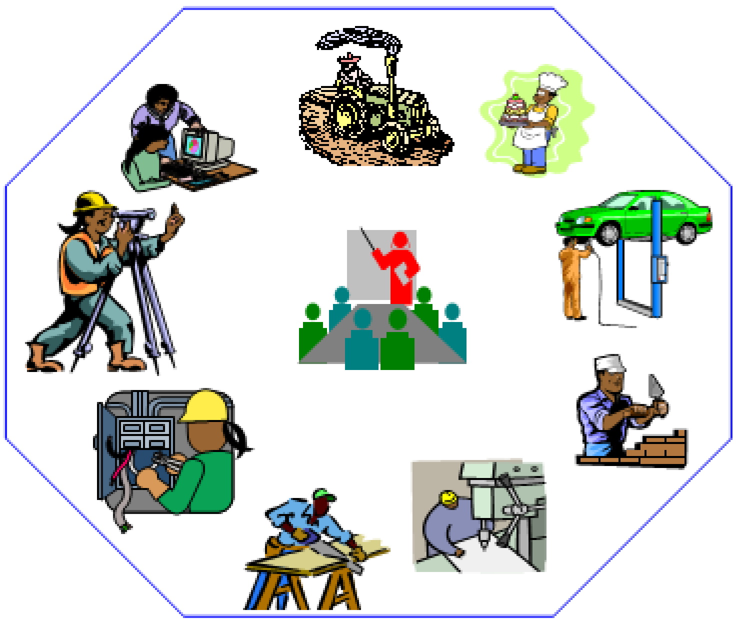
Mechatronics & instrumentation Servicing Management Level IV

Based on May, 2011 V2 OS and Dec, 2020 V1 Curriculum



Module Title: Manage Installation and Maintenance Operation

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TABLE OF CONTENTS

Content	Page
Learning Guide (LG) # 30 …………………………………………………………	5
1. Learning Outcome (LO)# 1 Develop operational plan ……………	5
1.1 Instruction sheet …………………………………………………………….	5
1.1.1 Information sheet 1: Researching, analyzing and documenting resource requirements …………………………………………	6
1.1.2 Self-Check -1………………………………………………………..	9
1.2.1 Information sheet 2 : Developing and/or implementing an operational plan.	10
1.2.2 Self-Check -2………………………………………………………..	13
1.3.1 Information sheet 3: Developing and/or implementing consultation Processes……………………………………………	14
1.3.2 Self-Check -3………………………………………………………..	15
1.4.1 Information sheet 4: Developing organizational plans …………………	16
1.4.2 Self-Check -4…………………………………………………………	19
1.5.1 Information sheet 5: Developing and implementing contingency plans….	20
1.5.2 Self-Check -5…………………………………………………………	21
1.6.1 Information sheet – 6: Assisting the development and presentation of proposals and seeking specialist advice………..	22
1.6.2 Self-Check -6………………………………………………………..	24
Learning Guide (LG) # 31 …………………………………………………………	25
2. Learning Outcome (LO)#2 Plan and schedule work activities …………….	25
2.1 **Instruction sheet** ……………………………………………………………	25
2.1.1 Information sheet 1 :Identifying and prioritizing tasks/work activities……..	26
2.1.2 Self-Check -1……………………………………………,,,,,,,,.…….......	32
2.2.1 Information sheet 2: Breaking down tasks/work activities …………………	33
2.2.2 Self-Check -2………………………………………………………...	35
2.3.1 Information sheet 3: Allocating resources. ………………………………….	36
2.3.2 Self-Check -3: …………………………………………………………..	40
2.4.1 Information sheet 4 : Coordinating schedule of work activities ………..	41

2.4.2 Self-Check -4…………………………………………………………..... 45

Learning Guide (LG) # 32 ………………………………………………………… 46

3. Learning Outcome (LO)#3 Plan and manage resource acquisition…….. 46

3.1 Instruction sheet ……………………………………………………………… 46

3.1.1 Information sheet 1: Developing and implementing strategies to ensure that employees are recruited and/or inducted…... 47

3.1.2 Self-Check -1…………………………………………,,,,,,,,.……....... 50

3.2.1 Information sheet 2 : Developing and implementing strategies to ensure that physical resources and services are acquired …. 51

3.2.2 Self-Check -2………………………………………………………... 57

Learning Guide (LG) # 33 ……………………………………………………… 58

4. Learning Outcome (LO)#4 : Monitor and review operations ………………… 58

4.1 Instruction sheet ……………………………………………………………… 58

4.1.1 Information sheet 1 : Developing, monitoring and reviewing performance systems and processes …………… 59

4.1.2 Self-Check -1…………………………………………,,,,,,,,.……....... 61

4.2.1 Information sheet 2 : Analyzing and interpreting budget and actual financial information ……………………………. 62

4.2.2 Self-Check -2………………………………………………………... 66

4.3.1 Information sheet 3: Identifying areas of underperformance and recommending solutions.……………………….. 67

4.3.2 Self-Check -3…………………………………………………….…..... 70

4.4.1 Information sheet 4 : Monitoring Implementation of developed systems…. 71

4.4.2 Self-Check -4…………………………………………………….…..... 73

4.5.1 Information sheet 5 : Negotiating and approving recommendations for variations to operational…………………………… 74

4.5.2 Self-Check -5…………………………………………………….…..... 76

4.6.1 Information sheet 6 :Developing and implementing Systems…………… 77

4.6.2 Self-Check -6…………………………………………………….…..... 79

Learning Guide (LG) # 34 ……………………………………………………………		80
5.	**Learning Outcome (LO)# 5 : Review and evaluate work performance**	80
5.1	Instruction sheet …………………………………………………………	80
5.1.1	Information sheet 1 :Reviewing work plans, strategies and implementation………………………………………	81
5.1.2	Self-Check -1……………………………………,,,,,,,,.……......	83
5.2.1	Information sheet 2 : Providing review results to concerned parties ……	84
5.2.2	Self-Check -2……………………………………………………...	87
5.3.1	Information sheet 3: Conducting performance appraisal………………	88
5.3.2	Self-Check -3……………………………………………………....	91
5.4.1	Information sheet 4 :Preparing and documenting performance appraisal report regularly………………………………………..	92
5.4.2	Self-Check -4……………………………………………………....	94
5.5.1	Information sheet 5 : Preparing and presenting recommendations ……..	95
5.5.2	Self-Check -5……………………………………………………....	97
5.6.1	Information sheet 6 : Implementing feedback mechanisms. ……………	98
5.6.2	Self-Check -6……………………………………………………....	101
6	Answer Key ……………………………………………………………….	102
7	Reference……………………………………………………………….	106

LG #30	LO # 1. Develop operational plan
Instruction sheet	

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

- Researching, analyzing and documenting resource requirements
- Developing and/or implementing an operational plan.
- Developing and/or implementing Consultation processes.
- Developing organizational plans.
- Developing and implementing contingency plans.
- Assisting the development and presentation of proposals and seeking specialist advice

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:

- Research, analyze and document resource requirements
- Develop and/or implement an operational plan.
- Develop and/or implement consultation processes.
- Develop organizational plans.
- Develop and implement contingency plans.
- Assist the development and presentation of proposals and seek specialist advice

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them
4. Accomplish the "Self-checks" which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation, proceed to the next learning outcome.

Information Sheet-1	**Researching, analyzing and documenting resource requirements**

1.1. Research and Identify Goals

The first step in managing operational plans is to plan the process. Appropriate research and analysis needs to be undertaken to gain an understanding of the organizational area for which you are responsible.

To start building out your operational plan, start by examining your goals. The goal of an operational plan is to address five main questions:

1. What is the budget? Consider where it was last year versus this year.
2. Where is the team now? Approach this from a budgetary perspective, a resources perspective and from a team member perspective.
3. Where does our team want to be? Think about this time next year, in two years, in three years, etc..
4. How do we get the team there?
5. What benchmarks should we use to measure our progress? This can include product launch deadlines, number of manufactured goods, number of customer

service cases closed, number of 5-star reviews received, number of customers acquired, revenue increased by a certain percentage and so on.

To answer these questions, you'll need to interview your team members by asking them these questions, and then categorize their answers. Prioritize their responses into a quadrant: easiest to execute —> to most difficult to execute, and most important to execute —> least important to execute. That's when your goals will begin to take shape and come into focus.

1.2. Consider resource-related issues.

When optimizing resource-related issues for projects, consider such approaches as:

- Reconcile the resources requirements with resource availabilities;
- Identify areas of opportunity (resource under-commitments);
- Level resources by temporarily postponing non-critical work;
- Obtain other resources to relieve temporary peaks such as temporary staff, contractors or other internal resources;
- Consider technology being used;
- Increase skills efficiency by ensuring that team members are trained adequately; or
- Improve productivity by maximising the amount of time people work on continuous tasks.

For programmers, consider such approaches as:

- When changes are made that affect multiple projects, re-evaluate resource commitments as resources may not be available or resource negotiations may need to be reactivated; or
- As one project is optimized, its dependency(s) with other project(s) may cause resource conflicts.

1.3. Consider scope-related issues.

When optimizing scope-related issues for projects, consider such approaches as:

- Based on schedule and resource needs, reconcile the project scope with requirements;
- Negotiate a shift in features or functionality to a later release;
- Negotiate scope of roll-out, such as number of test sites;
- Analyze the business risk of scope-related issues;

- Analyze the project outputs and try to reduce complexity;
- Make/buy/leverage components; or
- In general, reduce scope rather than quality where appropriate.

1.4. Document estimating assumptions.

Document all estimating assumptions.

