – Project time extensions have been quite common in some programmes, but they make de-commitment forecasting very difficult and will probably be less common in future. Requests for timetable modifications should be based on evidence that delaying factors have been discovered and put right.
- Budget modifications – Most programmes are very flexible up to a certain limit of 10%-20% of the budget. After this, the procedures tend to get more complex. Some programmes require more information on certain modifications, such as moving budgets between partners (this can affect partner contribution) and the movement of money between certain budget lines (e.g., from staff costs to external experts).

Modifications in project activities and deliverables can be particularly sensitive issues, as this implies a modification to the basic terms on which the budget was approved. Always seek the support of the programme when in doubt or when you foresee significant project modification! In general, all requests for modifications should go through the lead partner to the programme. Inform well in advance, if possible – better safe than sorry!

Self Check - 1	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. What are project modifications? (4 pts)
2. How do you revise the work plan? (4 pts)
3. Define the following terms (2 pts each)
   A. Monitoring
   B. Evaluation
   C. Relevance
   D. Sustainability
   E. Efficiency
   F. Utility
   G. Effectiveness

Note: Satisfactory rating – 11 and above pts Unsatisfactory - below 11 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Information Sheet- 2	Using Reliable Feedback of Appropriate Personnel on Outcomes of Work Plans for Reviewing

2.1. Introduction

Your project review (which will typically be a meeting, as we'll discuss below) should essentially answer four questions:

- Has the project come in on or under budget?
- Has the project been delivered on time?
- Has the project delivered the required scope?
- Has the project been delivered to the required standard of quality?

What not be done during review

If you've built a product, and you want to demonstrate it, set up a demo that's't want people to focus on the detail of the product while you're trying to close the project itself. In any case, it's best to share the demonstrations as soon as possible, to show progress in your project, rather than waiting until the end!

Don't discuss the details of any changes: Don't get into the detail of why certain changes were or weren't included. This is not the time for stakeholders to dispute change approvals or disapprovals made by the project board (or change board).

Don't revise the project': Your team looks good. Don't start rewriting the course of events—people the audience will notice, and you'll lose credibility while derailing your meeting. Focus on what was achieved, and steer clear of trying to make excuses.

2.2. Review and Approve Project Plan

The review and approval of the project plan by management and the project team formalizes the transition activities and allows project work to commence. Complete the review and approval process of the project plan.

Management and sponsor(s) may provide:

- Full approval; or

- Approval with qualifications (areas that require revision before full approval)
- Make any changes as necessary.
- Obtain formal approval of the changes.
- Prepare the baseline plan.
- Communicate the setting of the baseline to all impacted groups.
- Distribute the approved plans and schedules.

2.3. Implement the Plan

Implement the data collection, project tracking and management processes to assist in the management of the project plan, changes, issues, risks, quality and status reporting.

Commence the ongoing maintenance of the Work Breakdown Structure and project plan. All changes must follow the formal scope management and change control process.

At the agreed frequency, hold project team planning and scheduling meetings to discuss and agree the project tracking and plan updates.

2.4. Consultation of Appropriate Personnel

Consultation: The opportunity to provide and receive information and to participate in meaningful discussion on relevant matters affecting the way we do or manage things in the workplace. For example, consultation on health and safety is a two-way process and should be seen as an opportunity to add value when making decisions. This process involves:

- talking about issues
- listening to and raising concerns
- understanding your role
- seeking information and sharing views
- discussing issues in a timely manner
- considering what is being said before decisions are made
- Attending scheduled meetings.

2.5. Successful Consultation

- Be prepared to listen.

- Establish what people understand by participation and consultation first.
- Commitment by all parties to communication with each other, to listen and engage in discussion over change. Be proactive.
- Provide (accurate) information through different information sessions
- Ensure that the change and any jargon or concepts are understood and owned at all levels (ownership of the process and of the outcomes).
    - ✓ Ask questions to encourage participation and feedback, e.g.: “If this change is introduced next week, what would be some of the desired outcomes?”
- Involve people in local workplace problem solving through small groups, brainstorming possibilities, identifying problems. This increases team involvement.

