



## Ethiopian TVET-System



# Irrigation and Drainage Design and Construction

## Level III

Based on Feb, 2017 G.C. Occupational Standard

**Module Title: Leading Small Teams**

**TTLM Code: EIS IDD3 TTLM 0920v2**



## **This module includes the following Learning Guides**

### **LG 11: Provide team leadership**

LG Code: EIS IDD3 M04 LO1-LG-11

### **LG 12: Foster individual and organizational growth**

LG Code: EIS IDD3 M04 LO2-LG-12

### **LG 13: Monitor and evaluate workplace learning**

LG Code: EIS IDD3 M04 LO3-LG-13

### **LG 14: Develop team commitment and cooperation**

LG Code: EIS IDD3 M04 LO4-LG-14

### **LG 15: Facilitate accomplishment of organizational goals**

LG Code: EIS IDD3 M04 LO4-LG-15

<b>Instruction Sheet</b>	<b>Learning Guide 11: Provide team leadership</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics

- Identifying and implementing systematically Learning and development needs in line with organizational requirements.
- Developing and implementing learning plan collaboratively to meet individual and group training and developmental needs.
- Encouraging individuals to self-evaluate performance and areas identified for improvement.
- Collecting feedback on performance of team members from relevant sources and compared with established team learning process.

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

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

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets below
4. Accomplish the all Self-checks provided at the end of each information sheet
5. If you earned a satisfactory evaluation from the “Self-check” proceed to the next learning guide.

<b>Information sheet-1</b>	<b>Identifying and implementing systematically learning and development needs</b>
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## 1.1. Identification and implementation of learning and Development

**Developmental learning** - learning that takes place as a normal part of cognitive development human resource management, training and development is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including human resource development, and learning and development.

Through effective learning we increase our knowledge base. When we put learning into practice we increase our competence. Knowledge and competence are vital resources for business success - they can be tapped in order to open up a wider range of opportunities. The greater the amount of knowledge held within the organization the more likely it is that opportunities will be identified and acted upon.

### 1.1.1. The role of a team leader

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

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

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

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### 1.1.2. Difference between Formal and Informal Learning

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

- **A Closer Look at the Formal and Informal Learning**

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

**Informal learning** is the education that is beyond limitations and goes on outside of a traditional formal learning environment like university, school or college. It is an education that is seen as a learning which goes on in our daily life or learning projects undertaken by us to teach ourselves.

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

### 1.1.3. Internal Training vs External Training

**Internal training** sessions are conducted by someone that already works for your company. This is often someone from HR, but not always – it depends on the purpose of the session and who the best person for the job is. For a product demonstration, for example, a sales person may be better suited to the role, or for a more technical demonstration a developer may be a good fit.

**External training** is conducting by experts or influencers from outside of your company. They may be someone your company already has a relationship with – such as a supplier – who has been brought in to give more information on a product or feature, or an industry expert who can share the latest trends to help teams stay ahead of competitors.

#### **1.1.4. Work experience/exchange/opportunities**

Work experience called internship in North American English, is any experience that a person gains while working in a specific field or occupation. Work experience is a very useful way of gaining relevant, professional experience and knowledge of a particular industry, as well as potential references. It can be referred to as an internship or placement, and can greatly improve your employability.

#### **1.1.5. Career planning/development**

Career planning encourages individuals to explore and gather information, which enables them to synthesize, gain competencies, make decisions, set goals and take action. It is a crucial phase of human resource development that helps the employees in making strategy for work-life balance. Career development is the continual process of managing your learning, leisure and work to progress through your life. It includes gaining and using the skills and knowledge you need to plan and make informed decisions about education, training and work. With so many choices, it can be challenging to know what direction you should take.

#### **1.1.6. Performance appraisals**

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

- on time
- within budget
- To specifications.

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

### **1.1.7. Workplace skills assessment & Recognition of prior learning**

Assessing an individual’s skills while they are on the job is a valuable way of determining whether they are performing to the required standard, whether further training may be needed, or whether they have skills that can be utilized in other areas (such as in future team leadership or managerial capacity).

A workplace skills assessment involves observing a candidate as they perform their daily tasks, often over a period of time, and using a variety of methods to gain an all-round picture of that person’s current abilities and future potential.

Not everyone learns in the same way, and someone who is naturally good at something may not be able to demonstrate that ability in a classroom environment. Some people have book smarts and others have street smarts, and if the latter is not to be overlooked when assessing the overall competency of a workforce, then workplace assessment needs to play a vital role.

From an organization’s point of view, workplace assessment can determine whether the right people are in the right jobs, whether further training is required, and which employees have the potential to benefit the organization in the long term.

### **1.1.8. Quality assurance and/or procedures manuals**

The Quality Assurance Manual is a living document that contains Fermi lab’s policies and procedures designed to manage quality in accordance with the requirements of the DOE Quality Assurance Order. It also outlines requirements necessary to consistently meet the contract obligations throughout the laboratory.

The Quality Assurance Manual shall be issued to executive staff who are responsible for managing, performing and verifying work affecting quality and to customers on request. Copies of Quality Assurance manuals shall be returned to Quality Assurance upon request or when leaving the company.

### 1.1.9. Goals, objectives, plans, systems and processes

Setting goals is critical for every organization because goals determine the broad vision and direction for any business plan. The best goals will align with the company mission, vision and culture and describe the business' longer term aspirations before laying out specific actions. Setting goals is an important step of business planning, as a well-defined broad primary outcome will have an impact on areas including your mission statement, financial objectives, corporate culture and marketing strategy.

#### Goals vs. Objectives

While goals and objectives work in harmony to maximize your business strategy and produce results, they have clear differences that must be recognized to use them effectively.

#### Goals are:

- Broad in nature
- Valuable for setting a general direction or vision
- Difficult to measure
- Abstract ideas
- Longer term
- The end result

#### Objectives are:

- Narrow in scope
- Specific steps
- Associated with a schedule and time frame
- The means to the end result
- Easy to measure
- Short term or medium term

Anytime an individual or employee undertakes a long-term goal, it can feel intimidating to put a plan together to make it happen. The S.M.A.R.T method helps make goals achievable by breaking the goal down and assigning responsibility to team members. They describe who will do what, by when.

S.M.A.R.T goals are

- specific,

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- measurable,
- attainable,
- relevant and
- Timely.

#### **1.1.10. Legal and organizational policy/guidelines and requirements**

Organization's policies and procedures to make employees understand the organization's views and values on specific issues, and what will occur if they are not followed. Policies are general statements of how an organization wants to behave and procedures define exactly how to do a task or perform step by step. A policy can be security related also and that can be used to identify risks and mitigate risks.

#### **1.1.11. Safety policies, procedures and programs**

One of your most important responsibilities is to protect your Health and Safety as well as that of your co-workers. Workplaces under the jurisdiction are governed by your provincial legislation.

The legislation places duties on owners, employers, workers, suppliers, the self-employed and contractors, to establish and maintain safe and healthy working conditions. The legislation is administered by your provincial legislation. Your officials are responsible for monitoring compliance.

Your employer is responsible for providing you with safe and healthy working conditions. This includes a duty to protect you from violence, discrimination and harassment. You must cooperate with your employer in making your workplace safe and healthy.

You must also comply with the legislation. You have responsibilities to:

- protect your own Health and Safety and that of your co-workers;
- not initiate or participate in the harassment of another worker; and
- Co-operate with your supervisor and anyone else with duties under the legislation.

### 1.1.12. Confidentiality and security requirements

Confidentiality is important for several reasons. One of the most important elements of confidentiality is that it helps to build and develop trust. It potentially allows for the free flow of information between the client and worker and acknowledges that a client's personal life and all the issues and problems that they have belong to them.

One of the major purposes for obtaining a client's consent before speaking to a third party (such as another agency or a family member/career) is to protect the confidentiality and privacy of the client. Informed consent (obtaining personal information with the formal permission of the client or a person who has the legal authority to provide permission on behalf of the client) is considered essential in maintaining the privacy of the client.

To ensure confidentiality, workers should only access confidential information for work that is covered by their job description and the policies and procedures of the organization. They should only disclose information to other parties where a client (or co-worker in relation to their personal information) has consented to the release of the information or where disclosure is required or mandated by legislation due to indications of risk of harm. Further workers need to ensure that any information that is collected is securely stored and disposed of.

### 1.1.13. Business and performance plans

Development of a performance plan happens at the beginning of the performance cycle or on commencement in a new role. It's an opportunity to set the scene and plan by discussing and agreeing:

- Outputs, projects and deliverables – what you are going to do
- Conduct and behavior – how you are going to do it
- Knowledge and skills – that you need to do on the job.

Business performance management (also known as "corporate performance management" and "enterprise performance management" is a set of performance

management and analytic processes that enables the management of an organization's performance to achieve one or more pre-selected goals.

#### **1.1.14. Ethical standards**

Ethical standards are a set of principles established by the founders of the organization to communicate its underlying moral values. This code provides a framework that can be used as a reference for decision making processes.

#### **1.1.15. Quality and continuous improvement processes and standards**

Continuous improvement means to consistently strive to improve your products or service according to the highest standards. It is a process which, in the long term, achieves:

- Customer focus
- Enhanced quality of service delivery
- Simplified processes and procedures
- Attitudinal change
- Recognition of customers, both internal and external

<b>Self-check 1</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. Continuous improvement consistently strive to improve your products or service of the following **except**
  - A. Customer satisfaction
  - B. Enhanced quality of service delivery
  - C. Simplified processes and procedures
  - D. Production in constant rate
  
2. Which one of the following is organizational requirements on the service or production
  - A. Have no quality assurance and procedures manuals
  - B. Autocratic Legal and organizational policy
  - C. Safety policies, procedures and programs
  - D. All
  
3. ----- is an education that is seen as a learning which goes on in our daily life or learning projects undertaken by us to teach ourselves.
  - A. Formal learning
  - B. Informal learning
  - C. School learning
  - D. None
  
4. As a supervisor or team leader in a business service you have a role to:
  - A. assist your team
  - B. monitor and adjust its performance
  - C. encourage your team
  - D. Monitor the team competencies.
  - E. All

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

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

## Answer Sheet

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

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

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

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

## Answer sheet

1.....