Estimating assumptions (e.g., number of productive hours per day, number of people working on each task, holidays) are recorded to provide consistency in plan development.

Duration is the elapsed time required to complete a task. Factors affecting the estimate of duration may include:

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

Self check -1	Written test

<u>Directions</u>: For the following questions, say TRUE if the statement

Is correct and FALSE if it is incorrect (wrong).

1. The first step in managing operational plans is to plan the process.
2. Factors affecting the estimate of duration may include equipment availability.
3. Based on schedule and resource needs, reconcile the project scope with requirements is not important.

Note: Satisfactory rating –2 and above points, Unsatisfactory - below 2 points

<u>Answer Sheet</u>

Score=__________

Rating:___________

Name:____________________________Date:_________________

Information Sheet-2	Developing and/or implementing an operational plan.

2.1. Key elements to develop an operational plan.

Most organizations are familiar with strategic plans, outlining strategy over a three to five year period and establishing a stable long-term vision. But these same organizations often lack *operations* plans.

What is an operations plan? In short, it lays out who, what, when, and how of your daily operations over the course of the next year. It is meant to define how human, financial, and physical resources will be allocated to achieve short-term goals that support your larger strategic objectives. On a day-to-day basis, your operations plan will answer questions like:

- Who should be working on what?
- How will we allocate resources on a given task?
- What risks do we face at present?
- How can we mitigate those risks?

Put simply, your operations plan is a manual for operating your organization – designed to ensure that you accomplish your goals. It's a key piece of the puzzle for any goal-oriented team. So what steps can you take to develop a strong operations plan?

2.1.1. Start with your strategic plan.

Ultimately, an operation plan is a tool for carrying out your strategic plan. It's important, then, to make sure that you have a strong strategic plan already in place, and that everyone involved in your efforts understands it. Without this guidance, writing an operations plan will be like trying to plan a vacation without knowing where you're going.

If you can't identify how an element of your operations plan helps you achieve a specific strategic objective, then it shouldn't be part of your plan.

2.1.2. Focus on your most important goals.

There's a simple rule when it comes to operations plans – the more complex they are, the less likely it is that a team will follow them successfully.

In order to avoid writing a tangled tome of a plan, focus on the goals that truly matter. Before you even set down to create your operations plan, break your strategic plan down into one-year objectives. Then determine the key initiatives that will help you achieve those goals. They might be:

- New organizational structures
- Quality control measures
- Faster delivery times
- More employee time spent on professional development

Along with many other possibilities, choose between three and five initiatives that will drive success in your long-term goals, and then identify metrics that will help you measure your progress. These key performance indicators (or KPIs) will be among your most powerful tools for success.

2.1.3. Use leading – not lagging – indicators.

Your key performance indicators (KPIs) will play an important role in your operations plan's success – so it's critical to choose the right ones. The most effective metrics are *leading* indicators: predictive measures that show you what to expect in the future and allow you to adjust course accordingly. By contrast, *lagging* indicators show you that your progress is falling short only after it's too late.

If your goal is to reach a certain sales threshold, for example, sales meetings or calls-per-week might be a strong leading indicator. Based on your past experience, you may be able to calculate how many calls it takes, on average, to complete a sale. This will allow you to use calls to determine whether you're on track to meet sales goals. If you were to simply measure sales, however, you wouldn't know where you stood relative to goals and projections until you were already there.

2.1.4. Don't develop your KPIs in a vacuum.

The KPIs you choose will guide the work of everyone in your organization for the next year. With this in mind, you should draw on a wide variety of perspectives within your team as you develop those KPIs.

If your organization is made up of 15 people or less, you may want to hold an annual planning session where everyone collaborates to craft the KPIs for the coming year. Larger organizations may wish to restrict participation to their leadership teams. In either case, the key is to include a range of perspectives in the planning process – but not so many that effective decision-making becomes difficult.

2.1.5. Communication is paramount.

At the beginning of the year, set aside time to share and discuss your KPIs with your entire organization. It’s essential for everyone to understand why you’ve chosen these specific metrics, why they matter, how they will help your organization achieve its goals, and what each individual’s role may be in working toward success.

The importance of buy-in and communication among your team is hard to overstate. Hold regular meetings – ideally weekly – to communicate organizational progress on your KPIs and discuss any issues that may have emerged. Whether through meetings, dashboards, or some other means, team members should be able to track their personal progress and performance on a weekly basis.

With a strong operations plan in place, your organization should have everything you need to tackle your priorities successfully – and ultimately achieve the goals that will drive your strategic vision.

An operation doesn’t necessarily include projects. It defines organizational structure, how different branches within a company run and what steps they’ll take to reach one-year goals that are in line with the strategic plan. Once the strategic and operations plans are in place, then you develop project plans that can help you achieve those specific goals.

Self check -2	Written test

Directions: For the following questions, say TRUE if the statement

Is correct and FALSE if it is incorrect (wrong).

1. Most organizations are not familiar with strategic plans.
2. An operation plan is a tool for carrying out your strategic plan.
3. Key performance indicators (or KPIs) will be among your most powerful tools for success.

Note: Satisfactory rating – 2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

Information Sheet- 3	Developing and/or implementing consultation processes.

3.1 Process

In developing the operational plan, further consultation and communication with stakeholders is required.

Many conventional consultation processes consist of asking people to respond to a written paper. There is a simple electronic equivalent of this: you send participants a copy of whatever document you are consulting on and ask them to complete an online questionnaire. This is not, however, utilizing the technology to best effect. A very simple variation on this, but one that produces much richer results, is to break a consultation document up into a series of short sections and ask participants an open question about each section. This has the advantage of allowing participants to determine their own responses rather than having to respond to pre-determined questions. The results can also be collated in different ways, allowing for easier cross-references to other sections of the document.

Another option is more radical still: setting out the broad scope and purpose of the consultation and asking participants, in one or two preliminary iterations, to identify and prioritize the issues they feel should be addressed in greater depth. This has the advantage that the participants feel they are addressing the issues that matter to them rather than to whomever initiated the consultation.

Consultation on some issues will also require the provision of background information. It is important to remember that the electronic environment may require a different approach to information. A long document may still be appropriate for some stakeholders, but others – accustomed to the sound-bites of television and the Internet - may prefer a shorter, sharper format using graphics, pictures, and charts. In due course, when broadband is more widely available, it may be that short films can also be used to liven up consultation processes.

Beware, though, making any presentation of information too slick. A presentation of the information in clear, factual terms is more valuable. If the issues involved are controversial, a presentation of them by a third party content expert may be more credible than by the problem holder’s organization.

An alternative is to create a core group of the project leader plus a range of stakeholders and seek agreement among them on what information should be produced or presentations developed to provide participants with the information they require.

Self check -3	Written Test

Directions: For the following questions, say TRUE if the statement

Is correct and FALSE if it is incorrect (wrong).

1. Consultation on some issues will also require the provision of background information.
2. In developing the operational plan, consultation and communication with stakeholders is required.
3. A long document may still be appropriate for some stakeholders.

Note: Satisfactory rating – 2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

Information Sheet-4	Developing organizational plans.

4.1. Introduction

Planning function is an initial stage of managerial process. It reflects tasks, objectives and actions choosing, in order to achieve chosen goals. It requires decision making by choosing between concurrent alternative paths of action of the future. By planning, organization can determine means and ways of how and what they will achieve specific goals. Plans must be set to fulfill objectives and purposes of (any) organization, and the same stands for manufacturing organizations. This comes naturally, because organizations exist to serve interests of their owners, management and employees. It means that planning comes before any other managerial function, because manager must plan intra-organizational relations, qualifications, how employees will be directed, and what kinds of control should be put in practice. Efficiency of the plan reflects the level of accomplishment of purpose and objectives of business. Simultaneously, efficiency of the plan implies cost-effectiveness regarding purpose and objective achievements, versus expenditures and other factors necessary for its accomplishment. Limitations of resources and environmental uncertainty also affect planning efficiency. Managers need to plan use of resources, in order to avoid their exhaustion and subsequent consequences. As a result of planning, production relations, economic relations, and transportation relations, are coordinated and directed. One of the most essential features of planning is clear sense of direction, which helps anticipate use of resources in the future.

This information sheet introduces operational planning through capacity planning, material planning, management of manufacturing process, and scheduling. Listed operations are among most challenging for manufacturing organizations. The information sheet will focus on aggregate production and aggregate capacity, which will be broken to the level of scheduling and rough-cut capacity planning. All of the system will be taken into account.

4.2. Operational Planning and Scheduling System

Operational planning and scheduling systems depend on the utilization of operations capacity, the volume and timing of outputs, and on balancing of outputs with capacity at desired levels for competitive effectiveness. Setting compatibility between these systems must take place on various levels of management, so that various activities support each other. As process progresses from top to bottom, intervals of time shrink, and specs of planning go from broad at the top, to very detailed at the bottom.

4.3. Types of Operations Scheduling

Don't miss deadlines or waste production time by using a bad operations schedule. Time wasted is money wasted. Deadlines missed can lose you repeat customers. You must decide if your priority is speed or timing, and then choose the appropriate schedule for your operations. Most operations schedules fall into one of five types.

4.3.1. First Come First Served

If you have a single item to produce, or if your products require similar processing times, you may prefer the first come first served approach to scheduling. Essentially, this means exactly what it sounds like: Schedule production based on when your product is ordered by a customer. If you have different products with different manufacturing times and deadlines, however, this can end up being less effective for meeting deadlines, as it is fairly random.