Outcomes of Good consultation

- Greater agreement
- Increased staff morale
- Greater commitment to the change or decision made

Lack of consultation

- Sabotage and resistance
- Disgruntled unhappy staff
- Negativity and criticism

Barriers to effective consultation

There are many barriers to how we communicate and consult with each other in the workplace. Finding the right time and delivering messages in the right way can be a challenge. Workers should establish a relationship with their manager that encourages open and honest discussion and mutual trust. Consultation often fails due to:

- lack of clarity of message
- absence of emotional resonance in your message
- inaccurate targeting
- poor timing

- No genuine feedback processes.

2.6. Reliable Feedback

The customer feedback session or survey is a free-form exercise—you might want to design a few key questions around whether the customer felt appropriately involved, well informed, and so on, but you're mainly trying to get their perspective on how well you ran the project, what you did well, and what you could have done better. In the absence of a more formal framework, this is the best way to gather feedback.

If there is a number of customer representatives (say multiple stakeholders in addition to the project board), you might want to hold a face-to-face session, with the atmosphere of a group brainstorm rather than a formal review. You might feel respondents will communicate more freely if you collect feedback anonymously via an electronic or paper survey. Either way, the mere act of asking for feedback can leave a very positive impression on your customers—they will appreciate that you care about improving, and want to learn from the experience.

Self Check - 2	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. What are the four questions your project review will answer? (4 pts)
2. Discuss the characteristics/components of successful consultation? (4 pts)
3. What are the outcomes of good consultation? (2 pts)
4. Write the effects of lack of consultation? (4 pts)
5. What are the common barriers to effective consultation? (2 pts)

Note: Satisfactory rating – 11 and above pts Unsatisfactory - below 11 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Information Sheet- 3	Providing Results of Review to Concerned Parties and Using in Adjustments to be Made to Policies, Processes and Activities

3.1. Implementing and Managing Evaluations

During the evaluation process there should be continuous interaction between the evaluator/evaluation team and all involved stakeholders. The success of the evaluation depends on the level of cooperation of the involved stakeholders.

Evaluation results can be disseminated and communicated to the stakeholders not only in writing but also verbally. The final report is only one means of communication of the results. An evaluation report usually consists of following parts: executive summary, project description, evaluation methodology, findings and recommendations.

Finally, the evaluation feedback should be communicated to the whole partnership as an opportunity to improve and strengthen the project's performance and profile. In addition, the plans on what to do with the evaluation findings should be implemented (e.g., communicate the findings to the wider public, use the findings to develop new projects, etc.). It is considered good practice that the key stakeholders review the report first, to clarify any discrepancies and ensure that they have a common understanding of the findings. Share your results! To be of added value, the results/findings of evaluation have to be communicated.

Evaluation tips

- Be pragmatic! Consider that your resources are limited, administrators are not always efficient, coordination can be imperfect, knowledge is patchy and data is often not available. Even modest outputs can make a big difference, especially when set within a longer period!
- Contact your programme to find out if there are some guidelines you have to consider.
- Inform them about your evaluation, including the purpose, questions, method, etc.

- An evaluation can be carried out during the project implementation to reveal weaknesses in project design, or be carried out at the end of the project implementation to appraise success or weaknesses.
- Make sure that the evaluation is integrated into project planning and management. An evaluation takes time and human resources.
- Make sure that you involve the right stakeholders; if a major stakeholder interest is ignored, this is likely to weaken your evaluation, either because it will be poorly designed or because its results will lack credibility. Involving relevant stakeholders will ensure that the result will be taken up and used. Identify your stakeholders, find out what their interests are in an evaluation, and involve them!
- The importance of evaluation questions in an evaluation design cannot be overstated.
- Formulate evaluation questions in a way that makes them easy to answer. Ask questions that people will find useful.
- An evaluation is not about gathering large quantities of data in the belief that these will eventually provide answers to all evaluation questions. By being clear about the purpose, method and tools of evaluation that are needed, your evaluation can be more focused and result in a better outcome.
- Evaluation is an interactive process: It used to be common to regard the use of evaluation as being confined to acting on recommendations and final reports. It is now understood that evaluation use can be supported, and occurs throughout an evaluation. Promoting dialogue during the course of an evaluation is likely to ensure that when stakeholders receive the reports they will be better prepared and more receptive.
- Consider at an early stage how the evaluation findings will be used.