2.....

3.....

4.....

<p><b>Information sheet-2</b></p>	<p><b>Developing and implementing collaboratively learning plan to meet individual and group training and developmental needs</b></p>
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## 2.1. Training and Development Policy

An individual development plan (IDP) is a tool to assist employees in career and personal development. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. An IDP is not a performance evaluation tool or a one-time activity. It should be looked at like a partnership between the employee and the supervisor. It involves preparation and continuous feedback. Many agencies require IDPs for new and current employees. It is encouraged throughout many organizations.

## 2.2. Benefits of development plan

Individual development planning benefits the organization by aligning employee training and development efforts with its mission, goals, and objectives. When using an IDP, supervisors develop a better understanding of their employees' professional goals, strengths, and development needs resulting in more realistic staff and development plans. Employees take personal responsibility and accountability for their career development, acquiring or enhancing the skills they need to stay current in required skills. Some of the benefits of an IDP are:

- Provide an administrative mechanism for identifying and tracking development needs and plans
- Assist in planning for the agency's training and development requirements
- Align employee training and development efforts with its mission, goals, and objectives

There are no regulatory requirements mandating employees complete IDPs within the Federal Government. However, it is considered good management practice, and many agencies have developed their own IDP planning process and forms. While there is no one "correct" form for recording an employee's development plan, an effective plan should include at minimum the following key elements:

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- Employee profile - name, position title, office, grade/pay band
- Career goals - short-term and long-term goals with estimated and actual completion dates
- Development objectives - linked to work unit mission/goals/objectives and employee's development needs and objectives
- Training and development opportunities - activities in which the employee will pursue with estimated and actual completion dates. These activities may include formal classroom training, web-based training, rotational assignments, shadowing assignments, on-the-job training, self-study programs, and professional conferences/seminars
- Signatures - supervisor and employee signature and date

Federal agencies are required by law to establish programs for the continuing development of Senior Executives. A key tool in this process is the Executive Development Plan (EDP).

The IDP process requires communication and interaction between the supervisor and employee. It involves five phases:

- Pre-Planning - supervisor and employee prepare independently for meeting
- Employee/Supervisor Meeting - discuss employee strengths, areas for improvement, interests, goals, and organizational requirements
- Prepare IDP - employee, in consultation with supervisor, completes plan for individual development
- Implement Plan - employee pursues training and development identified in plan
- Evaluate Outcomes - supervisor/employee evaluate usefulness of training and development experiences

Supervisors and employees work together to complete the employee's development plan, however, employees are ultimately responsible for taking the initiative for their professional development. Below are examples of activities one may utilize for further development and incorporate into their plan:

- Formal Training - OPM offers formal training at its Management Development Centers and Federal Executive Institute. There are also other formal training centers available to employees outside OPM

- 360 Degree Feedback - 360 degree feedback is a widely used method and tool to assist in identifying strengths and developmental needs. OPM offers 360 degree survey services as do other organizations
- Mentoring and Coaching - mentoring and coaching are effective tools for personal and leadership development.
- Rotational/Detail Assignments - employees may have the option to participate in details, special/short-term assignments, projects, and other creative ways to expose employees to challenges or otherwise expand their capacity to serve.

## 2.3. Strategies and Ideas for Learning

### 2.3.1. Learning from Mistakes

When we make mistakes, very often as a first reaction, we think and feel negatively. We become irresolute, lose self-confidence and don't dare to try new things. Behaving like this we forget that we can learn from mistakes more than from successes. Mistakes give opportunities to grow. They are necessary costs. Follow the motto: "Celebrate your mistakes".

Learning from mistakes requires three things:

1. Putting yourself in situations where you can make interesting mistakes.
2. Having the self-confidence to admit to them.
3. Being courageous about making changes.

Even a mistake may turn out to be the one thing necessary to a worthwhile achievement.

Some of the best lessons we ever learn we learn from our mistakes and failures. The error of the past is the wisdom and success of the future.

Turning an Experience into a Developmental Activity

Below is a list of opportunities that make experiences developmental:

- Involves possible success and failure that will be obvious to others.
- Requires aggressive, individual "take charge" leadership.
- Involves working with people not worked with before, with a lot of people or with a lot of new people.

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- Creates additional personal pressure (e.g. tough deadlines, high stakes, heavy travel or longer hours).
- Requires influencing people, activities and factors over which you have no direct control
- Involves high variety and diversity: doing something very different
- Involves one's being watched and monitored by people whose opinion counts.
- Requires building a team; starting something from scratch, fixing or turning around a team, project or operation.
- Involves tremendous intellectual, strategic or problem-solving challenge with little or no history or guidance.
- Involves interacting with a significant boss or senior executive
- Features an important missing element

<b>Self-check 2</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. Points that required to learning from mistakes
  - A. Putting yourself in situations where you can make interesting mistakes.
  - B. Having the self-confidence to admit to them.
  - C. Being courageous about making changes.
  - D. All
  
2. Stages required in communication and interaction between the supervisor and employee to carrying out Executive Development Plan
  - A. Pre-Planning , Employee/Supervisor Meeting, Prepare IDP, Implement Plan, Evaluate Outcomes
  - B. Employee/Supervisor Meeting, Prepare IDP, Implement Plan, Evaluate Outcomes, Pre-Planning
  - C. Prepare IDP, Employee/Supervisor Meeting, Implement Plan, Evaluate Outcomes, Pre-Planning
  - D. Implement Plan, Pre-Planning , Employee/Supervisor Meeting, Prepare IDP, Evaluate Outcomes
  - E. Employee/Supervisor Meeting
  
3. One of the following is should include in an effective plan
  - A. Employee profile
  - B. Career goals
  - C. Development objectives
  - D. All

**Note: Satisfactory rating – 3 points**

**Unsatisfactory - below 3 points**

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

## Answer Sheet

Score = \_\_\_\_\_  
Rating: \_\_\_\_\_

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

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

## Answer sheet

1. ....
- 2.....
- 3.....

<b>Information sheet-3</b>	<b>Identifying and encouraging individuals to self-evaluate and performance improvement</b>
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**3.1. What is a self-evaluation?**

A self-evaluation is an opportunity for an employee to reflect on their own performance in their workplace. Self-evaluations are typically required on a regular basis, often once a year. Employees write and submit an email or document that describes their successes, shortcomings and their professional progress over the previous year. Self-evaluations push individuals to be thoughtful, self-aware and reflective, and they often motivate employees to improve their work performance.

For example, a team supervisor is dissatisfied with an employee's performance. The employee writes a self-evaluation that addresses their own propensity for missing deadlines. The employee acknowledges their weakness and posits some possible solutions that they intend to work on. After reading the self-evaluation, the supervisor then reaches out to the employee and discusses how they can work together to improve the employee's performance.

In this example, the self-evaluation facilitates a positive and productive conversation by requiring the employee to self-assess their performance. Self-evaluations also offer an avenue for employees to provide valuable feedback directed to their superiors or managers. If the employee and the supervisor are both willing to learn from past mistakes and set goals for improvement, self-evaluations can lead to increased productivity throughout the workplace.

Here are several important points to remember when writing self-evaluations:

- Promote your successes
- Address areas that need improvement
- Record your accomplishments
- Set goals

## 1. Promote your successes

When writing a self-evaluation, it is important to highlight your strengths and successes. Mention any milestones you passed, goals you achieved or progress you have made since your last evaluation.

Specificity will maximize your self-evaluation's impact. Describe specific tasks and projects you completed that contributed to your overall success. Conversely, you will also want to discuss your progress within the context of the entire company. Make sure to draw attention to how your success affected the productivity of your entire team or department.

## 2. Address areas that need improvement

In addition to highlighting your triumphs, you will also need to critique your own mistakes. Your supervisor is likely already aware of your shortcomings, so taking responsibility for them will show your professionalism and integrity. You can also give some constructive feedback on how your supervisor's methods or actions may have affected your performance.

It is important to always frame your weaknesses as opportunities to grow. When describing an area in which you do not meet expectations, make sure to talk about how you are using your past failures to stay motivated. Similarly, frame your mistakes as learning opportunities. Related: The Importance of Positive Feedback

## 3. Record your accomplishments

One of the best ways to prepare for a self-evaluation is to keep a record of your accomplishments throughout the year. Keep a list of your successful projects, completed tasks and any new responsibilities you might take on. If you set aside just a couple minutes every week to record the highlights of your performance, you should have a surplus of information to draw on when the time comes for self-evaluation. For example, a social media manager might measure their success by the number of interactions the public had with an important post on a particular platform. Alternatively, a teacher might include an increase in the average test score of their students. Each set of data shows a measurable effect that the employee directly had.

#### 4. Set goals

One of the main purposes of self-evaluations is to encourage employees (and their supervisors) to set goals for future improvement. Reviewing your own successes and failures is not productive unless you use your self-awareness to inform your plans for the future. Find out what the company hopes to accomplish, and set personal goals that will help you contribute to that objective.

If you have made any mistakes in the past year, use them as an opportunity to share your own plan for improvement. Set specific goals for personal improvement and give yourself a deadline. For example, you might write "I recently failed to meet my monthly sales quotas, but I am already taking action to increase next month's success rate by 15%."

#### 3.2. Investigate (Identify) underperformance issues

It's important to thoroughly understand why an employee might be underperforming. Avoid making assumptions by gathering data and information as well as addressing the person directly.

The employee might be lacking proper resources or maybe wasn't adequately trained and on-boarded from the start. There might be outside influences distracting them from doing their work and they could use some support from HR. It's possible that the employee lacks clarity about the company goals or doesn't feel valued or well-supported in their role.

It's important to understand what the issues are in order to best tackle them and give them a chance for improvement. Trying to cover up issues with "quick-fix" solutions won't help in the long-run.