4.3.2. Shortest Processing Time

One favored method of scheduling to get products produced quickly is the shortest processing time approach, which prioritizes jobs that take the least amount of time to complete. One reason this method is faster is because you reduce the time that is lost when your machine switches between jobs. If three identical products are ordered that contain a quickly produced piece and a slowly produced piece, shortest processing time scheduling would have your machine make the three easy pieces first and the three hard pieces second. This is faster than having the machine alternate between difficult and easy pieces.

4.3.3. Earliest Due Date

Earliest due date scheduling is based on ordering your production jobs based on deadlines. Working first on the product with the earliest due date can be especially effective with machines that have single jobs and when deadlines are spaced out. If your business specializes in one product with varying shipping deadlines, this could be the best schedule for you.

4.3.4. Slack Time Remaining

Slack time is determined through a mathematical equation. Subtract the time it takes to make the product from the time it is due. The item with the smallest slack time remaining is scheduled first. For example, if you have an item that takes five days to make and is due in six days, you would process that before an item that takes one day to make but is due in four days. This may not be the fastest method, but it can be the most effective for meeting deadlines.

4.3.5. Critical Ratio

Scheduling products using critical ratio is similar to using slack time remaining. The difference is that instead of subtracting processing time from time remaining, you divide it. This gives you a percentage of time remaining until your product is due instead of an integer. Using division versus subtraction is mostly a personal preference. The production results should be similar to those using the slack time remaining method.

Self-check 4	Written Test

Directions: For the following questions, say TRUE if the statement

Is correct and FALSE if it is incorrect (wrong).

1. Managers need to plan use of resources, in order to increase their exhaustion and subsequent consequences.
2. Time wasted is not similar to money wasted.
3. Operational planning and scheduling systems depend on the utilization of operations capacity.
4. Scheduling products using critical ratio is similar to using slack time remaining.
5. By planning, organization can determine means and ways of how and what they will achieve specific goals.

Note: Satisfactory rating – 3 and above points, Unsatisfactory - below 3 points

Answer Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

Information Sheet-5	Developing and implementing contingency plans.

5.1. Contingency plan

A contingency plan is a course of action designed to help an organization respond effectively to a significant future event or situation that may or may not happen.

A contingency plan is sometimes referred to as "Plan B," because it can be also used as an alternative for action if expected results fail to materialize.

It is important that contingency plans are developed as part of the operational plan because external influences have the potential to impact on an organization or parts of it.

5.2. Key Steps in Contingency Planning

Project managers are adept at creating contingency plans, as the structure and actions are like many of the processes already familiar to their profession. For instance, a contingency plan breaks down tasks to get more detail and, in so doing, more control.

The following are the key steps in contingency planning:

- Note where there are resources that can be used in an emergency. Also, note where in your contingency plan these resources might be applied.
- Identify dates that if missed will negatively impact your plan, for example getting approval from a group or committee that only meets every now and then.
- Know your contingency plan. Check for any weak links and strengthen them. Identify any slack that you can find in it.
- See if you can find points in your plan where alternative routes can be taken, and think through each one's scenario to add flexibility to your plan.

5.3. Challenges of Contingency Planning

Like any plan, there are always challenges that managers need to think about before and during the process of creating their contingency plans.

5.4. Implementation of a contingency plan

Here are the steps you need to follow in a contingency planning process.

1. Step 1: List down the key risks.
2. Step 2: Prioritize the Risks Based on Their Impact.

3. Step 3: Create Contingency Plans for Each Event.
4. Step 4: Share and Maintain the Plan

Self-check 5	**Written Test**

Directions: For the following questions, say TRUE if the statement

Is correct and FALSE if it is incorrect (wrong).

1. A contingency plan is sometimes referred to as "Plan B".
2. Prioritize the Risks Based on Their Impact is one of the steps in a contingency planning process.
3. Project managers are not adept at creating contingency plans.

Note: Satisfactory rating – 2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score=_________

Rating:__________

Name:_________________________ Date:_______________

Information sheet - 6	Assisting the development and presentation of proposals and seeking specialist advice

6.1. Specialist advice service proposal for consultation

It is important to consult with colleagues, relevant personnel and subject matter specialists from within and outside the organization when developing any plans.

6.1.1. Service model and description

We are proposing to develop a specialist advice service for Oxford shire, jointly funded by Adult Social Care and Children Education and Families, that is focused on meeting the needs of people for whom we have a statutory responsibility: older people, adults with learning disabilities, adults with mental health problems, adults with physical and sensory impairments, adult and young careers, young people aged 16+ and families with young children (particularly those with disabled children).

The holistic advice service will provide free, independent advice to assist people with benefits, debt, budgeting and other financial and welfare issues.

The service will have four key components:

a) a **telephone advice line** staffed by specialist workers to provide advice and guidance on benefits, entitlements and other financial matters, undertake benefit/entitlement 'checks' over the phone and signpost callers on to other sources of help where this is required.

b) an **outreach service** for people who are unable through poor health or disability to access advice services in their communities at venues such as local neighborhood centers or Citizens Advice Bureaux, or who are unable to seek or make use of advice and information available online or over the phone. Trained and experienced specialist workers will visit people face to face in their own homes, in GP surgeries or in other settings to provide advice and guidance, give practical assistance with benefit claims etc.

c) a **training and consultancy service** on benefits/debt/financial matters for advisers in other settings such as local neighborhood advice centers, charities, local government and other organizations providing support with benefits and financial issues. The service should include:

- a programme of training sessions, seminars and workshops to communicate and advise on basic benefits and financial issues, including key legislative/policy/casework changes; we would expect the service to provide a minimum of 8 days of training to providers and community groups to build general community capacity to provide low level preventative benefits and financial information

- a telephone consultancy service for professionals and advisers from other organizations providing advice on complex benefits, entitlements and welfare rights issues

d) an **appeals and representation service** - tribunal and court work, assisting with appeals e.g. regarding benefit cessation or unsuccessful new claims

It is not essential that the service has an office base that can be used for 'drop-in' or planned appointments as it is expected that outreach face to face interventions will usually take place at the service user's home.

6.2. Service outcomes

The overall aim of the service is to support people to live their lives as independently, successfully and safely as possible within the community by maximizing income, helping to make the best use of the money available to them and managing debt, which will improve people's choice and control and enhance wellbeing.

The service should deliver measureable outcomes for individuals in terms of additional benefit income, resolved financial issues, decreased debt, customer satisfaction and enhanced wellbeing.

6.3. Client profile and service eligibility criteria and referral process

The telephone advice line and outreach service is primarily aimed at older people, adults with learning disabilities, adults with mental health problems, adults with physical and sensory impairments, adult and young careers, young people aged 16+ and families with young children (particularly those with disabled children).

Whilst the telephone advice line can be accessed universally, the face to face, countywide outreach service is for people who because of health or disability issues or the complexity of their situation require this form of intervention and are unable to access a similar service from a neighborhood advice centre, CAB or other venue.

The service provider will be expected to use discretion to judge a person's eligibility for a face to face intervention according to the information available about the person's needs and their circumstances.

6.4. Staff competencies

It is important that staff delivering all the elements of the proposed service have up to date knowledge and experience of: benefits and entitlements; personal financial management e.g. dealing with debt, budgeting; how care and support system works (for adults and children, particularly children with disabilities who are transitioning to adult social care) and are experienced in working with vulnerable people and people who may be distressed and in crisis.

Self-check - 6	Written Test

Directions: For the following questions, say TRUE if the statement

Is correct and FALSE if it is incorrect (wrong).

1. Trained and experienced specialist workers will visit people face to face in their own homes.
2. The telephone advice line and outreach service is primarily aimed at young people, Children with learning disabilities.
3. The overall aim of the service is to support people to live their lives as independently.

Note: Satisfactory rating – 2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

LG #31	LO # 2 Plan and schedule work activities
Instruction sheet	

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

- Identifying and prioritizing tasks/work activities.
- Breaking down tasks/work activities.
- Allocating resources.
- Coordinating schedule of work activities.

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

- Identify and prioritize tasks/work activities.
- Break down tasks/work activities.
- Allocate resources.
- Coordinating schedule of work activities.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
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6. If you earned a satisfactory evaluation, proceed to the next learning outcome.

Information sheet .1	Identifying and prioritizing tasks/work activities.

1.1. Establishing Priorities

One of the oldest workplace struggles knows **how to prioritize your work**.

With more tasks to do, non-stop emails, and higher expectations, deciding what deserves your attention can quickly become overwhelming.

However, mastering prioritization can change your life.

Once you know how to prioritize your tasks and your time, you realize that much of the work that felt urgent doesn't really need your attention. At least not right away.

But while the elements of prioritizing your work are simple (i.e. Know what tasks need to be done and rank them by importance), it's far from a simple exercise.

When priorities are piling up, you need a clear system in place to take you from overwhelmed to under control. In this guide, we've collected the best strategies on how to prioritize your daily tasks, optimize your time, and focus on the work that matters most.

1.2. How to prioritize your tasks (and your time)

1. Capture everything on a Master List and then break it down by monthly, weekly, and daily goals
2. Separate the urgent from the important tasks with the Eisenhower Matrix
3. Rank your daily tasks by their true priority with the Ivy Lee Method
4. Separate tasks with similar priorities using the ABCDE method
5. Set a productive tone for the day by "Eating the frog"
6. Cut out "good enough" goals with Warren Buffett's 2-list strategy
7. Be aware of the sunk cost fallacy when choosing what deserves your time (i.e. be flexible enough to change your mind and drop priorities)
8. Use Time Multipliers to make the most of your daily hours
9. Prioritize your most important work during your most productive hours

1. Capture everything on a Master List and then break it down by monthly, weekly, and daily goals

It is impossible to prioritize your tasks if they're all swimming around in your head. Instead, start by getting everything down and organized in a Master List**.** Think of this as a brain dump. You want to get every possible thing that pulls at your attention out of your head and into a doc.