3.2. Identify Potential Plan Adjustments

The identification of potential plan adjustments is required when the plan does not meet previously stated project objectives. Identify any potential plan adjustments by using approaches such as:

- Considering opportunities for optimizing initially at the project level to generate a list of good ideas;
- Having core team (representatives from each project) meet to discuss ideas;

- Using a round-robin approach where each project offers up their best idea (this may help balance the cost/risk associated with optimization); or
- Brainstorming. Some other optimizing considerations may include:
- Opportunities for optimizing may be limited within a project;
- Opportunities for optimizing may be greater across projects;
- The approach at the point of integration of projects may need to be re-addressed,
- The impact of any change on all projects must be considered.

Where the end-date of the integrated programme schedule is later than the latest individual project completion dates:

- All critical parameters must be reconciled;
- The overall programme and all project schedules must be balanced when optimizing;
- Look for opportunities to reach mutually agreeable compromises between projects;
- Try not to compress or expand one project at the expense of the others;
- Focus on the “big picture”; and
- For each proposed project change, evaluate the effect on the programme as well as on the individual projects.

Self Check - 3	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. What are the common approaches used to identify any potential plan adjustments? (4 pts)
2. What factors you should consider when you conduct evaluation? (4 pts)

Note: Satisfactory rating – 11 and above pts Unsatisfactory - below 11 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Information Sheet- 4	Conducting Performance Appraisal in Accordance with Organization Rules and Regulations

4.1. Performance Appraisal

Performance appraisal (PA) plays a central role in managing human resources in organizations. The term performance appraisal (or performance evaluation) refers to the methods and processes used by organizations to assess the level of performance of their employees. This process usually includes measuring employees' performance and providing them with feedback regarding the level and quality of their performance.

The main goal of the PA in organizations is to improve employee performance. This goal could be achieved through three possible mechanisms:

- The information provided by the PA can be used for administrative decisions linking the evaluated performance to organizational rewards or punishments such as a pay raise, promotion, or discharge
- The PA process involves providing performance feedback (i.e., information regarding the level of performance) to the employees who were evaluated, allowing them to adjust their performance strategies to match the desired performance; and
- The PA is a process that raises employee awareness to the fact that they are being measured.

4.2. Performance Feedback

Providing employees with feedback regarding their performance is a common reality in most organizations. This type of feedback is defined as "actions taken by (an) external agent (s) to provide information regarding some aspect(s) of one's task performance". This definition reflects the idea that feedback is 'information' or 'knowledge' delivered to an employee in order to make him or her aware of the level of their work outcomes. Performance feedback could serve as an important motivational source for workers if it is conducted effectively. Also, workers are interested in performance feedback in order to know how close they are to fulfilling their job assignments.

Specifically, effective feedback should help the receiver concentrate on the level of task performance, namely, the specific ways to improve his or her performance. Feedback often shifts the attention of the receiver from this level to a higher or a lower level; for example, the feedback could shift receiver attention to a higher level of the self (e.g., what this feedback says about me), or to a lower level of the task details (e.g., how I am holding my hands while teaching).

The purpose of the performance appraisal is to be clear about your job requirements and the necessary standards of work performance and behavior. Your manager should give you constructive feedback on your progress. An appraisal is also an opportunity to identify training and development needs related to your position and the business needs of the organization.
When reviewing your work plan you should consider:

- your contribution to the organization and your achievements
- whether your performance meets, exceeds or falls short of requirements
- the areas in which you need more guidance or experience
- the skills you have that aren't used in your current position
- the positive or negative factors that have affected your performance. Write notes about points that you can raise in discussion with your supervisor.

4.3. Accurate Performance Measures

Performance should be accurately measured so employees will know where they can improve. Knowing where to improve should lead to training employees to develop new skills to improve. To be an accurate measure of performance, our measure must be valid and reliable, acceptable and feasible, specific, and based on the mission and objectives.

Valid and reliable: As with all areas of our people management process, we must make sure that all of our performance management tools are valid and reliable.