The following are points used to avoid assumptions about underperformance and find out what's really going on

- Encourage continual communication

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- Training doesn't end at onboarding
- Foster a positive work environment
- Utilize data and platforms
- Manage performance to encourage growth

<b>Self-check 3</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. ----- is an opportunity for an employee to reflect on their own performance in their workplace.
  - A. Self-performance
  - B. Self-confidence
  - C. Self-awareness
  - D. Self-evaluation
  
2. The following are points used to avoid assumptions about underperformance
  - A. Encourage continual communication
  - B. Continuous onboarding training
  - C. Foster a positive work environment
  - D. All
  
3. Is **not** points to remember when writing self-evaluations
  - A. Promote your successes
  - B. Address areas that need improvement
  - C. Record your accomplishments
  - D. Set goals
  - E. None

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

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

Score = _____
Rating: _____

**Answer Sheet**

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

**Answer sheet**

1..... 2..... 3.....



<b>Information sheet-4</b>	<b>Collecting feedback on performance of team members</b>
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### 3.1. Introduction

Process in which the effect or output of an action is required to be returned (feedback) to modify the next action. Feedback is essential to the working and survival of all regulatory mechanisms found throughout living and non-living nature, and in man-made systems such as education system and economy. As a two-way flow, feedback is inherent to all interactions, whether human-to-human, human-to-machine, or machine-to-machine. In an organizational context, feedback is the information sent to an entity (individual or a group) about its prior behavior so that the entity may adjust its current and future behavior to achieve the desired result.

Feedback is a reaction or information that occurs as a result of actions or behavior undertaken by an individual or group. In a Learning & Development context, both positive and negative feedback is crucial. Feedback provides a sense of engagement and interactivity, and allows learners to take ownership of their learning. Effective feedback shows learners their current level of performance, and lets them know what they need to do to reach a higher level.

### 3.2. Sources of Feedback in the Workplace

Managers seeking to improve the feedback process must first develop a comprehensive understanding of the sources of feedback. There are 6 main sources of feedback in businesses. Each source of feedback can provide a different perspective on performance and can be a valuable component of the feedback process.

#### 3.2.1. Customers

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

### **3.2.2. Objective data**

Statistical measures, KPIs and real-time data should all be used to provide objective feedback to an employee. These can be the most objective source of feedback, but can also be misleading. For instance, service level may not be the best measurement of performance for customer service representatives whose goal is to increase customer satisfaction.

### **3.2.3. Supervisors, managers and team leaders**

Leaders typically are a rich source of feedback. They are experienced and have specialized knowledge of the tasks their subordinates are performing. They also have insight into company procedures, policy and trajectory. Thus, they likely have a comprehensive understanding of the employee's performance. Leaders are an integral part of the feedback process and should receive adequate training to acquire relevant information for the feedback process.

### **3.2.4. Peers**

Co-workers performing similar jobs can have a better understanding of their peer's performance than supervisors and upper management. They can also provide a different perspective for the feedback process.

### **3.2.5. Subordinates**

“Upward feedback” is the method of allowing subordinates to provide feedback about manager's style and performance. In a field study of 238 corporate managers, upward feedback had a positive impact on the performance of low to moderate performers (Smither et al., 1995). All five sources of feedback provide a different perspective on an employee's performance. The most effective feedback should incorporate components from each source.

### **3.2.6. Obtaining feedback from clients**

Growing a successful small business depends on repeat clients, and clients only come back when they are extremely happy with the products or services you're providing. It

should go without saying that your initial focus should be on providing an exemplary product or service. Once you have that solid foundation, it's time to focus on the second part of generating repeat business—tailoring your offerings to exactly what your clients need and want.

### 3.3. Formal/informal performance appraisals

Performance Appraisal means to evaluate, judge or check the work of employee over a period of time, and then inform whether the employee achieved the objectives in that time period. Following are the characteristics of the Performance Appraisal:

1. Agreed Objectives related to the assigned job/standard (job and position description)
2. Time period
3. Skills required to achieve objectives
4. Check that objectives are achieved or not
5. Inform the employee if the objectives were achieved or not
6. If not achieved why these were not achieved
7. If achieved, reward and motivate

#### 3.3.1. Types of Appraisal

There are mainly two types of appraisal in the organization. Which are: -

- Formal Appraisal
- Informal Appraisal

#### Formal Appraisals

Formal systematic appraisal usually occurs semi-annually or annually. Formal appraisal has four major purposes:

1. To let employees know formally how their current performance is being rated;
2. To identify employees who deserve merit raises;
3. To locate employees who need additional training; and
4. To identify candidates for promotion

Formal appraisals typically focus on long-term goals whereas informal evaluations focus on short-term objectives and tasks or projects. Formal reviews are less frequent and informal conversations give immediate feedback.

### **Informal Appraisals**

Informal appraisal is a day to day routine appraisal, when managers meet their subordinate almost daily. In this process they use following methods:

1. Observe
2. Communicate
3. Check work
4. Give immediate feedback

So, informal performance appraisal means continual process of feedback to employees. It is information about how well employees are doing their work for the organization. Informal appraisal can be conducted on a day-to-day basis.

### **3.4. Routine and organizational methods for monitoring service delivery**

**Monitoring** is the routine tracking of service and program performance using information collected on an ongoing basis. Monitoring is used to assess the extent to which a policy or program is achieving its intended activity outputs and targets as planned.

**Evaluation** is the episodic assessment of changes in results that can be attributed to program activities. It uses monitoring data as well as additional indicators and information that are not collected through routine information systems. Evaluation explores the causes of failure to achieve the expected results as planned and allows for mid-course corrections that may be necessary. Evaluation is concerned with measuring both the progress in program implementation and the outcomes and impact of program activities on target populations.

To assess different types of achievements of a program, we define a set of standard indicators. An indicator is a quantitative or qualitative measure that helps to determine how well a system or program performs and progresses towards meeting its objectives.

<b>Self-check 4</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. ----- is the routine tracking of service and program performance using information collected on an ongoing basis.
  - A. Evaluation
  - B. Monitoring
  - C. Report
  - D. Recording
  
2. Which one of the following are the methods used to perform informal appraisal
  - A. Observe
  - B. Communicate
  - C. Check work
  - D. All
  
3. Sources of Feedback in the Workplace
  - A. Political leaders
  - B. Managers and supervisors
  - C. Government
  - D. Local community

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

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

**Answer Sheet**

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

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

**Answer sheet**

1. .... 2. .... 3. ....

Score = _____
Rating: _____

<b>Instruction Sheet</b>	<b>Learning Guide 12: Foster individual and organizational growth</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics

- Identifying learning and development program goals and objectives to match the specific knowledge and skills requirements of competence standards.
- Appropriating learning delivery methods to the learning goals, the learning style of participants and availability of equipment and resources.
- Providing workplace learning opportunities and coaching/ mentoring assistance to facilitate individual and team achievement of competencies.
- Identifying and approving resources and timelines required for learning activities in accordance with organizational requirements.

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

- Identify learning and development program goals and objectives to match the specific knowledge and skills requirements of competence standards.
- Appropriate learning delivery methods to the learning goals, the learning style of participants and availability of equipment and resources.
- Provide workplace learning opportunities and coaching/ mentoring assistance to facilitate individual and team achievement of competencies.
- Identify and approving resources and timelines required for learning activities in accordance with organizational requirements.

### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets provided.
4. Accomplish the all Self-checks provided at the end of each information sheet
5. If you earned a satisfactory evaluation from the “Self-check” proceed to the next learning guide.

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Information sheet-1	Identifying learning and development program goals and objectives
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## 1.1. Introduction

Clear, systematic ongoing identification of learning and development (L&D) needs is a key in ensuring effective learning provision across an organization. However, the process can be seen as a rigid, box-ticking one-time exercise unless it's aligned with organizational requirements. The need for organizational agility means L&D professionals must act quickly to deliver a learning needs analysis when required.

- **Identifying learning and development (L&D)** needs is based on an assessing level of skills, attitudes and knowledge, and on any current or anticipated gaps. Such an analysis will allow decisions about what learning is needed at individual, team or organizational level.
- **Clear goals and objectives** allow employees to monitor their own progress all year 'round and correct their efforts as necessary. If employees know what they need to accomplish, they can look at their results as they go and identify barriers to achieving those goals.
- **Training Needs Assessment (TNA)** is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop.
- 

## 1.2. Identifying learning and development needs

“Training Needs Assessment” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need. Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities.

The data on the present status are vital to the evaluation or impact survey in the latter part of the training cycle. These shall serve as the baseline data.

The following are some techniques for acquiring such data. These may be applied independently or in combination. TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The TNA process helps the trainer and the person requesting training to specify the training need or performance deficiency. Assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved).

### 1.2.1. Why do we need a Training Needs Assessment?

First, identify dissatisfaction with the current situation and desire for change as similarities among the requests. Each request implies that a gap or discrepancy exists between what is and what could be or should be. A learning or performance gap between the current and desired condition is called a need.

TNA aims at the following situations.

- Solving a current problem
- Avoiding a past or current problem
- Creating or taking advantage of a future opportunity
- Providing learning, development or growth

The purpose of TNA is to answer some familiar questions: why, who, how, what, and when.



<b>Self-check 1</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. ----- is the process of collecting information about an expressed or implied organizational need that could be met by conducting training.
  - A. Training delivery and monitoring
  - B. Training quality control
  - C. Training need assessment
  - D. Training performance
  
2. The necessity of training need assessment is to **Except**
  - A. Solving current problem
  - B. Creating or taking advantage of a future opportunity
  - C. Providing learning, development or growth
  - D. None
  
3. ----- is the method of determining if a training need exists and, if it does, what training is required to fill the gap
  - A. Training evaluation
  - B. Training monitoring
  - C. Training need assessment
  - D. A and B
  - E. B and C

**Note: Satisfactory rating – 3 points**

**Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Answer sheet**

1..... 2..... 3.....

<b>Information sheet-2</b>	<b>Appropriating learning delivery methods to the learning goals, the learning style of participants and availability of equipment and resources</b>
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## 2.1. Introduction

Organizations are increasingly seeking the help of learning and development (L&D) to complement business strategy by attracting, developing and retaining top talent. A critical aspect to consider, besides the type of training to deliver, is the method of training delivery itself.