The tool you use to store these tasks doesn't matter (it could be as simple as a piece of paper or as complex as a project management tool) as long as it's easily accessible and easily updated when new priorities come along.

This prioritization method also helps combat the Completion Bias—our tendency to focus on finishing small tasks rather than working on larger, more complex ones.

When your daily tasks are being pulled from a larger list you can make sure you're always working on meaningful things. Not just urgent ones.

2. Separate the urgent from the important with the Eisenhower Matrix

Your Master List helps you understand how to prioritize *all* your tasks. But it can still get complicated when deciding what needs to get done now versus later. There are a few prioritization techniques you can use to separate the urgent from the important tasks.

First, there's what's called the Principle. The Pareto Principle relies on experience. But what if you're working a new job or simply don't know which tasks should be priorities? In this case, you can use the Eisenhower Matrix.

In basic terms, urgent tasks are things you feel like you need to react to right away, like emails, phone calls, texts, or news. While important tasks are ones that contribute to your long-term mission, values, and goals.

When looking at how to prioritize tasks best, ask which one of the quadrants they best fit in:

- **Urgent and Important:** Do these tasks as soon as possible
- **Important, but not urgent:** Decide when you'll do these and schedule it
- **Urgent, but not important:** Delegate these tasks to someone else
- **Neither urgent nor important:** Drop these from your schedule as soon as possible

One of the most difficult tasks here is getting urgent but not important tasks off your priority list. This is where smart delegation comes into play.

Delegating starts with finding the right person and explaining the task properly. But it also involves giving that person enough time and guidance to fully get the task off your plate (and your mind).

3. Rank your daily tasks by their true priority with the Ivy Lee Method

Sometimes, despite our best efforts, we end up with a massive list of urgent and important tasks we need to get done. In which case, we need to find a way to dig deeper and find their true importance.

One of the best ways to do this was developed over 100 years ago by productivity consultant named Ivy Lee. The so-called Ivy Lee Method forces you to prioritize your day by following a simple set of rules:

1. At the end of each work day, write down the six most important things you need to accomplish tomorrow. Do not write down more than six tasks.
2. Prioritize those six items in order of their true importance.
3. When you arrive tomorrow, concentrate only on the first task. Work until the first task is finished before moving on to the next one.
4. Approach the rest of your list in the same fashion. At the end of the day, move any unfinished items to a new list of six tasks for the following day.
5. Repeat this process every working day.

4. Separate tasks with similar priorities using the ABCDE method

While the Ivy Lee method is great for prioritizing daily tasks, there’s still one part that’s unclear: How do you know the “true importance” of a task?

The biggest unknown when it comes to how to prioritize is differentiating between tasks that feel like they’re on the same level of importance. When you’re working on complex tasks or juggling multiple roles, the Pareto Principle and Eisenhower Matrix don’t totally cut it.

Here’s how it works:

- Go through your list and give every task a letter from A to E (A being the highest priority)
- For every task that has an A, give it a number which dictates the order you’ll do it in

- Repeat until all tasks have letters and numbers

Again, this is a deceptively simple prioritization strategy. While in most cases it's almost impossible to differentiate between a B1 task and an A3 one, by giving each task multiple layers of prioritization their true importance suddenly becomes much clearer.

5. Set a productive tone for the day by "Eating the frog" (i.e. Do your most important work first)

Once you've prioritized your most important work (in whatever method you choose), it's time to actually choose how to attack the day.

How you start the day sets the tone for the rest of it. And often, getting a large, hairy, yet important task out of the way first thing gives you momentum, inspiration, and energy to keep moving.

That's why a huge number of productivity experts suggest spending time on your most important task (MIT) right away each day. Or, as Mark Twain famously wrote:

"If you have to eat a live frog, it does not pay to sit and look at it for a very long time!"

When thinking about how to prioritize your daily work, try to include one of these "frogs" at the top of your list.

When thinking about how to prioritize your daily work, try to include one of these "frogs" at the top of your list. Not only does this get that task out of the way, but it can also motivate you to continue pushing through the rest of your list.

Prioritize a small win early on in the day and you'll be motivated for the rest of the day.

6. Cut out "good enough" goals with Warren Buffett's 2-list strategy

It doesn't matter how efficient and effective you are each day if you're working towards the wrong goal. That's why it's a good idea to periodically reassess your long-term goals and priorities to make sure you're still on the right path.

Here's one great method for doing this from billionaire investor Warren Buffett.

Finally, any goal you didn't circle goes on an "avoid at all cost" list.

Rather than intersperse working on these goals when you have time, you should actively avoid them. These are the tasks that are seemingly important enough to deserve your attention but in reality, aren't moving you towards your long-term priorities.

7. Be aware of the sunk cost fallacy (i.e. be flexible enough to change your mind and drop priorities)

As you go through these prioritization exercises, it's important to remember to be flexible. No one knows what the future holds. And ultimately, prioritizing and planning is really just guessing.

Sometimes you might prioritize a task only to have expectations or deliverables change on you. At this point it's hard not to be disappointed. But you can't let that skew your judgment.

Sometimes our effort is better used switching boats than trying to fix a leak.

8. Use Time Multipliers to make the most of your daily hours

Prioritization isn't just about tasks. It's about time as well.

Working on the right tasks can either give you *more* time in the future or take it away from you. As you learn how to prioritize, be keenly aware of the impact your choices have on your future obligations.

The best thing you can do here is to focus on time multipliers.

"Rather than asking 'What's the most important thing I can do today?', time multipliers ask 'What's the most important thing I can do today that would make tomorrow better?'

"In other words, by thinking about how we use our time today, we can free up our hours in the future."

9. Prioritize your most important work during your most productive hours

Lastly, you can supercharge your productivity by combining your task and time priorities together.

We all go through natural highs and lows of energy and focus throughout the day (we call this your **productivity curve** and you can learn how to find it here).

In other words, there are certain times during the day where you are naturally *more* productive.

If you can find your peak productive times and then schedule your highest priorities during them, you’re setting yourself up for the best day possible.

Rescue Time automatically observes how you work throughout the day and gives you in-depth reports on your productivity. Once it’s been running for a few days, you can start to pull out trends of when you’re most productive.

Self-check 1	Written Test

Directions: The following sentences are displayed in disorder manner. Put them in their correct order to prioritize your tasks (and your time).

1. Separate the urgent from the important tasks
2. Cut out “good enough” goals
3. Separate tasks with similar priorities
4. Prioritize your most important work during your most productive hours
5. Capture everything on a Master List and then break it down
6. Rank your daily tasks by their true priority
7. Separate tasks with similar priorities
8. Be aware of the sunk cost fallacy when choosing what deserves your time
9. Use Time Multipliers to make the most of your daily hours

Note: Satisfactory rating – 5 and above points, Unsatisfactory - below 5 points

Answer Sheet

Score=_________

Rating:__________

Name:_________________________Date:_______________

Information sheet - 2	Breaking down tasks/work activities

2.1. Develop the Work Breakdown Structure

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

Each descending level represents an increasingly detailed definition of project work with the lowest level depicting an individual element of work that can be defined and responsibility allocated to a single person.

2.2. The Work Breakdown Structure should include:

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

2.3. Prepare a Work Breakdown Structure that describes the work required to meet the project objectives.

Develop the Work Breakdown Structure to the appropriate level of detail - define the tasks and work elements required to complete the project objectives.

Use a top down approach to identify major components of work which are the highest level or first level Work Breakdown Structure.

Define each task using both a meaningful verb and a noun (e.g., Prepare Test Plans).

Identify intermediate deliverables for each major component.

Break each major component down to an appropriate level of detail. For example, details under one component may break into three or four levels. More levels of detail are generally required for projects which are:

- Larger;
- More risky;
- Dissimilar to past projects; and
- Difficult to define (i.e., susceptible to change).

Continue to break the work down until a task list is developed which meets the following criteria:

- One (and only one) owner can be assigned to each of the lowest level tasks;
- Clearly defined outputs are evident for each task;
- Quality can be monitored through performance criteria associated with each output;
- The tasks communicate the work to be accomplished to the person who is accountable for them;
- The likelihood that a task is omitted or work flow forgotten is minimized;
- Each task is well enough defined and small enough so that estimates of duration are credible;
- The project is broken down to the level at which it will be tracked;
- As a general rule, the lowest level tasks should have durations between two and ten days and effort that equates to no more than one person week;
- Low level tasks are detailed enough to estimate cost so the WBS can be used to roll-up the project budget; and
- For high risk, complex projects, an independent cost estimate can be created by a third party to validate total cost of the project.

Self-check 2	Written Test

Directions: **Answer the following question.**

1. Work Breakdown Structure should include(1pt. each).
   a. ………………………………………..
   b. ………………………………………..
   c. ………………………………………..
   d. ……………………………………….

Note: Satisfactory rating – 2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

Information sheet -3	Allocating resources.

3.1. Resource allocation definition

Resource allocation—part art, part science as some call it—is recognizing the best available resources for the project, assigning them to your team and monitoring their workload throughout the work, and re-assigning resources if needed.

"In project management, resource allocation or resource management is the **scheduling of** activities and the resources required by those activities while taking into consideration both the resource availability and the project time" – *Wikipedia*

3.2. Allocate resources.

Determine workload requirements by:

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

Prepare a workload analysis report which may be graphical or tabular in format.