Acceptable and feasible: In addition to validity and reliability, we need to look at a couple of other characteristics of our performance measures. We need to analyze acceptability and feasibility. Acceptability means that the use of the measure is satisfactory or appropriate to the people who must use it. However, in performance appraisal, this isn't enough.

Acceptability must include whether or not the evaluation tool is feasible. Is it possible to reasonably apply the evaluation tool in a particular case?

Specific: Next, we want any evaluation measure to be specific enough to identify what is going well and what is not. The word specific means that something is explicitly identified, or defined well enough that all involved understand the issue completely. In performance appraisal, specific means that the form provides enough information for everyone to understand what level of performance has been achieved by a particular employee within a well-identified job.

Creating specific measures is the only way that we can use a performance appraisal to improve the performance of our employees over time. The employees have to understand what they are doing successfully and what they are not. Many times, evaluation forms may be too general in nature to be of value for modifying employee behaviors because we want the form to serve for a large number of different types of jobs. This can create significant problems in the performance appraisal process.

Based on the mission and objectives: Finally, you want to make sure that your performance management system leads to accomplishment of your organizational mission and objectives. As with everything else we do in HR, we need to ensure that the performance management process guides our employees toward achievement of the company's mission and objectives over time. As managers in the organization, making sure of this connection will allow us to reinforce employee behaviors that aim at achieving organizational goals and to identify for our employee's things that they may be doing that actively or unintentionally harm our ability to reach those goals.

Thus, stating specific objectives of exactly what each person in each job should achieve or his or her performance outcomes leads to accurate assessment that can increase performance.

4.4. Ranking Method

The ranking method is a performance appraisal method that is used to evaluate employee performance from best to worst. There often is no actual standard form used, and we don't always have to rank all employees.

Why and when do we use the ranking method? Managers have to make evaluative decisions, such as who is the employee of the month, who gets a raise or promotion, and who gets laid off. So, when we have to make evaluative decisions, we generally have to use ranking. However, our ranking can, and when possible should, be based on other methods and forms. Ranking can also be used for developmental purposes by letting employees know where they stand in comparison to their peers—they can be motivated to improve performance. For example, when one of the authors passes back exams, he places the grade distribution on the board. It does not in any way affect the current grades—but it lets students know where they stand, and he does it to motivate improvement.

How do we use the ranking method? Under the ranking method, the manager compares an employee to other similar employees, rather than to a standard measurement. An offshoot of ranking is the forced distribution method, which is similar to grading on a curve. Predetermined percentages of employees are placed in various performance categories, for example, excellent, 5%; above average, 15%; average, 60%; below average, 15%; and poor, 5%. The employees ranked in the top group usually get the rewards (raise, bonus, promotion), those not at the top tend to have the reward withheld, and those at the bottom sometimes get punished. In Self-Assessment and Skill Builder 8-1, you are asked to rank the performance of your peers.

Self Check - 4	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. What is performance appraisal? (3 pts)
2. What is the purpose of performance feedback? (5 pts)
3. What are the tools used for accurate performance measures? (4 pts)
4. List and discuss the ranking methods used in performance evaluations? (4 pts)

Note: Satisfactory rating – 8 and above pts Unsatisfactory - below 8 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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4. _____

Information Sheet- 5	Preparing and Documenting Performance Appraisal Report Regularly

5.1. Purpose of Report

Performance evaluation is not just a once-a-year affair. Whether the employees realize it or not work performance is being evaluated continually. Every day worked; every assignment completed gives the supervisor a chance to observe how well duties are performed.

The performance evaluation report is designed to put down on paper a summary of these day-to-day evaluations and is intended to help the supervisor form these evaluations as objectively as possible.

5.2. Reporting System

The feedback report is a detailed, individualized, written assessment of your organization's strengths and opportunities based on the organization standard. The report is compiled by a team of management, examiners and experts with deep sector/industry knowledge and training in the organization criteria for performance excellence.