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

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

When analyzing your audience and determining learning goals, don't forget about your delivery strategy. How you are going to deliver the course? Do students need to be face-to-face with the instructors? Will learners have access to computers? What resources already exist? What cost considerations are there?

## 2.2. Different Types of Learning Delivery methods

### 2.2.1 On the job coaching or mentoring

Coaching and mentoring serve as learning tools in the workplace that can lead to empowering your employees. The employees who are coached and mentored often receive the greatest benefit, but the coach or mentor also benefits and may feel a sense of empowerment from the relationship. Understanding the dynamics and outcomes of

this type of workplace learning strategy helps you evaluate the need for a coaching program in your small business.

**Coaching and mentoring** gives new employees a hands-on training program to learn job expectations. Instead of throwing a new employee right into the position, he gets a support system and an interactive learning situation that may engender more on-the-job confidence.

Coaching and mentoring an employee makes them more valuable to your organization by developing and enhancing their skills—both professionally and personally. By being interested in the growth of your staff, you're showing them that you care about their progress. And this can increase their loyalty to you.

**Coaching** is thought of as a process of training and supervising a person to better their performance, while **mentoring** refers to the counseling process carried on to guide and support a person for career development.

### **Goal Setting**

Coaching and mentoring often includes goal setting for the employee. The mentor helps the new employee set specific goals related to the job. The two work together to create a plan to reach those goals. Mentors can customize objectives and support that that employee needs for his particular role. The mentor is also available as a resource if the new employee needs support along the way to be successful. Having a set of challenging goals is motivating and empowers the employee to work beyond the minimum requirements.

### **2.2.2 Problem solving**

Problem solving consists of using generic or ad hoc methods in an orderly manner to find solutions to problems. A teaching through problem solving approach means using problems, questions, or tasks that are intellectually challenging and invite mathematical thinking through both mathematical content and mathematical processes to solve the problems in our students. The learning is an outcome of the problem-solving process.

Learning occurs when students grapple with problems for which they have no routine methods. Problems therefore come before the teaching of the solution method. The

teacher should not interfere with the students while they are trying to solve the problem, but students are encouraged to compare their methods with each other, discuss the problem, etc.

There are five key criteria involved in setting up problem solving situations:

1. Any problem must be aimed at developing students content knowledge
2. Problems need to be accessible, whilst at the same time puzzling
3. Use can be made of more ‘open’ type questions
4. To support differentiated learning, problems must be extendable
5. Independent learning is fostered.

### 2.2.3 Presentation/demonstration

Although presentations frequently include demonstrations, presentations and demonstrations are not the same thing. A demonstration is designed to show directly how something—generally either a tool or a technique—works. A presentation presents information about something; the something could be a tool or technique that you discuss with or without demonstrating it. The patterns and anti-patterns in this chapter clarify this subtle but important (and often missed) distinction.

Presentation is when you present something, and a demonstration is when you show others how to do something. A demonstration is a type of presentation. A presentation is any situation where you present some material to others. The typical presentation is a lecture with visual aids like slides. A demonstration is where you actually show something.

The term demonstration of learning refers to a wide variety of potential educational projects, presentations, or products through which students “demonstrate” what they have learned, usually as a way of determining whether and to what degree they have achieved expected learning standards or learning objectives for a course or learning experience. A demonstration of learning is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

**Demonstration** helps students learn through observation and is suitable when a school cannot afford either the resources or the time that might be required if all students were to carry out an investigation. It can provide more opportunities to engage students than teacher or textbook explanations alone.

#### 2.2.4 Formal course participation

Formal learning refers to a type of learning program in which the goals and objectives are defined by the training department, instructional designer, and/or instructor. Formal learning is also called structured learning or synchronous learning.

Formal CPD involves participating in organized activities, e.g. courses, seminars, workshops, conferences and panel/group meetings, with appropriate content for chartered secretaries and where attendance can be evidenced. Courses can be undertaken face to face, online or via other electronic delivery.

#### **Some examples of formal learning activities include:**

- Completing or participating in a structured activity either as a delegate, speaker, panel member or other participant. This includes but is not limited to conferences, seminars, training courses (classroom, online), workshops, panels and group meetings.
- Participation in staff development training courses/activities provided by employers
- Sharing professional knowledge in a formal setting
- Writing relevant books, articles and papers
- Lecturing, teaching and addressing meetings on relevant subject matter
- Being an examiner or being involved in professional or higher education that is relevant.

#### 2.2.5 Work experience and Involvement in professional networks

Work experience is experience of the workplace you gain prior to graduating and starting your career. It can be incidental to your study (and probably supporting it in the case of part-time work) or intrinsic to it, as when the course requires you to do a

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placement or a sandwich year in industry, possibly with some sort of credit-bearing project work attached.

Workplace experience will complement your academic studies by providing another way of learning outside the classroom. It will also provide you with crucial knowledge, skills and personal attributes that employers look for. They particularly value skills such as communication, team-working and problem solving.

Relevant work experience can help prepare you for a fulfilling career in your desired field. Gaining work experience, even as a volunteer or an intern, will also help you start developing a professional network that can help you obtain another job in the future.

The work experience section in your resume also allows you to feature the most prominent achievements in your professional life. Focusing on the goals you have achieved in your previous positions can help you show your employer how you can help push a team toward success.

Different job experience levels distinguish those with a strong background in an industry from those who may still need guidance to succeed. For example, if you've worked in the same position for two or three years, your manager may trust you to train new hires. After gaining enough experience, you may also obtain the knowledge and confidence necessary to pursue leadership positions in your field. For example, a successful creative director will need both strong interpersonal skills and a thorough understanding of design principles to lead a team successfully. Most people can gain these qualifications after several years of relevant experience.

### **2.2.6 Conference/seminar attendance and induction**

Seminar can be considered as a formal presentation by one or more experts in which the attendees are encouraged to discuss the subject matter. On the other hand, a Conference is a large meeting for consultation, exchange of information, or discussion, with a formal agenda.

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A workshop implies that the participants will be learning actively, rather than simply listening. A symposium is a gathering in a field of study to hear experts expound on their work. A conference is a gathering of colleagues to “confer” about their own and each other's work.

<b>Self-check 2</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. ----- is thought of as a process of training and supervising a person to better their performance.
  - A. Mentoring
  - B. Problem solving
  - C. Coaching
  - D. Learning through work experience
2. ----- learning method in an orderly manner to find solutions to problems
  - A. Mentoring
  - B. Problem solving
  - C. Coaching
  - D. Learning through work experience
3. ----- is suitable when a school cannot afford either the resources or the time that might be required to learning
  - A. Demonstration
  - B. Presentation
  - C. Conference
  - D. Work experience
4. ----- is any situation where you present some material to others.
  - A. Demonstration
  - B. Workshop
  - C. Problem solving
  - D. Work experience

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

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

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## Answer Sheet

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

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

### Answer sheet

- 1.
- 2.
- 3.
- 4.

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

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

Information sheet-3	<b>Providing workplace learning opportunities and coaching/ mentoring assistance to facilitate individual and team achievement of competencies</b>
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### 3.1 Provide workplace opportunities

Employees want meaningful growth opportunities and they need them to stay productive in their roles.

If companies don't provide chances for ongoing development, they won't differentiate themselves or improve individual performance.

Our learning programs help your organization:

- create a culture of ongoing learning
- contribute to the personal and professional development of each employee
- support diversity and inclusion
- increase each employee's engagement in their work and reduce burnout
- improve innovation and other crucial workplace metrics

Here are some ideas for how to provide formal education to your employees: Stock an office library or bookshelf for employees to use freely. Provide employees with an annual learning budget (or) Reimburse employees for seminars, lectures, materials, or conferences they attend that are related to their roles.

Coaching and mentoring can provide an array of benefits for organizations of all sizes, especially small businesses. When conducted in an efficient and productive manner, coaching and mentoring provides employees a way to connect learn and grow within the company and along their own career paths.

**Coaching** helps an employee feel comfortable with management and encourages open communication, resulting in a positive work experience. This can allow the company to save money that would have otherwise been spent on the continual recruitment and training of replacement employees.

Coaching and mentoring an employee makes them more valuable to your organization by developing and enhancing their skills both professionally and personally. By being interested in the growth of your staff, you're showing them that you care about their progress. And this can increase their loyalty to you.

### 3.2 Importance of training opportunity

Although there are many categories of training such as management training and or sales training, employees with Project Management skills are an important asset to any organization.

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers in the current climate find development opportunities expensive. Employees attending training sessions also miss out on work time which may delay the completion of projects. However despite these potential drawbacks, training and development provides both the individual and organizations as a whole with benefits that make the cost and time a worthwhile investment. The return on investment from training and development of employees is really a no brainer.

#### **Here are some of the benefits of the workplace training**

- Improved employee performance
- Improved employee satisfaction and morale
- Addressing weaknesses
- Consistency
- Increased productivity and adherence to quality standards
- Increased innovation in new strategies and products
- Reduced employee turnover
- Enhances company reputation and profile

<b>Self-check 3</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet

1. -----is benefits of the workplace training (2 point)
  - A. Improved employee performance
  - B. Improve employee economy
  - C. Improve country development
  - D. None
2. Write at least 4 advantage of learning programs in your organization

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

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Answer sheet**

- 1.....
- 2.....
- .....

<b>Information sheet-4</b>	<b>Identifying and approving resources and timelines required for learning activities in accordance with organizational requirements</b>
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#### 4.1 Introduction

Instructional Materials, also known as Teaching/Learning Materials (TLM), are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.

- **Training Materials** means books, instructions, charts, information or programs used or useful in training or educating a Travel Agent in operating the WORLDSPAN System, regardless of whether such materials are made available in print, electronic media, online or otherwise.
- **Teaching materials** is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

#### 1.2. Time scheduling to learning activities

For many students, time is their most precious resource. Making the most of the time they have enables students to be as efficient and successful as possible, leading a balanced life of work and play. A clear understanding of time is required for students to manage their own time effectively, e.g., plan long term projects, organize schedules, etc. As such, time management skills are an important component of a student's success in school and beyond.