The resource plan is only an estimate of the workload distribution. Automated resource planning tools that link the schedule to the resource requirements may be used so that as the schedule changes, the resource plan is updated automatically. Project planning and scheduling tools generally provide this functionality.

3.3. Common challenges of resource allocation

Resource management is prone to several challenges that you need to be aware of to properly allocate resources and manage them throughout the project.

1. Client changes

As a project manager you might have already experienced how changes to the scope, timeline or budget can affect project delivery. With resource allocation it's actually the same – having an up-to-date resource calendar will help you to smoothly adjust resources once the changes appear.

2. Availability of resources

Starting off a new project, ideally you could use any resources you need that are available at your company. But what if your agency is running multiple projects and you have to negotiate over the same resources with another PMs? Or what if a given team member is out on their sick leave? Availability changes and you have to monitor it all the time to spot threats to your project's delivery.

3. Project dependencies

Allocating resources you need to include project dependencies, which are a form of a relationship between the tasks or activities in the project. For example in IT projects there are tasks that can only be done after some other ones are completed, so there's no point to hog resources early on.

4. Project uncertainties

Even if you've checked all the boxes when starting off a project, agreed on the timeline, the budget and the scope, there're always things you can't predict. Resource management requires you to be able to respond to project uncertainties, e.g. by shifting resources from other projects or re-assigning them.

5. Priorities across the company

If your company runs multiple projects simultaneously, you and your peers may have to share limited resources, very often in a similar timeframe. But even if you manage to negotiate over resources you both need, there may be a change in priorities regarding one of the projects.

3.4. Resource allocation in project management: how to allocate resources

Let's take a look at how to effectively use resources at your disposal.

1. Know the project and the team

Only knowing the scope and resources available at your company, you can properly assign team members to your project.

Start by creating a high level plan of the project, consisting of its requirements and deliverables. Then, as you know exactly whom you will need to complete the project, you can use a skills matrix to discover which employees at your company to involve.

Or, if you're a Team deck user, you can simply filter your employees by their skills, spotting relevant employees and their existing bookings in no-time:

2. Uncover risks early on

We've talked about it a bit in the challenges section. As a project manager you are well aware of risks like client reviews, delays, personal emergencies, competing projects, etc. They interfere with allocation of resources, too.

Once one of the above-mentioned challenges occurs, you need to adjust your bookings. Having a high-level overview of resources at your organization will help you find other resources more quickly, re-allocate resources, extend or cut existing bookings, or even delete some if needed.

3. Keep track of the project

Remember how resource allocation is about improving the effectiveness of your team's utility? Now is the time to check how you're team is doing. You can do it by measuring resource utilization.

Start with tracking the time and workload. In Teamdeck, you can easily spot employees with too much or too little (which can also be an issue) to do. Remember the availability bar? Overtime is marked with red color, while the unutilized time is white.

4. Analyze the project

Using the data you'd gathered during past projects will give you a huge advantage. Based on that data, you will be able to better plan and manage your future projects. Having a tool with custom reports helps a lot, as you can then organize that data to calculate different metrics, like employee payroll or sales KPIs.

3.5. Benefits of resource allocation

As you can see, following the right processes and using a complete resource management tool, you can make resource allocation easier and benefit from it in many ways:

- It improves visibility of all resources across the company
- You can avoid under and over-utilization easier
- It helps to keep bookings more accurate
- It’s easier to negotiate bookings with other PMs

Self-check 3	Written Test

Directions: **Answer the following question.**

1. Write at least 5 common challenges of resource allocation to resource management.
   a. …………………………………
   b. ………………………………..
   c. ………………………………..
   d. ……………………………….
   e. ………………………………

Note: Satisfactory rating – 3 and above points, Unsatisfactory - below 3 points

Answer Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

Information sheet - 4	Coordinating schedule of work activities.

4.1. Operations planning and Scheduling

Operations management, also called “operations planning” or “operations scheduling,” is a term assigned to the planning of production in all aspects, from workforce activities to product delivery. While this type of planning is almost exclusively seen in manufacturing environments, many of the techniques are used by service-oriented businesses. Simple to implement, operations management can be applied using nothing more than a spreadsheet program.

Operations management is primarily concerned with the efficient use of resources. While it is sometimes referred to as production planning and employs many of the same techniques, the primary distinguishing characteristic is that production planning is narrowly focused on the actual production whereas operations management looks at the operation as a whole.

Operations management has a broad focus: inventory levels must be managed, materials ordered/stored, capacity maximized, relationships with suppliers maintained, and the interactions within the system monitored. Many methods satisfy these items of focus; however, there are some generalities involved in their processes. Each involve the observation of the current state, analysis of the costs associated, the establishment of performance goals, and the monitoring of efforts toward those goals. Primary concerns are capacity planning and production management.

The planning and scheduling of operations is important for meeting deadlines, maximizing profits and protecting the quality of your product. Multitudes of studies have been performed attempting to find the perfect algorithm for productivity. However, if you have a small business -- rather than a huge assembly line -- managing your operations does not have to be that complicated.

Operations planning are an important part of any business. Effective and efficient management of operations is the hallmark of a successful company. Operations management is an old concept, but as many of the techniques of operations management have gained attention in the business media, the definition has become somewhat unclear, making effective management of operations seem more complicated than it really is.

4.2. How to Plan & Organize Work Activities

Business owners know that productivity is improved with employee efficiency. Helping team members plan and organize work activities set routines, providing direction on how to prioritize daily tasks and deal with potential obstacles. When employees have organized days, there is less time spent trying to figure out the next thing to do. The end result is less wasted time, improved efficiency and increased productivity. Keep planning and organizing work activities simple in order maximize effectiveness.

4.2.1. Determine Specific Tasks

Brainstorm all required tasks throughout the day. Don't worry about organizing at this stage. Think about everything that happens during the day from walking in the door, making the coffee and logging into the computer. If phones need to be turned on from a voice service, include this along with checking messages.

Think about filing, shredding and any inventory tasks that come up regularly. This brainstorming session will become the basis for the daily activities plan.

4.2.2. Prioritize and Sequence Tasks

Group tasks together. There may be tasks that need to be done in a specific sequence or together. For example, there may be a series of actions required in opening the office from unlocking the door, disarming the alarm, switching voicemail off, checking messages and making the first pot of coffee. Go through the entire brainstormed task list and group related tasks.

Once you have the grouped lists that can range from the opening, closing, sales and service tasks, establish the priority items. Re-write each grouped list based on the order of priority. For example, it might be a service priority to return all phone messages within the first hour of opening. Calling a supplier about inventory changes might not be a top priority first thing in the morning.

4.2.3. Set Realistic Timetables

There are some grouped tasks that need to be done at specific times of the day. For example, opening and closing tasks can't be done in the middle of the day. However, other tasks have timetable flexibility. Break the day down into sections to establish a routine. For example, the first hour of the day could be devoted to returning messages from voicemail and email. The next hour could be devoted to sales related tasks with the following hours before lunch reserved for client meetings.

Think about the best time to perform activities. For example, if you need more energy to write proposals, it might be better to place this task earlier in the day and reserve less energy-intensive tasks for later in the day when your energy is lower. Establish realistic timetables to accomplish tasks. For example, if you know it takes a minimum of two hours to process orders and get them out the same day, don't give yourself the last two hours before the shipping deadline to complete the task; set this priority earlier in the day.

4.2.4. Remove Potential Distractions

There are so many potential distractions in everyone's workday. Personal cell phones, text messages, instant messages, social media and internet surfing are huge distractions but aren't the only ones. Excessive coffee breaks and talking to co-workers greatly reduce productivity as well. Set break times and turn off all devices that could potentially distract from completing tasks.

Be realistic about checking devices and talking to co-workers but develop the discipline to limit it to certain times of the day. Some people even turn off email notifications, setting specific times to read and respond to email, focusing energy on immediate tasks rather than trying to multitask.

4.3. How to Reduce Project Duration

Odds are you have heard the phrase, "Time is money." When you are talking about the length of business projects, this cannot be more true. The less time it takes you to complete one project, the faster you can get started on another, meaning more clients, more completed work and more pay. However, anyone could reduce project duration if they did not have to produce quality products. The challenge comes when you are considering how to do just as good or even better work in less time.

4. Keep track of how time is used and eliminate time wasters. When working on your next project, set a timer for everything you do to complete a given project. Track not only your steps in project completion, but also your activities that are not project-related, but take time away from the project. For example, keep track of the time you use getting snacks or returning unrelated phone calls. At the end of the project, add up the numbers and cut or modify unnecessary steps that are taking up your time. For example, perhaps you've spent a total of two hours over a course of a month walking back and forth to the copy room to get more paper. To solve this problem, ask the office manager to stock your drawer with copy paper. While things like getting snacks may not be able to be eliminated, modify them by bringing snacks to your desk or designating snack break times for yourself.

2. Create an agenda or system to follow when working on projects. Make weekly or daily task lists, including detailed items to do; cross off each task as you accomplish it. This will not only allow you to feel good about getting something done, but will ensure that you are working on projects even when you are stumped. Putting even the smallest details -- such as printing and stapling reports -- on the agenda will also prevent you from underestimating how long some of the most mundane, low-level tasks take to be resolved.

3. Understand how you work best. Try working in a few different environments, with music on and without music, and while multi-tasking and without multi-tasking. Think about which environment feels more comfortable to you, and compare the work you got done in each. Try to reproduce the same environment for every task. For example, if you work best in the early morning, try to dedicate your mornings at work to working on projects. Leave the afternoons for meetings when you are talking about ideas rather than accomplishing them.