Here are the components of the report:

- **Key themes:** These are the "executive summary," a synthesis of the most significant, cross-cutting strengths and opportunities for improvement in your organization's processes and results.
- **Comments**: You will receive detailed, actionable strengths and opportunities for improvement related to each of the organization Criteria Items. The comments can help you prioritize your improvement efforts.
- **Item scoring range**: The percentage scoring range for each Item allows you to determine how far along your organization is in that area.
- **Scoring band distribution:** The percentage of applicants scoring in each of the eight overall scoring bands gives you a context for your total score

Table 6: Components of performance appraisal report

General performance factors- all Employees should be evaluated on the first six factors.	**Excellent**	**Very Good**	**Good fair**	**Unsatisfactory**
1. Quality of work – completion; accuracy; Professional; or technical proficiency.				
2. Work habits- planning and organization of work; Care of equipment and supplies.				
3. Relationship with people- ability to get along With others. Effectiveness in dealing with the public.				
4. Dependability- degree to which employee can Be relied upon to work steadily and effectively; Punctuality; regularity of attendance.				
5. Quantity of work-amount of work performed.				
6. Initiative-resourcefulness; versatility; originality; Ability to conceive and carry out program improvements.				
7. Analytical ability-thoroughness and accuracy of analysis of data, facts, laws, rules, and procedures.				
8. Ability as supervisor-proficiency in training Employees. In planning, organizing, laying out work for work unit. Activity in promoting				

cost reduction leadership.				
9. Administrative ability-promptness of action; Soundness of decision; application of good management pprinciples.				
10. Safety-application of accident prevention Techniques and unit's safety.				

- **Unsatisfactory:** A rating of unsatisfactory means that the employee's performance with respect to the factor under consideration is below acceptable standards.
- **Fair:** A rating of fair means that the employee's performance with respect to the factor under consideration no more than meets and occasionally falls below acceptable standards.
- **Good:** A rating of good means that the employee's performance with respect to the factor under consideration meets and occasionally exceeds acceptable standards.
- **Very good:** A rating of very good means that the employee's performance with respect to the factor under consideration frequently exceeds acceptable standards.
- **Excellent:** A rating of excellent means that the employee's performance with respect to the factor under consideration consistently exceeds acceptable standards.

5.3. Criteria to Assess the Effectiveness of a Reporting System

- **Timeliness** - whether reports are submitted at the specified and agreed times. A simple flow chart can record when reports are received.
- **Completeness** - whether all of the information required by the report form is provided. This can be monitored by checking actual report contents against what was agreed in the Operational Contract or Letter of Understanding (LOU).
- **Consistency** - whether the units used in consecutive reports facilitate comparisons in performance over time. Checking reports against agreed milestones and indicators specified in the monitoring plan. The information reported can provide a link between the baseline studies, follow up studies and associated evaluations.

- **Content** - the extent to which the report provides an analysis of what has taken place, or simply presents 'bare' figures.
- **Reliability/accuracy** - the extent to which the report is a fair representation of the facts.

Self Check - 5	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions.

1. Discuss the components of performance appraisal report? (4 pts)
2. What are the Criteria to assess the effectiveness of a reporting system? (8 pts)
3. What are the components of performance appraisal report? (4 pts)

Note: Satisfactory rating – 8 and above pts Unsatisfactory - below 8 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

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Information Sheet- 6	Preparing and Presenting Recommendations to Appropriate Personnel/Authorities

6.1. Introduction

Well developed presentation skills enable you to communicate clearly, precisely and effectively in a variety of modes or registers and settings. It should be pointed out that they are rated as one of the most important soft skills. The ability of communicating with the audience and giving presentations should be seen as a mandatory prerequisite for both the effective learning process and the successful working life.

Thus, it is imperative to gradually increase and enhance your presentation skills through a continuous training that will help you to become more competent, confident and competitive.
The subsequent sections cover more specific topics including verbal (voice, intonation, appropriate language) and non-verbal communication (eye-contact, body language, hand gestures) communication, interacting with audience and answering questions, handling your nerves during the presentation. The chapter concludes by focusing on rehearsal activities and different forms of feedback which will enhance your presentation skills.

Before you start working on the presentation, answer the following questions:

- What is the main aim of the presentation and what message you want to deliver to the audience in the time limit set?
- What is the current knowledge level of the audience and what new knowledge or awareness do you want the audience to have gained from your presentation?
- What is the most effective way to communicate this knowledge?

You should remember that planning a presentation can be even more demanding than working on a written assignment. The main challenge is to try to fit all gathered information that you usually consider relevant into the time that is allocated.