#### 4.2 The importance of scheduling

Scheduling is the art of planning your activities so that you can achieve your goals and priorities in the time you have available. When it's done effectively, it helps you:

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- Understand what you can realistically achieve with your time.
- Make sure you have enough time for essential tasks.
- Add contingency time for "the unexpected."
- Avoid taking on more than you can handle.
- Work steadily toward your personal and career goals.
- Have enough time for family and friends, exercise and hobbies.
- Achieve a good work-life balance.

Time is the one resource that we can't buy, but we often waste it or use it ineffectively. Scheduling helps you think about what you want to achieve in a day, week or month, and it keeps you on track to accomplish your goals.

<b>Self-check 4</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. One of the following is not type of training Materials
  - A. Teachers
  - B. manual and books
  - C. Charts
  - D. Instructions
  
2. -----is the resources teachers use to deliver instruction
  - A. Teaching materials
  - B. Working materials
  - C. Human resource
  - D. All
  
3. ----- is the art of planning your activities so that you can achieve your goals and priorities in the time you have available
  - A. Work plan
  - B. Time scheduling
  - C. Work performance
  - D. Work activity

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

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

**Answer Sheet**

Score = _____
Rating: _____

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

**Answer sheet**

- 1.....
- 2.....
- 3.....

<b>Instruction Sheet</b>	<b>Learning Guide 13: Monitor and evaluate workplace learning</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics

- Identifying and implementing feedback from individuals or teams in future learning arrangements.
- Assessing and recording outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional support.
- Negotiating modifications to learning plans to improve the efficiency and effectiveness of learning.
- Maintaining records and reports of competence are maintained within organizational requirement.

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

- Identify and implementing feedback from individuals or teams in future learning arrangements.
- Assess and recording outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional support.
- Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning.
- Maintain records and reports of competence are maintained within organizational requirement.

### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets provided.
4. Accomplish the all Self-checks provided at the end of each information sheet.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to the next learning guide.

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<b>Information sheet-1</b>	<b>Identifying and implementing feedback from individuals or teams is used to improve future learning arrangements</b>
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**1.1. Introduction**

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

**1.2. Here's how you can best provide feedback**

**1.2.1 Effective employee feedback is specific, not general**

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

**1.2.2 Useful feedback always focuses on a specific behavior**

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

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

For example, you would never provide feedback If you can, provide any tools, training, time, or support that the person needs to successfully perform as you need them to perform.

- **Provide feedback close to the event**

Whether the feedback is positive or constructive, provide the information as closely tied to the event as possible. Effective feedback is well-timed so that the employee can easily connect the feedback with his actions. Having to remember a few days later is not ideal.

<b>Self-check 1</b>	<b>Written test</b>
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**Directions:** Give short answer (4 point)

1. Write at list 4 features of best feedback.

**Note: Satisfactory rating – 2 points**

**Unsatisfactory - below 2 points**

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

**Answer Sheet**

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

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

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

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

**Answer sheet**

1. -----  
-----  
-----  
-----

<b>Information sheet-2</b>	<b>Assessing and recording outcomes and performance of individuals/teams</b>
----------------------------	--

## 2.1. Overview

- Assessments of individual members as well as assessment of the overall team are essential to enhancing teamwork.
- Assessing teams improves goal attainment, enriches relationships, and enhances performance
- Both team performance and team learning should be assessed
  - ✓ Performance assessments measure success, help correct behaviors, and motivate performance improvements
  - ✓ Learning assessments enable team members to share thoughts and increase control of their learning
- Biases may prevent some team members from providing accurate assessments

## 2.2. Individual and Collective Evaluations

- Self-evaluations, self-monitoring, and self-regulation enable individuals to identify areas where they can improve their contributions to the team
- Peer evaluations allow team members to assess each other's' strengths and weakness and collectively discuss how team performance can be improved

Note: If standards are not objective and confidential, team members may have challenges evaluating each other

## 2.3. Assessment of Team Learning

- In successful teams members learn from each other's' thought processes
- Learning assessments enables identification of effective (or not effective) individual and group learning strategies
- Critical analysis of team members' work enables team members to increase control of their learning
- Strategies for assessing learning:
- Identify learning strategies and processes in relation to team goals

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- Use questions to determine what the team members were able to do easily versus with difficulty
- Identify strategies needed to close learning gaps
- Use self-assessments to encouraging each team member to take responsibility of their learning
- Learn from assessments to improve future achievements

#### 2.4. Benefits of Assessing Teams

- Improves goal attainment
  - ✓ Strengthens commitment to common goals and priorities
  - ✓ Helps team members scrutinize objectives to identify misunderstandings or thinking gaps
  - ✓ Encourages leveraging of team members' differences to accomplish goals
- Enriches relationships
  - ✓ Improves team's cohesiveness and morale
  - ✓ Enhances communication among team members
  - ✓ Increases role clarity and utilization of team member's strengths
  - ✓ Reduce performance barriers and conflicts
- Enhances team performance
  - ✓ Streamlines team processes
  - ✓ Increases team members' confidence
  - ✓ Improves quality of learning output

#### 2.5. Assessment of Team Performance

- Successful teams measure accomplishments, identify issues, and correct internal problems
- Performance assessments ensure equitable contributions and identify areas for individual/ collective improvements
- Strategies for assessing performance:
  - ✓ Generate clear and understandable team goals
  - ✓ Identify examples of quality work and successful standards

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- ✓ Use team discussion and reflection to compare team performance to goals
- ✓ Identify strategies needed to close performance gaps

## 2.6. Team Assessment Biases

- Team members may provide positive ratings to other team members due to empathy or fear conflict (Inflation bias)
- Team members may feel obligated to return positive assessments because they received positive ratings (Reciprocity bias)
- Successful teams may attribute their success to all members of the team (Halo effect)
- Unsuccessful team may attribute their failure to selective members of the team (Scapegoating)

<b>Self-check 2</b>	<b>Written test</b>
---------------------	---------------------

**Directions:** Give short answer (6 point)

1. Write and discuss benefits of assessing and recording outcomes and performance of individuals/teams to determine the effectiveness of the organization

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

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Answer sheet**

1.-----  
-----  
-----

### 3.1 Negotiating modifications to learning plans

A learning culture is a collection of organizational conventions, values, practices and processes. These conventions encourage employees and organizations to develop knowledge and competence. An organization with a learning culture encourages continuous learning and believes that systems influence each other. Since constant learning elevates an individual as a worker and as a person, it opens opportunities for the establishment to transform continuously for the better.

#### The Advantages of a Learning Culture

There are many benefits of a cultivated learning culture in an organization. These include, but are not limited to:

- Increased efficiency, productivity and profit
- Increased employee satisfaction and decreased turnover
- An improvement mindset among employees
- A developed sense of ownership and accountability
- Ease in succession/transition
- A culture of knowledge inquiry and sharing
- An enhanced ability for workers to adapt to change

For learning to be effective in an organization, the knowledge that is encouraged must be related to the business. More so, individuals in an organization should be working together rather than learning individually. Shared learning enables companies to increase their staff quicker and solve problems more efficiently.

#### How to Create a Learning Culture in an Organization

The first step in creating a culture of learning in your workplace begins with your leaders. Since they are reinforcing training initiatives, they should be supportive of a learning environment. Otherwise, they should alter the way they see the company and look at it from a different perspective.



<b>Self-check 3</b>	<b>Written test</b>
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**Directions:** Give short answer (4 point)

1. Least at list 4 advantages of a Learning Culture

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

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

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Answer sheet**

1. ....

<b>Information sheet-4</b>	<b>Maintaining records and reports of competence within organizational requirement</b>
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#### 4.1 Introduction and definition

Record is the memory of the internal and external transactions of an organization. Records contain a written evidence of the activities of an organization in the form of letters, circulars, reports, contracts, invoices, vouchers, minutes of meeting, books of account etc.

#### Principles of maintaining records

1. Specific purpose which should be clearly understood
2. Items on forms and in registers should be conveniently grouped so as to make their completion as easy as possible.
3. The wording should be easily understood, and where doubt is likely to arise, instructions to facilitate interpretation should be included.
4. Records should permit some freedom of expression.
5. Records which are required by the teaching staff should be easily accessible to them.
6. Person responsible for maintaining records should be aware of their particular responsibility and every effort should be made to keep records up to date and accurate.
7. Provision for periodic review of all records to ensure that they keep pace with the changing needs of the program.
8. Adequate supply of stationery to permit records to be maintained on the proper forms and in the proper registers at all times.
9. Sufficient number of filing cabinets and appropriate equipment to operate a filing system which is simple and safe and requires the minimum possible time.
10. Adequate, safe, fireproof storage arrangements

Following good records management practices will not only help you meet legal requirements, they will benefit you and the Agency in many ways such as:

- Improving access to information;

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- Controlling the growth of materials taking up valuable office space;
- Reducing operating costs;
- Minimizing litigation risks;
- Safeguarding vital information;
- Supporting better management decision making;

<b>Self-check 4</b>	<b>Written test</b>
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**Directions:** Write correct answer

1. What is record? (2 point)
2. What are the principles of maintaining record? (3 point)
3. What are the benefits of good record management for organizations? (5 point)

**Note: Satisfactory rating – 5 points**

**Unsatisfactory - below 5 points**

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Answer sheet**

- 1.....
- 2.....
- 3.....

<b>Instruction Sheet</b>	<b>Learning Guide 14: Develop team commitment and cooperation</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics

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

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

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

### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the all Self-checks provided at the end of each information sheet
5. If you earned a satisfactory evaluation from the “Self-check” proceed to the next learning guide.

Information sheet-1	Using open communication processes by team to obtain and share information
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## 1.1. Introduction

Communication, the flow of information between people, is a very important part of the workplace. Managers must be able to communicate with employees and employees must be able to communicate with managers in order to have a profitable business. Communication can be broken into two main types:

- Verbal: Verbal communication requires the spoken word.
- Nonverbal: Nonverbal communication involves communicating without speaking, such as in writing or body language.