4. Collaborate and delegate. Work with others, and split up the project into parts by strengths. This way, people who are weak in a particular area do not have to spend days completing a project when someone who is strong in that area could have had it done in hours. Discuss strengths and weaknesses in the office or in your project teams so that you know who to contact about helping you with your project.

5. Let others know you are working on an important project, and cut out time wasted using technology such as social networking, texting and emailing. While these technologies are fun to use and may even help you communicate important business information, you don't have to use them during time that has been allotted for working on a project. Tell people that you are generally working during a certain part of the day, and explain that you will have technology turned off, but that you will be happy to get back to this technology later in the day or the following day. However, always make sure there is a way for others to get in contact with you, should there be an emergency. For example, you may want to keep your office phone on.

Self-check 4	Written Test

Directions: Write TRUE if the statement is correct and write FALSE if the statement is wrong.

1. Operations management is primarily concerned with the efficient use of resources
2. Effective and efficient management of operations is the characteristic of a successful company.
3. Establish realistic timetables to accomplish tasks.
4. Keep track of how time is used and eliminate time wasters
5. Create an agenda or system to follow when working on projects

Note: Satisfactory rating – 3 and above points, Unsatisfactory - below 3 points

Answers Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

LG #32	LO # 3 Plan and manage resource acquisition
Instruction sheet	

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

- Developing and implementing strategies to ensure that employees are recruited and/or inducted.
- Developing and implementing strategies to ensure that physical resources and services are acquired.

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:

- Develop and implement strategies to ensure that employees are recruited and/or inducted.
- Develop and implement strategies to ensure that physical resources and services are acquired.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them
4. Accomplish the "Self-checks" which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation, proceed to the next learning outcome.

Information sheet-1	Developing and implementing strategies to ensure that employees are recruited and/or inducted.

1.1. Strategy Development and Implementation

Strategy Development and Implementation first focuses on defining strategy, looking at the process of strategy formulation, and describing the role of senior management within that process. It instructs how to craft vision and mission statements, how to identify and manage external strategic influences, and includes discussion on corporate social responsibility and sustainability. The course examines methods for appraising the effects of the external environment on an organization's overall position.

Consequently, it also looks at key strategic issues that organizations must consider with regard to their internal environment. The course investigates an organization's position, forecasting, strategic planning, and decision making processes. It also discusses methods of identifying strategic options and deploying strategic analysis to enable an organization to best achieve its objectives. The course then switches focus to discussion on creating operational performance measures that effectively gauge progress toward strategic goals. It examines the strategic and competitive impact of information systems (IS) and the impact of the internet on organizations through looking at e-business and the strategic use and competitive benefits of information and knowledge management systems.

It goes on to analyze the power of customer and suppliers, methods of interaction with them, and various means of determining their value. The course concludes with discussion on the classification of types of change an organization can encounter, and how such entities can cope with the effects of change.

1.2. The Basics of Resource Acquisition and Management

Resource Management is defined by the Project Management Body of Knowledge in four different categories: resource planning, resource acquisition, project team development and team management. In the past, I've written about how to manage a team and difficult resources. But defining your team and what you, as a PM, are responsible for is a little different.

Resource Planning focuses on understanding the scope of a project and defining the types of resources needed to complete it. Depending on the organization you work with, the PM may or may not be responsible for these efforts. It will depend on how good the company's work intake process is and how closely managers maintain their resource pool. Resource Acquisition focuses on defining the needs for the project, and obtaining the right resources for the team and other resources and tools available to manage the effort.

To get started with the project, you need to:

- **Understand Your Basics:** As the PM, you need to figure out what you have to work with. You want any materials that might be available, but some specific items to look for are a project charter document, scope and budget. Without a project team around you, it's necessary to review the available items to help make the right decisions going forward.

- **Resources:** Once you understand the basics, you should be able to pull together the resource types you'll need to drive the business requirement effort. If you're kicking off the project, you'll minimally need to have an analyst. Depending on the structure of your group, it might be a systems analyst, a business analyst or a combination of both. Some additional resources that are helpful, but not necessary, during the initial phase are technical lead(s) for major development groups, a QA lead and developers. If they're not brought in for the initial discussions, they should be engaged as soon as business requirements are complete.

1.3. Plan and implement human resourcing:

- Review the human resourcing activities in the action plan you developed.
- Elaborate on your plan by including all steps and strategies to recruit people in accordance with organizational requirements.
- Incorporate IP requirements for human resource acquisition to ensure trade secrets and confidential information is protected from theft, misuse and unauthorized distribution.
- Prepare to interview two recruits by organizing a role-play interview with each and preparing paperwork
- Interview, assess and make recommendations on two potential recruits in accordance with your plan.

1.3.1. Employee recruitment and induction

The following example shows how a human resource department recruits and inducts new employees into their business.

Example:- Elsabet recently applied for a position as an operator in an in-bound call centre on the Gold Coast and is one of 20 successful applicants. As it is an inbound call centre, an induction and training program must be completed satisfactorily before an operator can take any real calls. The induction and training program has taken six weeks to complete. During this time, Elsabet has been paid the basic wage for the role she commenced. She is now eligible to get bonuses based on meeting KPIs.

Practical task

List the key resources you require for your organization or your area of the organization so that you can meet the targets in your operational plan. Consult with staff and others as required.

Self check 1	Written Test

Directions: Write TRUE if the statement is correct and write FALSE if

the statement is wrong.

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1. Resource Planning focuses on understanding the scope of a project and defining the types of resources needed to complete it.
2. key strategic issues that organizations must consider with regard to their internal environment
3. Review the human resourcing activities in the action plan you developed.

Note: Satisfactory rating – 3 and above points, Unsatisfactory - below 3 points

Answer Sheet

Score = ________

Rating: _________

Name: ____________________________Date: ____________

Information sheet 2	Developing and implementing strategies to ensure that physical resources and services are acquired.

2.1. Planning and managing resource acquisition

Resources can be classified as human resources, physical resources and services. Human resource management generally includes the recruitment of people to work in the organization. This process needs to be undertaken in accordance with the recruitment policies of the organization in terms of selection and induction.

The acquisition of resources also needs to comply with the policies and procedures of your organization. Using appropriate strategies to determine what resources and services are required, at what time and effective use of the resources is important for the ongoing operation of the business.

2.2. Developing Successful Strategies: Planning to Win

a. What is a strategy?
b. What are the criteria for developing a good strategy?
c. Why develop strategies?
d. When should you develop strategies for your initiative?
e. How do you develop strategies?

a. What is a strategy?

A strategy is a way of describing *how* you are going to get things done. It is less specific than an action plan (which tells who-what-when); instead, it tries to broadly answer the question, "How do we get there from here?" (Do we want to take the train? Fly? Walk?)

A good strategy will take into account existing barriers and resources (people, money, power, materials, etc.). It will also stay with the overall vision, mission, and objectives of the initiative. Often, an initiative will use many different strategies--providing information, enhancing support, removing barriers, providing resources, etc.--to achieve its goals.

Objectives outline the aims of an initiative--what success would look like in achieving the vision and mission. By contrast, strategies suggest paths to take (and how to move along) on the road to success. That is, strategies help you determine how you will realize your vision and objectives through the nitty-gritty world of action.

b. What are the criteria for developing a good strategy?

Strategies for your community initiative should meet several criteria.

Does the strategy:

- *Give overall direction*? A strategy, such as enhancing experience and skill or increasing resources and opportunities, should point out the overall path without dictating a particular narrow approach (e.g., using a specific skills training program).
- *Fit resources and opportunities*? A good strategy takes advantage of current resources and assets, such as people's willingness to act or a tradition of self-help and community pride. It also embraces new opportunities such as an emerging public concern for neighborhood safety or parallel economic development efforts in the business community.
- *Minimize resistance and barriers*? When initiatives set out to accomplish important things, resistance (even opposition) is inevitable. However, strategies need not provide a reason for opponents to attack the initiative. Good strategies attract allies and deter opponents.
- *Reach those affected*? To address the issue or problem, strategies must connect the intervention with those who it should benefit. For example, if the mission of the initiative is to get people into decent jobs, do the strategies (providing education and skills training, creating job opportunities, etc.) reach those currently unemployed?
- *Advance the mission*? Taken together, are strategies likely to make a difference on the mission and objectives? If the aim is to reduce a problem such as unemployment, are the strategies enough to make a difference on rates of employment? If the aim is to prevent a problem, such as substance abuse, have factors contributing to risk (and protection) been changed sufficiently to reduce use of alcohol, tobacco, and other drugs?

c. Why develop strategies?

Developing strategies is really a way to focus your efforts and figure out how you're going to get things done. By doing so, you can achieve the following advantages:

- Taking advantage of resources and emerging opportunities
- Responding effectively to resistance and barriers
- A more efficient use of time, energy, and resources

d. **When should you develop strategies for your initiative?**

Developing strategies is the fourth step in the VMOSA (Vision, Mission, Objectives, Strategies, and Action Plans) process outlined at the beginning of this chapter. Developing strategies is the essential step between figuring out your objectives and making the changes to reach them. Strategies should always be formed in advance of taking action, not deciding how to do something after you have done it. Without a clear idea of the how, your group's actions may waste time and effort and fail to take advantage of emerging opportunities. Strategies should also be updated periodically to meet the needs of a changing environment, including new opportunities and emerging opposition to the group's efforts.

e. **How do you develop strategies?**

Once again, let's refer back to our friends at the fictional Reducing the Risk (RTR) Coalition that hopes to reduce the risk of teenage pregnancy in its community. We'll walk through the process of developing strategies with this group so as to better explain the who, what, and why of strategies.