3.2. Prepare Project Plan and Schedule Reports

Reports which may include:

- Critical Path Reports;

- Work Breakdown Structure Reports;
- Daily, weekly and monthly work plans and schedules;
- Resource reports;
- PERT reports; and
- Dependency reports.

6.3. Feedback

Presentation skills require much feedback and the preparation for next presentation should be based on feedback from the last. You should remember that for communication to take place, information has to flow in two directions –that is, the 'receiver' picks up the message from the 'sender' and confirms receipt by giving some form of recognizable feedback – even if it is no more than a gesture (a grunt seldom qualifies as good feedback).

Without real feedback you cannot be certain that communication has in fact taken place.

You may need to take into account several different kinds of evaluation for your feedback during and after your presentation.

6.4. Presentations Skills

Formal evaluation – Completed marking criteria sheets and any other written/verbal feedback from tutors, lecturers, and/or peers (other students). Incorporate appropriate suggestions next time you present.

Informal evaluation – People's body language; Comments made during or after the presentation; Interaction between yourself and audience members, and the kinds of questions that are asked.

Self-evaluation – Think about your presentation. What worked? What did not work?

One very important form of feedback is that of self-reflection, so try and do some reflection and analysis after you have given your presentation.

Self Check - 6	Written Test

Direction I: Multiple choice items

Instruction: Choose the best answer for the following questions and write the letter of your answer on the answer sheet provided in the spaces provided. Use bold letter. (2 pts each)

1. _____is people's body language; Comments made during or after the presentation; Interaction between yourself and audience members, and the kinds of questions that are asked.
   A. Informal Evaluation C. Formal Evaluation
   B. Self-Evaluation D. Presentations Skills
2. Schedule reports may include:
   A. Resource reports C. PERT reports E. All
   B. Critical Path Reports D. Work Breakdown Structure Reports
3. Before you start working on the presentation, answer the following questions:
   A. What is the main aim of the presentation and what message you want to deliver to the audience in the time limit set?
   B. What is the current knowledge level of the audience and what new knowledge or awareness do you want the audience to have gained from your presentation?
   C. What is the most effective way to communicate this knowledge?
   D. All

Note: Satisfactory rating – 6 and above pts Unsatisfactory - below 6 pts

Answer Sheet-1

Name: _____ Date: _____

Multiple Choice Questions

1 _____

2 _____

3 _____

Score = _____

Rating: _____

Information Sheet- 7	Implementing Feedback Mechanisms in Line with Organization Policies

1.1. Agreeing Upon Feedback Mechanism

Feedback is an essential element for everyone in an organization's workforce. Giving feedback is a task you perform again and again as a manager or supervisor, letting people know where they are and where to go next in terms of expectations and goals - yours, their own, and the organizations.

Feedback is a useful tool for indicating when things are going in the right direction or for redirecting problem performance. Your objective in giving feedback is to provide guidance by supplying information in a useful manner, either to support effective behavior, or to guide someone back on track toward successful performance.

Some situations which require giving constructive feedback include:

- On-going performance discussions
- Providing specific performance pointers
- Following up on coaching discussions
- Giving corrective guidance
- Letting someone know the consequences of their behavior

Some clues that constructive feedback is needed are when:

- Someone asks for your opinion about how they are doing
- Unresolved problems persist
- Errors occur again and again
- An employee's performance doesn't meet expectations
- A peer's work habits disturb you

When you need to provide feedback, act as follows:

- Be positive.
- Focus on the behavior, not the person..
- Be specific.
- Be timely.

- Make sure you are clear on why you are delivering the feedback.
- Don't use judgment as a means for feedback.
- Provide feedback from a neutral place.
- Make it a two-way conversation.
- Follow up
- Make sure you have these three qualities before delivering feedback.