Good communication is a cornerstone of successful businesses. Team members collaborate with one another, and departments act in harmony working toward common goals. If members of your organization are not communicating openly, your business is not running as efficiently as it could be.

Open communication is about much more than a harmonious office. Yes, constructive communication helps people get along, but there's so much more. Creating and maintaining open communication in the workplace helps organizations move more quickly when opportunities arise. When communication is lacking, your organization runs more slowly and sometimes information never reaches the people it needs to reach.

Open communication occurs when all parties are able to express ideas to one another, such as in a conversation or debate. Some benefits of open communication include transparency, team building and increased profits.

An open communication office leads to a more engaged and trusting team of employees. Having fewer boundaries and more spontaneous discussions allows employees to bounce ideas off one another more freely and in a team setting.

## 1.2. Implementing principles to maintain open communication in your workplace

### 1. Be transparent from the top down

Communication is one of the many things an organization’s leaders must model for employees. Through modeling behavior, leaders show their followers examples of what appropriate behavior looks like. If leaders hoard information, so will employees. If leaders share as much information as possible, followers will have the courage to do so in return.

### 2. Ask employees for feedback

Inviting your personnel to offer feedback encourages open communication. You show them you know you don’t have all the answers and that you value their input. Even when you feel like your plan of action is air-tight and unassailable, ask employees for feedback. They can see things you can’t. They may help you prevent a costly blunder, and all the while, you’re building a workplace that encourages open communication.

### 3. Demonstrate respect for employees

Demonstrating respect for employees shows you value them. When employees speak with you, give them your full attention. Make eye contact. Turn away from electronic devices. Make sure your body language communicates your attentiveness.

Listen intently, and ask questions to ensure your understanding. Demonstrating respect is a proven way to encourage open communication in the workplace.

### 4. Tackle problems head-on

Too many organizations sweep problems under the rug. Out of sight, problems tend to fester rather than resolve themselves. When a leader calls attention to a problem and enlists help to resolve it, employees rally around the issue. They communicate openly and honestly as long as they’re given the leeway to do so. Again, effective leaders model behavior they want repeated.

### 5. Get to know others on a personal level

It’s difficult to be honest with people you don’t know. Societal norms dictate honesty up to a point with strangers. For instance, you don’t really tell a stranger or acquaintance that you’re having a terrible day when the person asks, “How’s it going?” You only answer that question honestly with people you know well and trust.

Getting to know others in your organization on a personal level breaks down some of the walls that cause people to conceal the truth. As you get to know others personally, you begin to share bonds outside the confines of work. In a strange way, you appear more human and become someone people are more likely to communicate with openly.

#### 6. Be approachable

In order to receive essential communication, leaders need to be approachable. Are you someone whose mood dramatically shifts when receiving bad news? Do you fly off the handle? If you do, stop it! An approachable demeanor elicits more information than a sour disposition.



<b>Self-check 1</b>	<b>Written test</b>
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**Directions:** Give short answer

1. -----is the flow of information between people. (2 point)
2. Write two types of Communication and define each. (4 point)
3. What are principles that should implement to maintain open communication in your workplace? (4 point)

**Note: Satisfactory rating – 5 points                      Unsatisfactory - below 5 points**  
You can ask you teacher for the copy of the correct answers.

**Answer Sheet**

Score = _____
Rating: _____

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

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

**Answer sheet**

- 1.....
- 2.....
- 3.....

<b>Information sheet-2</b>	<b>Reaching decisions by the team in accordance with its agreed roles and responsibilities</b>
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## 2.1. Introduction

**Team Decision Making** is the decisions that you make on behalf of your organization that chart its course for the future, for better or worse. Great decisions will likely lead you toward your goals, while poor decisions could quickly lead you out of business.

Depending on the structure of an organization, team leaders may play a role in managing a certain group, subgroup or project. The way they perform their duties can have a substantial impact on the productivity and success of their team.

In this article, we discuss the common roles and responsibilities of team leaders along with examples of specific traits and qualities that make them successful.

## 2.2. Roles of a team leader

A team leader is someone who oversees the functionality of a workgroup by providing guidance and instruction. These individuals can have many roles, including:

- **Manager or supervisor:** Responsible for overseeing all activities within a team.
- **Strategist:** Responsible for deciding how to approach tasks and develop a plan to accomplish them.
- **Communicator:** Responsible for distributing information to team members and stakeholders.
- **Organizer:** Responsible for keeping track of and structuring various tasks, employees and documents.
- **Goal setter:** Responsible for determining the goals that members will work toward.

Each role includes responsibilities that can overlap with others. For example, a manager and communicator both include discussing strategies with a team and giving verbal directions to complete tasks.

### 2.2.1. Team leader responsibilities

Responsibilities of a team leader include decision-making, coaching, mentoring, developing the team's skills and managing conflict. Learning these important team leader skills is an ongoing process that requires regular practice and use. Here are five important responsibilities of a team leader:

- Coach team members
- Develop team strengths and improve weaknesses
- Identify team goals and evaluate team progress
- Resolve conflict
- Organize team initiatives

### 2.2.2. Team Member Responsibilities:

- Executing all tasks assigned by the Team Leader or Manager diligently, on schedule, and to the highest standard.
- Working with team members to achieve daily, weekly, and monthly targets.
- Participating in meetings and voicing concerns as well as suggestions for improvement

## 2.3. Reaching a decision

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

### 1. Autocratic

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

### 2. Majority rules

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

### 3. Majority rules with minority opinion

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

### 4. Consensus

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

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

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

The chairperson needs to:

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

**Self-check 2****Written test**

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

1. Which one is **not** the responsibility of the team leader
  - A. Develop team strengths and improve weaknesses
  - B. Identify team goals and evaluate team progress
  - C. Resolve conflict
  - D. Organize team initiatives
  - E. None
2. Responsible for overseeing all activities within a team.
  - A. Strategist
  - B. Communicator
  - C. Goal setter
  - D. Organizer
  - E. None
3. Responsible for keeping track of and structuring various tasks, employees and documents
  - A. Supervisor
  - B. Communicator
  - C. Goal setter
  - D. Organizer
4. Describes the quality or condition of being in complete agreement or harmony
  - A. Consensus
  - B. Majority role
  - C. Majority role with minority opinion
  - D. Autocratic

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

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

## Answer Sheet

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

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

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

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

## Answer sheet

1.....

2.....

3.....

4.....

<b>Information sheet-3</b>	<b>Developing mutual concern and camaraderie in the team</b>
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### 3.1 Introduction

**Camaraderie** is a sense of trust, loyalty and goodwill that has developed between people who have known each other for a significant period of time. This can be evident in a workplace or a service unit with people who work together well for a common goal. Building camaraderie at workplace does not imply participating in fun events or partying with colleagues. It is an intrinsic element of corporate culture that fosters team spirit and boosts productivity.

### 3.2 Develop shared concern and camaraderie in a team?

Shared concern and camaraderie means team members support each other to complete the team's work. Your words and actions will do much to assist the development of this shared concern and camaraderie. Team members need to trust each other and you can act as a role model for this through your work with the team.

Team leaders build trust by:

- A. behaving consistently
- B. behaving with integrity
- C. sharing control by delegating
- D. including team members in decision making
- E. providing accurate, clear information
- F. explaining decisions
- G. respecting the team's diversity
- H. Demonstrating consideration and sensitivity

Here are the most common five ways to build camaraderie with employees at all levels in an organization:

#### 1. Cross-Functional Teams

Millennial, who constitute a majority of present day workforce, would like to maximize their exposure by taking up different tasks or projects. Engaging them in cross



functional, short-term projects and areas beyond their designated roles helps break down silos and promote team work.

“When people work in teams towards a common goal, it brings them together and they get to understand, respect and trust each other.”

## **2. Work Together**

Workplace camaraderie is all about being able to smoothly work together, not building friendships. It’s more important to be relevant at the workplace than to be chummy so if you are able to help another person on their project, do so. Chances are that the team member will rely on you in the future too, and you will build a lasting working relationship.

## **3. Address conflict**

Keeping conflict and arguments among team members at a minimum helps in building a strong cohesive team that works as one unit is also foster team relation.

## **4. Bond over breaks**

A quick chat during breaks helps break the ice, even if it may not be the best way to build relations. “While this is an informal platform, to improve the camaraderie, chats are better centered around work issues and topics instead of treading on personal spaces.”

## **5. Learn to Listen**

Collect your thoughts before you speak and try to put across exactly what you mean without ambiguity so that there is no room for speculation. Keep your communication clear and to the point without embellishing any aspect. Listen to your team members. The more openly you communicate the more you will build trust and stronger working relationships in team.



<b>Instruction Sheet</b>	<b>Learning Guide 15: Facilitate accomplishment of organizational goals</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics

- Actively participating team members in team activities and communication processes.
- Developing team members, individual and joint responsibility for their actions.
- Sustaining collaborative efforts to attain organizational goals.

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 –

- Actively participate team members in team activities and communication processes.
- Develop team members, individual and joint responsibility for their actions.
- Sustain collaborative efforts to attain organizational goals.

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets provided.
4. Accomplish the all Self-checks provided at the end of each information sheet.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheets provided.
6. Do the “LAP test” accordingly (if you are ready).

<b>Information sheet-1</b>	<b>Participating team members in team activities and communication processes</b>
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### 1.1. Introduction

Being able to work with people so that the right things happen is a core management skill. Managing people effectively perhaps demands most of managers when individuals come together to work in a group or in a team, which requires leadership as well as facilitating and overseeing group and team working, and managing conflict. This week we explore team working from start to finish. This includes deciding if the creation of a group or team is the best approach to the task in hand (it is not always!), selecting individuals to work in it, setting up the team-working processes, supporting teams through the different stages of development, reviewing progress and evaluating team outputs.

In today's organizations, more and more work is carried out by teams and groups of people working together towards a common objective. Making teams and groups work effectively is a challenging task for the manager. Bringing individuals together can slow down and complicate everyday processes and conflict can make even the simplest task difficult to achieve.