As with the process you went through to write your vision and mission statements and to set your objectives, developing strategies involves brainstorming and talking to community members.

2.3. Resource Acquisition

Once you get the basics in line, you need to start defining the project and estimate the resources necessary to move the project forward. This is where things can get tricky. Not only do you need to define "when" the project needs to be completed, but you have to find the resources and get them allocated to meet your needs. In order to manage the effort involved in obtaining your resources, you'll need to arm yourself with a number of things. This process is Resource Acquisition. The tools below will help you during this process, and should be kept at hand throughout the project timeline to ensure the right roles are filled with the right people.

- **Project Management Plan:** This is the essential tool that you need to start the process. The PMBOK defines it as a formal, approved document that guides both project execution and project control. The plan ensures that the team documents assumptions and decisions, drives communication with stakeholders and contains the basic project scope, cost and schedule baselines. A project plan can be detailed at any level. Most of mine are fairly simple but they can be comprehensive when it's necessary.

Once you have the scope and cost together, you should start building the project timeline. High-level at the start, it will need to make some assumptions to get through your analysis and solution phases (Initiation, Define, and Design). You should be able to take the basic resource types on the project or look at similar plans to build your base plan. The timeline should also contain all the major milestones that impact your organization (not just the simple Phases of a Waterfall or Traditional methodology).

The project plan can include the following items: Scope Management, Quality Management, Resource Management, Communications Management, Change Control Management, Risk Management and Budget Management. There are other areas you can include, like Procurement Management, but they should be based on the needs of the project and organization. We'll review putting together a robust project timeline and resource plan next, to ensure we can start having the right conversations with resource managers.

- **Project Timeline:** In order to get the resource conversation going, you need to develop a project timeline. This is essential to start any conversation with a resource manager. The timeline shouldn't be developed with hard dates, but should be done in weeks or months to illustrate the project's potential time frame. If you lock yourself into dates this early, it may be problematic trying to explain why the "original dates" didn't hold true. The project timeline isn't just a schedule of activities; it also includes assigning resources to each. When starting to create a timeline, I always assume I can have 50 percent of a resource's time. This is especially true in a Waterfall/Traditional environment

The basic high-level plan should include your traditional phases (you can grab this from anywhere), resource roles (not individuals) and projected timeline with activities. PMBOK Phases are: Initiate Plan, Execute, Monitor/Control and Close. Your organization may have major phases similar to some major corporations that I've worked at – Initiate, Define, Design, Build & Test, Production and Close. It's a tad different, but is easier for some management teams to digest. Keep in mind that the "monitor and control" phase is consistent throughout the life of the project.

In each of these phases, there are some basic milestones you should capture:

- **Initiate:** This is where you capture all the activities that I have mentioned above. It's the time when you form the team, put together the major plan, acquire resources etc. All of these items can be considered tasks on the project plan, with start and end dates to be tracked. If you don't set those up, you may lose sight of how long each item takes and the project's earlier phases can drag on a little too much. At the beginning of the project, it will be one of the most detailed phases because of the knowledge you have to get started.
- **Define:** This is where you gather the business requirements and get those locked down. It's important to have the business side provide them to the team and review them. Most of the time, business partners don't provide fully vetted requirements. There is typically a timeframe in which the team needs to do some Use Case development and understand current processes, to ensure the technical team fully understands the needs and agrees that the requirement document contains the appropriate items. This is also the phase in which the team can start to look at how the project will fit architecturally within current systems, and start making some broad decisions about the effort.
- **Design:** This is the phase when the functional requirements and solution design comes together. The project team should be describing what the end result will look like and be putting together the "how" to solution it.
- **Build & Test:** This is pretty simple: It's where the project team creates the solution based on the output of the Design phase. At the end of this phase, most projects "Go to Production" as the final step. You can also consider including the Close items here.
- **Close:** This is the time when teams should review the project as a whole and provide feedback.

Once you've built this out, you'll need to start working with resource managers to gain the right folks for the project. This process is called Acquisition. While resource managers may be aware of the project, it's really your job to educate and provide the means for them to make decisions. Your plan should be detailed enough to drive conversation. Your goal is to get a resource assigned with the right level of knowledge to help drive forward the "Define" and "Design" phases.

A couple of factors that can come into play while you're having these conversations:

- Expected completion date from client (if known)
- Known risks and/or watch points for the project effort

Having these defined, or started, may help drive which resources are assigned. For example, if you have flexibility in the production date, you may be able to leverage a newer team resource who needs extra time to learn and grow. If your timeframe is tight, you may need to haggle for a top producer. The same holds true for risks or watch points – if you have any that are known, they will possibly influence decisions.

Self check 2	True/False

Directions: Write TRUE if the statement is correct and write FALSE if the statement is wrong.

1. A strategy is a way of describing how you are going to get things done.
2. In order to get the resource conversation going, you don’t need to develop a project timeline.
3. Project Management Plan is not the essential tool that you need to start the process.
4. Developing strategies is not really a way to focus your efforts and figure out how you're going to get things done.

Note: Satisfactory rating – 2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score = _________

Rating: __________

Name: ____________________________ Date: _____________

LG #33	LO # 4 Monitor and review operations
Instruction sheet	

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

- Developing, monitoring and reviewing performance systems and processes
- Analyzing and interpreting budget and actual financial information.
- Identifying areas of underperformance and recommending solutions.
- Monitoring Implementation of developed systems.
- Negotiating and approving recommendations for variations to operational plans.
- Developing and implementing systems.

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:

- Develop, monitor and review performance systems and processes
- Analyze and interpret budget and actual financial information.
- Identify areas of underperformance and recommend solutions.
- Monitor Implementation of developed systems.
- Negotiate and approve recommendations for variations to operational plans.
- Develop and implement systems.

Learning Instructions:
1. Read the specific objectives of this Learning Guide. 2. Follow the instructions described below. 3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them 4. Accomplish the “Self-checks” which are placed following all information sheets. 5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks). 6. If you earned a satisfactory evaluation, proceed to the next learning outcome.

Information sheet-1	Developing, monitoring and reviewing performance systems and processes

1.1. The Origins of Performance Management

Performance management is both a method and a process. The method, assuring that a set of activities and outputs meet an organization's goal, and the process that guides decisions regarding terminations, disciplinary actions, development needs, promotions and remuneration.

1.2. Performance Measurement

Carefully constructed performance measures are an essential asset management tool. Performance measures should be:

- Current
- Available
- Reliable

Current: provide information about current performance
Available: At the fingertips of those who need to know, when they need to know
Reliable: Provide information that will not be subsequently proven to be inaccurate.

Performance measures can be used as follows:

Strategic	Report on annual performance to external stakeholders, e.g. Best Value Performance Indicators. They provide a snap shot of overall performance but do not generally assist with the day-today management of the asset. Primary Purpose: To report on performance to others
Tactical	Provide ongoing management information to the Highway/rural roads authority, e.g. random auditing to determine the general condition of the asset (designed as an ongoing management tool). Primary Purpose: To assist in resource allocation decision making
	Provide operational information to service deliverers. They are principally focused on assisting in the management of service delivery and may typically be focused on time to carry out a specific task, e.g. time to respond to reports of dangerous defects. Primary Purpose: To provide information to improve the efficiency of service delivery

1.3. Types of Performance Monitoring

In general asset performance management measures are focused on the tactical issues. It is however important that there is alignment between the efforts at all levels. There are a number of different ways of carrying out performance measurement.
The following are some of the most commonly carrying out performance measurement:

A. Random auditing
B. System auditing
C. Monthly auditing
D. Annual audit

A) Random Auditing

Audits can include customer satisfaction surveys, sample condition surveys and ad hoc inspections. Random audits are frequently used to independently audit the performance of Highway Authorities who are working under quality management systems their purpose therefore is to provide an independent crosscheck on performance.

B) System Audits

Where asset management software systems have been implemented the system, if properly used, will provide a source of performance management data. For example customer query systems will be able to provide response times to queries and also be able to identify areas of exception. I.e. particular types of complaint or query or particular geographical areas generating a high number of queries

C) Monthly audits

Where established management systems are in place it is possible to obtain monthly performance statistics. In general these may focus on activities and the time taken to complete them. Progress against an established program may also provide a useful management tool.

D) Annual audits

Some indicators will be based upon information supplied by others annually. This limits the use of such indicators to annual reviews.

Self check 1	Written Test

Directions: Answer the following question.

1. Write the most commonly carrying out performance measurements

    a. ……………………………………..

    b. ……………………………………..

    c. …………………………………….

    d. ……………………………………

Note: Satisfactory rating – 2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score = ________

Rating: _________

Name: ____________________________Date: ____________

Information sheet 2	Analyzing and interpreting budget and actual financial information.

2.1. Introduction

The budgeting process is an integral part of the sound financial management of any organization. Adequately planning and managing the entity's resources play important roles as the movement for greater accountability expands in importance. Sound budgeting techniques, such as site-based budgeting, are being emphasized as school district administrators and funding agencies require a heightened level of justification for annual expenditures and decentralized decision making. Site-based budgeting gains its popularity among administrators for its unique ability to effectively target funding because campus management largely makes the resource allocation decisions. However, regardless of which budgeting technique is adopted, some benefits of preparing and managing a budget remain the same: greater control and accountability over financial resources as well as the demonstration that administrators are actively planning for future needs.

2.2. Financial Accounting for Local and State School System

A major element of financial data activity rests in the act of budgeting. Budgeting is the process of allocating finite resources to the prioritized needs of an organization. In most cases, for a governmental entity, the budget represents the legal authority to spend money. Adoption of a budget in the public sector implies that a set of decisions has been made by the governing board and administrators that culminates in matching a government's resources with the entity's needs. As such, the budget is a product of the planning process.