Feedback mechanisms may include:

- verbal feedback
- formal and Informal feedback
- questionnaire
- survey
- group discussion

To be effective, formal feedback should:

- Be given as soon after an evaluation/assessment as possible;
- Focus on the positive as well as areas for development;
- Highlight specific examples of where behaviors might;
- Suggest alternative behaviors or aspects for improvement (goal setting);
- Check for understanding of the feedback provided;
- Be given in an appropriate time and place;
- Be given privately;

1.2. Types of Feedback

Customer feedback: Customers can give feedback on the organization as a whole, or on individuals within the organization. Organizational feedback comes from customers in a variety of ways. Organizations might use a customer satisfaction form or a complaint form to monitor the quality of their service. Or, they might use a customer survey to get information about their operations (including products and services) on a wider scale. They then pass this feedback on to their staff.

This might be through:

- an article in an internal newsletter
- a notice on the staff bulletin board
- an announcement at a team meeting
- an individual meeting or conversation
- formal or informal performance appraisals.

Work group feedback: Feedback can also come from your work group. This often happens at a team meeting. It should be given in a supportive environment where everyone feels comfortable to comment on aspects of the work and offer helpful suggestions.
Team members may tell you how well you managed a recent mail-out or thank you for helping at reception when a colleague was away. They may also suggest ways for working faster, perhaps by using a different software program.

Take notice of the feedback and work out how you can use it to improve your work. If you don't understand what is being said, or don't agree with the suggestions made, make sure you say so. Discussing work issues helps everyone on the team work more efficiently.

Supervisor feedback: Your supervisor should also give you feedback about your work. Sometimes they will talk to you alone. This may happen if the topic for discussion concerns only you, or if they need to explain something at length. At other times they will give you feedback in a team meeting, particularly if what they have to say concerns the rest of the work group.
Your performance appraisal should cover:

- how well you perform your tasks
- the quality of your work
- your ability to work with others
- areas you need to improve
- the type of training you might require.

Self Check - 7	Written Test

Direction I: Short answer items

Instruction: Give short and precise answers to the following questions. (2 pts each)

1. What are the guidelines used to give informal feedback?
2. Mention the common feedback mechanisms.
3. How do you act when you need to provide feedback?
4. When do you need constructive feedback is needed?
5. List some situations which require giving constructive feedback.
6. What is feedback?

Note: Satisfactory rating – 11 and above pts Unsatisfactory - below 11 pts

Answer Sheet-1

Name: _____ Date: _____

Score = _____

Rating: _____

Short Answer Questions

1. _____
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Operation Sheet 1	Procedures in monitoring and evaluation of project activities

The following is an outline of some general steps you may take in thinking through at the time of planning your activities:

Step1: Clarify scope, purpose, intended use, audience, and budget for evaluation.

Step2: Develop the questions to answer what you want to learn as a result of your work.

Step3: Select indicators. Indicators are meant to provide a clear means of measuring achievement, to help assess the performance, or to reflect changes. They can be either quantitative and/or qualitative. A process indicator is information that focuses on how a program is implemented.

Step4: Determine the data collection methods. Examples of methods are: document reviews, questionnaires, surveys, and interviews

Step5: Analyze and synthesize the information you obtain. Review the information obtained to see if there are patterns or trends that emerge from the process.

Step6: Interpret these findings, provide feedback, and make recommendations. The process of analyzing data and understanding findings should provide you with recommendations about how to strengthen your work, as well as any mid-term adjustments you may need to make.

Step7: Communicate your findings and insights to stakeholders and decide how to use the results to strengthen your organization's efforts. Monitoring and evaluation not only help organizations reflect and understand past performance, but serve as a guide for constructive changes during the period of implementation.

Operation Sheet 2	**Giving constructive feedback**

Procedures:

Step 1: State the constructive purpose of your feedback.

Step 2: Describe specifically what you have observed.

Step 3: Describe your reactions: -

Step 4: Give the other person an opportunity to respond.

Step 5: Offer specific suggestions.

Step 6: Summarize and express your support

Operation Sheet 3	Procedure of conducting performance appraisal

Steps:

Step 1: Develop job analysis

Step 2: Develop standards and measurement methods.

Step 3: Conduct Informal performance appraisal—coaching and disciplining

Step 4: Prepare for and conduct the formal performance appraisal.

LAP Test	Practical Demonstration

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Giving the necessary equipments and PPEs you are required to perform the following tasks ***within 3 hours.***

Task 1: Monitor and evaluate project activities

Task 2: Give constructive feedback

Task 3: Conduct performance appraisal

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