Team working has benefits, however. It provides a structure and means of bringing together people with a suitable mix of skills and knowledge. This encourages the exchange of ideas, creativity, motivation and job satisfaction and can extend individual roles and learning. In turn, this can improve productivity, quality and customer focuses. It can also encourage employees to be more flexible and can improve the ability of the organization to respond to fast-changing environments.

A team can achieve what none of the individuals within it can do alone; with the right dynamic, a collection of ordinary individuals can achieve extraordinary feats. But the converse can also occur: a team can fail to achieve what any of its members could easily accomplish.

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## 1.2. The Purpose of Teams

Organizations form teams to accomplish tasks that are too large or complex for an individual to complete. Teams are also effective for work that requires different types of skills and expertise. For example, the development of new products involves understanding customer needs as well as how to design and build a product that will meet these needs. Accordingly, a new product-development team would include people with customer knowledge as well as designers and engineers.

**Teamwork** involves a set of interdependent activities performed by individuals who collaborate toward a common goal. Teamwork involves a set of tasks and activities performed by individuals who collaborate with each other to achieve a common objective. That objective can be creating a product, delivering a service, writing a report, or making a decision. Teamwork differs from individual work in that it involves shared responsibility for a final outcome.

### 1.2.1. Teamwork Processes

While the substance of the tasks involved in teamwork may vary from team to team, there are three processes that are common to how teamwork gets done: the transition process, action processes, and interpersonal processes. During each of these processes, specific sets of activities occur.

1. The transition process is the phase during which a team is formed. Activities include:

- Mission analysis: establishing an understanding of the overall objective
- Goal specification: identifying and prioritizing the tasks and activities needed to achieve the mission
- Strategy formulation: developing a course of action to reach the goals and achieve the mission

2. Action processes comprise the phase during which a team performs its work. Activities include:

- Monitoring milestones and goals: tracking progress toward completion of tasks and activities

- Monitoring systems: tracking the use of resources such as people, technology, and information
  - Coordination: organizing and managing the flow of team activities and tasks
  - Team monitoring and support: assisting individuals with their tasks by, for example, providing feedback and coaching
3. Interpersonal processes include activities that occur during both the transition and action processes. These include:
- Conflict management: establishing conditions to avoid disagreement and resolving conflict when it occurs
  - Motivation and confidence building: generating the willingness and ability of individuals to work together to achieve the mission
  - Affect management: helping team members to regulate their emotions as they work together

### 1.2.2. Characteristics of Effective Teamwork

An effective team accomplishes its goals in a way that meets the standards set by those who evaluate its performance. For instance, a team may have a goal of delivering a new product within six months on a budget of \$100,000. Even if the team finishes the project on time, it can be considered effective only if it stayed within its expected budget.

Effective teamwork requires certain conditions to be in place that will increase the likelihood that each member's contributions—and the effort of the group as a whole—will lead to success. Effective teams share five characteristics:

- Shared values: a common set of beliefs and principles about how and why the team members will work together
- Mutual trust: confidence between team members that each puts the best interest of the team ahead of individual priorities
- Inspiring vision: a clear direction that motivates commitment to a collective effort
- Skill/talent: the combined abilities and expertise to accomplish the required tasks and work productively with others
- Rewards: recognition of achievement toward objectives and reinforcement of behavior that supports the team's work

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Effective teamwork requires that people work as a cohesive unit. These five characteristics can help individuals collaborate with others by focusing their efforts in a common direction and achieving an outcome that can only be reached by working together.

### **1.3. Participating in and facilitating a work team**

#### **1.3.1. How can team leaders assist team members to participate in and facilitate work teams?**

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

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

#### **1.3.2. What is the team leader's role in assisting team members to participate in and facilitate a work team?**

Workplace participation means that team members can:

- influence the outcomes of issues that directly affect their work
- accept delegation of responsibility
- be involved in cooperative approaches to conflict
- have shared understanding of objectives
- Feel empowered.

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

- ensuring the potential of all team members is used
- giving and receiving feedback
- establishing and maintaining productive relationships with team members
- Matching communication processes to the needs of supported employees.

<b>Self-check 1</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. A set of interdependent activities performed by individuals who collaborate toward a common goal.
  - A. Individual work
  - B. Teamwork
  - C. Active participation
  - D. B and C
2. Characteristics of effective teams
  - A. Shared values
  - B. Mutual trust
  - C. Inspiring vision
  - D. Rewards
  - E. All
3. Team members can participate in workplace in
  - A. accept delegation of responsibility
  - B. involved in cooperative approaches
  - C. shared understanding of objectives
  - D. All of the above
4. Team leader influence the team members to participate in **except**
  - A. ensuring the potential of all team members is used
  - B. giving and receiving feedback
  - C. establishing and maintaining productive relationships with team members
  - D. None of the above

**Note: Satisfactory rating – 4 points                      Unsatisfactory - below 4 points**  
You can ask you teacher for the copy of the correct answers.



## Answer Sheet

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

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

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

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

### Answer sheet

- 1.....
- 2.....
- 3.....
- 4.....

<b>Information sheet-2</b>	<b>Developing individual and joint responsibility teams members for their actions</b>
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## 2.1. What is the team leader's responsibility in team building?

The first responsibility of the team leader is to define the objective of the team; why is this team together. When the purpose is unclear, unknowable, or complex framing the boundaries and defining that this team is going to work to make progress or identify clues that may work to achieve a shared outcome is still setting the teams' objective.

Once the team understands and accepts the objective, each person will develop trust within the team and team members by knowing the skilled knowledge and role that each team member will occupy. This should be worked out jointly between the leader and the individual concerned.

### 2.1.1 Team Leader functions in team building

Effective leaders in team building need to provide the functions of:

#### Boundary setting / Planning

- seeking all available and relevant information
- defining the task, purpose or goal
- devising a realistic framework for achieving the desired outcome

#### Initiating

- openly briefing the team on the aims and the plan of action
- explaining why the task is necessary and the reasoning behind the plan
- allocating tasks to team members
- setting group standards

#### Monitoring

- maintaining the group standards as previously set
- keeping a watch on timing and progress
- ensuring all actions are moving towards desired results
- keeping discussions relevant and on-track
- keeping the group moving and active

#### Coaching and Supporting

- expressing recognition of individuals contributions

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- encouraging the whole group as well as to individuals
- dealing with team / individual dysfunction where necessary and appropriate
- create a team spirit and boosting morale
- watching and dispersing tension between team members
- reconciling disagreements and controlling the exploration of disagreements

### Informing

- clarifying the task and the plan as the project makes progress
- sharing new information with the team and keeping them informed of developments
- listening to the group and receiving feedback from them
- discussing ideas and suggestions within the group

### Evaluating

- checking the feasibility of ideas
- testing the consequences of new ideas and proposed solutions
- evaluating group performance and giving feedback
- working with the group to evaluate themselves against the standards set

**Not all these functions will be necessary all the time, and together they will allow the team leader to:**

- achieve the task
- build & maintain the team
- develop the individual

## 2.2. Task delegation for team members

Effectively assigning tasks to team members is a crucial part of a leader's responsibilities. Savvy (proper) delegation is what makes a manager's team run like a well-oiled machine.

However, knowing how to delegate responsibility successfully remains a tough nut to crack for many managers. Giving up control can feel hard, but it's ultimately necessary for growth.

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Some managers try to do everything on their own, while others delegate too much with no clear direction. Neither course is good for the manager or the team.

### 2.3. Importance of delegation in management

Delegation exists so you don't have to waste hours on tasks that someone else can do better. Regardless of your skills or experience, trying to do everything by yourself will burn you out in no time.

For instance, if you're a marketing officer, then your focus should be on connecting with clients. Don't force learning how to build an app into your schedule when you can assign that to someone more qualified and who, in the end, will provide more value than you can.

Successful delegation is being able to utilize the individual talents of everyone in your team. When done right, your productivity will increase, the workflow will be smoother, and task management will be way less troublesome.

### 2.4. The process of delegation

In theory, delegating duties and responsibilities is simple to understand. But in practice, it can be difficult to master. Here are three delegation process steps that can help you get it done more easily.

#### 1. Identify the tasks you want to delegate

The first step to delegating effectively is deciding which tasks and responsibilities you want to assign to someone else on your team. Take a look at the work you currently have on your plate, and ask yourself: which of these is totally necessary for me to do, and which could be done better by someone else?

Aside from that, you should also consider time constraints. Do you really have time to do all these tasks? Be totally honest about your current workload. Will you potentially miss crucial deadlines if you do them by yourself? The purpose of delegation is to

maintain a smooth workflow and prevent yourself from being overworked, so keep these in mind before you even think about what to delegate.

## 2. Decide who you'll delegate the work to

One of the keys to effective delegation is understanding the strengths of everyone in your team. After you've prepared a list of tasks you're going to delegate, the next thing to do is find the right people to assign them to.

Start by looking at their skill sets and their schedules. For example, if you need to make modifications to several blog posts, then it would make sense to delegate to someone on the blog team, or at least to someone on the marketing team.

Once you've sorted everything out and finalized your delegation plans, it's time to start assigning tasks to your team.

## 3. Delegate with trust and fairness

Now, you need to start assigning tasks to your team. And when you do, don't forget to include your full trust in their capability to take each task on. There's no point in delegating if you're intending to check on them every half an hour to see if they're doing it the way you want it to. Micromanagement won't do either of you any good.

From the beginning, make your expectations crystal clear and let them know the details of what you'd consider a high-quality output from them. If they fail to meet your expectations, use this as an opportunity to re-align on what outcome you were hoping to get out of the task and make sure they understand that you're counting on them to do better next time. It's your responsibility as a manager to make your team feel trusted supported, and that you believe in them.

## 2.5. How to delegate tasks — techniques

Now that you know how the process of delegation goes, here are some tips you can follow to help improve your delegation skills.

### 3.1. Delegate tasks based on skill and experience

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Once you've identified tasks that can be transferred to other members of your team, you need to consider who the best person is to take them on. Make sure that the individual you pick has the skills needed to tackle the task, and that it's not too easy for them.

You want your team to experience a moderate level of difficulty. Ideally, they should be challenged while still being in control of the work, but not so much that they're overwhelmed and unable to concentrate.

### 3.2. **Provide thorough direction and context**

Just handing over a task to your team members isn't enough. You need to prepare and give them all the instructions and documents they might need to really set them up for success.

For example, if you need a post about a particular topic that has to pull information from other content to be comprehensive, you should create a thorough outline to give the writer direction. This cuts down on the back-and-forth with the writer after the draft is delivered.

For more important tasks, give the person context in addition to the practical aspects. Explain how the task fits within a larger project and mission. Give it a sense of higher-level purpose. You can even communicate the implications of missing the deadline and how it will affect other team members.

### 3.3. **Foster personal responsibility and ownership**

It's not enough to assign a task to a team member. You need to give people full authority over the work so they feel engaged to complete it successfully. You also have to make sure that when you transfer a task, the assigned person has taken complete responsibility for it.

Building a culture of accountability in your team starts with including team members in objective setting meetings. You can work together to decide what the milestones for a task are. After reaching each of them, they can check if the performance matches the expectations that were outlined. Keeping everyone's understanding of the task aligned from start to finish is a key.

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#### 3.4. **Set aside time for feedback and gratitude**

Going through the delegation process requires you to give and receive feedback so that you foster an open atmosphere in the team. Set aside dedicated feedback time to give people a chance to discuss the difficulties they encounter and their suggestions for future delegation.

<b>Self-check 2</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. Effective leaders in team building need to provide the functions of
  - A. Monitoring
  - B. Initiation
  - C. Coaching and supporting
  - D. Evaluation
  - E. All
  
2. Successful delegation of task for team members used to **except**
  - A. Increase productivity
  - B. Smooth the workflow
  - C. Minimize troublesome
  - D. Increase troublesome
  
3. Which one of the following is used to improve delegation skills
  - A. Random Delegation of tasks
  - B. Provide thorough direction and context
  - C. demotionpersonal responsibility and ownership
  - D. All

**Note: Satisfactory rating – 3 points**

**Unsatisfactory - below 3 points**

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

**Answer Sheet**

Score = _____
Rating: _____

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

**Answer sheet**

1..... 2..... 3.....



<b>Information sheet-3</b>	<b>Sustaining collaborative efforts to attain organizational goals</b>
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### 3.1. Introduction

Collaboration is a more durable and pervasive relationships where participants bring separate organizations into a new structure with full commitment to a common mission. These require comprehensive planning and well-defined communication channels at all levels. The collaborative structure determines authority, and risk is much greater because each partner contributes its resources and reputation. Partners pool or jointly secure the resources, and share the results and rewards.

We often talk about the essential elements of forming a strong nonprofit partnership: shared values and vision, clarity of purpose, open communication and trust-building, etc. When a collaborative effort is launched, there's typically a lot of excitement about the new venture. There may even be dedicated funding or other resources to help get the collaboration off the ground.

Collaboration at this later stage of development faces challenges a bit different from those it overcame to first establish itself. Turnover among the individuals leading the effort, disappointment in perhaps not meeting its initial goals, taking on too much or losing focus, and garden-variety burnout can all take a toll. Meanwhile, the original funder may seek to dial back its investment in hopes that the work can attract broader support or become more self-sustaining. All these can threaten to derail collaboration.

### 3.2. Strategies for sustaining a collaboration

Although there is no simple recipe or formula for sustaining collaborations over time, we can point to six strategies to lend them greater resilience and staying power.

1. **Formalize.** Make it "official" by documenting mutual commitments, such as those regarding the collaboration's purpose, structure, values, policies, decision making processes, etc.

2. **Lead.** Plan for leadership turnover. Decide how you will replace members who leave. As an organization participating in collaboration, keep collaborative skills in mind as you recruit and hire new staff for key positions. Within the collaborative, develop shared leadership by giving all members leadership opportunities, such as by rotating responsibilities for meeting facilitation and other key tasks.
3. **Measure.** Make data work for you and track progress toward key outcomes. The ability to measure success is critical to maintaining your momentum as well as in attracting resources and support from others to sustain the work.
4. **Broaden.** Cultivate broader involvement beyond the core group of individuals. Consider whether the collaboration might benefit from expanding involvement to more levels of the organization, such as senior management, line staff, etc.
5. **Learn.** Continually learn from what you're doing. Acknowledge successes as well as shortfalls, and adjust as needed. Look at the work of other collaborative and what you can learn from one another.
6. **Deepen.** Build on your experience to keep deepening your understanding of the issue(s) you're addressing. Document lessons learned to prepare for outreach to new supporters and funders. Pay attention to needs or opportunities that emerge beyond those you've already planned for, and determine their implications for your work.

### 3.3. Improve collaboration in an organization

Collaboration is the latest buzzword in businesses and local governments around the world. Working in silos can slow down or significantly hinder an organization's progress towards their strategic plan. When a team is able to effectively share resources and work together to achieve their goals, the rate of progress is accelerated, and the likelihood of accomplishing their overall objectives is substantially increased.

With a greater focus on openness and collaboration in an organization, employees can stay more connected and up-to-date. However, achieving full and effective collaboration

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takes effort from everyone at all levels of your organization. Here are top 10 tips to get your organization on the path to better collaboration:

### **1. Lead from the front**

Collaborative behavior must begin with senior leaders if it's to be embraced by the rest of the organization. To encourage collaboration, leaders first need to create a culture where anyone can ask questions and there are no stupid questions. Employees need to feel like they have a voice to become receptive to opening up.

### **2. Encourage personal accountability**

By having policies in place to encourage personal accountability, employees work more efficiently on collaborative projects. Employees need to take ownership over tasks, seeing them through to completion and bearing responsibility for results, positive or negative. Managers must demonstrate personal accountability to set the tone and culture for the company.

### **3. Create a culture of mutual trust and respect**

Keeping employees informed as to what is going on within the company, or during a project will increase the level of importance the employee feels within the workplace. Collaborative behavior is more likely when there is a level of trust already established. With a culture of mutual trust and respect, there is a freer flow of communication and feedback throughout the organization, allowing for greater performance and achievement towards goals.

### **4. Align employee and management with core values and goals**

Teams execute goals more efficiently when the beliefs that influence their choices are aligned. In the absence of shared values and goals, organizations suffer inefficiencies, lack of focus and ultimately, strategic failure. These values and goals need to be well communicated across the organization.

### **5. Empower managers**

The empowerment process starts at the top where senior leaders provide guidance to their managers to execute on their strategies. Managers need to be empowered to make decisions that drive the results without being micromanaged. This leaves room for managers to build an efficient and collaborative team.

### **6. Empower employees**

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The same goes for the rest of your staff. When employees are encouraged to be self-motivated and to take initiative, they will begin to take on and complete tasks efficiently with little guidance from management. Creating a culture of flexibility and trust with employees provides them a greater opportunity to develop and refine their skills within the team and allow your organization to grow.

### **7. Embrace technology**

Developments in technology have made it easier for teams to work together such that distance is no longer an issue when it comes to collaboration. Effective tools for collaboration come in many forms, such as file sharing, video conferencing or enterprise chat tools. Each of these technologies aims to increase productivity and keep everyone connected while eliminating excessive emailing.

### **8. Keep hierarchical structures to a minimum**

Keeping hierarchy of an organization to a minimum prevents information from being distorted as it is passed on (think of the game “Telephone” you played when you were a kid), as well as increasing the time and money involved with more “down-the-chain” communication. Managers in a “flatter” company tend to have more authority, and as a result, perform effectively as they are more responsible for the company’s performance. Removing middle managers also increases motivation and coordination between employees, lowering operating costs.

### **9. Pool and share all stakeholder knowledge**

Employees and teams work best when they are most knowledgeable. Creating a company database of all stakeholder knowledge that is accessible to each team member is important to keep everyone on the same page. Managers will have more time to focus on other issues instead of answering questions that could be answered by referring to a database of shared knowledge.

### **10. Overcome barriers**

Organizations may wish to encourage and support internal collaboration but change can be scary. To overcome internally built barriers and accept change, it’s important to have a plan in place and tools to help along the way. Think about why you want to encourage collaboration and the steps you can take to make that happen. Be realistic with your goals and make small changes along the way to support that goal. Removing barriers

may cause short-term pain within the organization, but in the long-run it can cause increased performance, making the cost and effort more than worth the trouble.

<b>Self-check 3</b>	<b>Written test</b>
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**Directions:** Choose the best answer and put all the answer in the answer sheet (2 points each)

1. Is a more durable and pervasive relationships where participants bring separate organizations into a new structure with full commitment to a common mission.
  - A. Collaboration
  - B. Corporation
  - C. Coordination
  - D. All
  
2. One of the following is **Not** Strategies for Sustaining Collaboration
  - A. Formalize
  - B. Measure
  - C. Learn
  - D. Shallow understanding
  
3. All are tips used to better collaboration of the organization **except**
  - A. Encourage personal accountability
  - B. Create a culture of mutual trust and respect
  - C. Dishonor managers
  - D. Overcome barriers

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

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

**Answer Sheet**

Score = _____
Rating: _____

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

**Answer sheet**

- 1.....
- 2.....
- 3.....

<b>Operation sheet</b>	<b>Participating team members in team activities and communication processes</b>
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Activity: Problem solving guideline

Set out below is a seven step problem solving guideline.

Review the guideline in terms of how your work teams operate and suggest any changes to make the guidelines effective for your teams.

1. Define the problem
2. Identify the type of problem
3. Identify constraining issues
4. Develop alternative solutions
5. Evaluative the alternative solutions
6. Decide on a solution and implement it
7. Monitor and evaluate the action

<b>LAP Test</b>	<b>Practical demonstration</b>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time started: \_\_\_\_\_ Time finished: \_\_\_\_\_

**Instructions:** Given necessary templates, workshop, tools and materials you are required to perform the following tasks within 3day.

Task 1: Participating team members in problem solving and communication processes.



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