The budget also provides an important tool for the control and evaluation of sources and the uses of resources. Using the accounting system to enact the will of the governing body, administrators are able to execute and control activities that have been authorized by the budget and to evaluate financial performance on the basis of comparisons between budgeted and actual operations. Thus, the budget is implicitly linked to financial accountability and relates directly to the financial reporting objectives established by the GASB.

The planning and control functions inherent to any organization, including schools, underscore the importance of sound budgeting practices for the following reasons:

- The type, quantity, and quality of goods and services provided by governments often are not subject to the market forces of supply and demand. Thus, enacting and adhering to the budget establishes restrictions in the absence of a competitive market.
- These goods and services provided by governments are generally considered critical to the public interest and welfare.
- The scope and diversity of operations in an organization make comprehensive financial planning essential for good decision making.
- The financial planning process is critical to the expression of citizen preferences and is the avenue for reaching consensus among citizens, members of the governing board, and staff on the future direction of the governmental unit's operations.

The link between financial planning and budget preparation gives the budget document a unique role in governmental organizations. Budgets in the public arena are often considered the definitive policy document because an adopted budget represents the financial plan used by a government to achieve its goals and objectives. When a unit of government legally adopts a financial plan, the budget has secured the approval of the majority of the governing board and reflects

- public choices about which goods and services the unit of government will or will not provide,
- the prioritization of activities in which the unit of government will be involved,
- the relative influence of various participants and interest groups in the budget development process, and
- the governmental unit's plan for acquiring and using its resources.

In an educational environment, budgeting is an invaluable tool for both planning and evaluation. Budgeting provides a vehicle for translating educational goals and programs into financial resource plans-that is, developing an instructional plan to meet student performance goals should be directly linked to determining budgetary allocations. The link between instructional goals and financial planning is critical to effective budgeting and enhances the evaluation of budgetary and educational accountability.

2.3. Budget to Actual Variance Analysis in FP&A(Financial Planning & Analysis)

2.3.1. Variance analysis

A common financial control approach is the use of variance analysis. Variance analysis is a tool that is used in controlling budgets. It can be used for expenditures (inputs) where the planned amounts of a resource used is compared against the actual amount used.

Similarly, variance analysis can be used for income (outputs) by comparing the quantity produced and sold (income) against the planned amount. The difference between the planned value and actual values is called the variance.

A key function for the FP&A professional is to perform a budget to actual variance analysis. A budget to actual variance analysis is a process by which a company's budget is compared to actual results and the reasons for the variance are interpreted. The purpose of all variance analysis is to provoke questions such as:

- Why did one division, product line or service perform better (or worse) than the others?
- Why are selling, general and administrative expenses higher than last year?
- Are variances being caused by execution failure, change in market conditions, competitor actions, an unexpected event or unrealistic forecast?

The basis of virtually all variance analysis is the difference between actual and some predetermined measure such as a budget, plan or rolling forecast. Most organizations perform variance analysis on a periodic basis (i.e. monthly, quarterly, annually) in enough detail to allow managers to understand what's happening to the business while not overburdening staff.

2.4. Performing budget to actual variance analysis

Variances fall into two major categories:

1. **Favorable variance:** Actual came in better than the measure it is compared to.
2. **Negative variance:** Actual came in worse than the measure it is compared to.

When explaining budget to actual variances, it is a best practice to not to use the terms "higher" or "lower" when describing a particular line time. For example, expenses may have come in higher than planned, but that produces a negative variance to profit.

In addition, variances are relative to an organization's key performance indicators (KPIs). If the organization utilizes a driver-based, flexible budget or plan where production costs come in higher in a period due to increased sales volume, than that may have a positive effect on organizational profit and show that in the budget to actual variance analysis.

Most variance analysis is performed on spreadsheets (Excel) using some type of template that's modified from period to period. Most enterprise systems have some type of standard variable reporting capability, but they often do not have the flexibility and functionality that spreadsheets provide. Given the very ado nature of variance analysis, spreadsheets are a very useful tool.

2.4.1. The classic: budget to actual variance

You can never go wrong with a classic. Most people are familiar with what an actual to budgeted/plan variance analysis looks like. It is, as its name states, the comparison of actual results to budgeted/planned results. (And by adding some conditional formatting as in the screenshot below, you can more quickly identify where areas of opportunity lie.)

2.4.2. Variance to prior period and same period prior year

Taking the classic variance analysis one step further, an analyst can compare actual to the period immediately prior and to the same period the prior year. Analyzing variances in this way will help bring to light potential changes in seasonality and timing changes that can help to correct future forecasts. (As a side note, it’s good practice to write notes on the variances directly on the variance analysis to the right of the data, as in the screenshot below).

2.4.3. Interpreting the variances

After performing the variance analysis steps above, an FP&A analyst needs to put on the “investigator hat,” go to the business areas, and ask what and why: What is driving the variances? Why were targets missed, hit or exceeded?

To test the underlying business logic, an analyst can:

- Analyze the elasticity of inputs (i.e. what is the impact of a 1 basis point change in iPhone margins on profit margins?).
- Look for offsetting or magnifying variances that may cause an inaccurate model to appear accurate at points in time.
- Using the same model, forecast the time horizon using only historical data. (What would have happened and why?)

The use of dashboards, sensitivity analysis and scenario analysis are an essential part of this interpretation process.

Self check 2	True/false

Directions: Write TRUE if the statement is correct and write FALSE if the statement is wrong.

1. A major element of financial data activity rests in the act of budgeting.
2. Favorable variance states that actual came in worse than the measure it is compared to.
3. Negative variance states that actual came in better than the measure it is compared to.
4. The financial planning process is critical to the expression of citizen preferences.
5. A common financial control approach is the use of variance analysis.

Note: Satisfactory rating – 3 and above points, Unsatisfactory - below 3 points

Answer Sheet

Score = _________

Rating: __________

Name: ___________________________ Date: _____________

Information sheet 3	Identifying areas of underperformance and recommending solutions.

3.1 What is underperformance?

Underperformance is when an employee is performing their duties below the required level expected. The following points underline some of many examples that class as underperformance:

- Failing to perform duties to a high standard/altogether
- Non-compliance of work policies and procedures
- Bad behavior that negatively impacts others in the workplace.

3.2 Developing a plan with an underperforming employee

Each scenario will require you to deal with things differently. If the issue is solely with an individual, then taking the following steps ensures fair treatment:

- Approach the employee in question and ask how things have been going and ask if they have anything they wish to talk about.

    ✓ Some employees will feel able to disclose what could be bothering them, which makes developing a plan much easier.
    ✓ Those who are unaware of how their actions are impacting the business, it's the right time to bring up a few concerns and strategize a plan.

- Write down the issues and agree on a plan together. SMART targets are a classic but fantastic way to set goals.
- Should any of the issues be rooted in personal problems then offer to be a listening ear and advise on employee support through your HR department?
- Ensure every conversation thereafter is kept positive yet constructive

3.3 Five Steps in Managing Underperformance in the Workplace

One of the greatest challenges in managing employees is dealing with underperformance. But you don't have to let problems get to the point that an employee who's not getting the job done receives reprimands or is fired.
A highly valuable skill that you should cultivate in your managing is being able to turn underperforming employees into satisfactory—or even exemplary—performers.

With this skill, you can spare the organization the considerable cost of firing one person and hiring another. And when employees see their struggling colleagues being encouraged to grow rather than being cut loose, they perceive the loyalty involved and are more likely to be loyal in turn.

The following five steps can help you address underperformance in a way that strengthens the company as a whole—before a problem becomes untenable.

1. Set clear expectations and match employees to the skills required.

A performance problem often results from company and/or employee uncertainty about what the job entails. If you have input into hiring, you can help prevent this problem by stipulating job requirements that are as precise and clear as possible.

Exact job specifications will not only assist in the hiring process by allowing candidates to be specifically evaluated on their ability to do what's required, they allow you to document exactly what the expectations are, so there will be no confusion in your managing or in their understanding of the job.

2. Conduct performance reviews.

Underperforming employees sometimes aren't even aware that they're not meeting expectations.

Performance reviews should be held for all employees on a regular, periodic basis, and these reviews are an ideal time to call the underperformance to the employee's attention.

But don't treat the review as a "report card." Rather, it should be an honest, two-way dialogue on how to improve performance.

Ask questions such as:

- What do you think the expectations are?
- Are you aware of the areas where you're not meeting expectations?
- Are there specific problems you're having that can be addressed, such as inadequate equipment?
- Are there parts of the job you simply can't do because you don't know how or aren't able?
- Are you having problems with coworkers that are hindering your work?

When discussing problem areas, don't be vague or use generalizations that could be taken personally. Speak about specific problems and specific actions that can be taken to correct them.

For underperforming employees, you'll need to document exact performance goals and state in writing what the consequences will be if those goals are not achieved. But also documented should be the action plan to achieve those goals, including necessary support from you and other resources in the company.

Protecting the company from continued underperformance by “drawing a line in the sand” about what will be tolerated is only one aspect of managing underperformance—the ultimate goal is to motivate and empower employees to become productive members of the team.

3. Provide necessary training.

In many cases, performance problems are a result of an employee being unprepared for the job.

This may be because the employee was hired without the necessary skills, or the job may have evolved.

In these lack-of-skill cases, training is essential to correct the underperformance. Your role in managing this training will be to budget for it, to advocate for additional funds if necessary, and to stipulate what the training should be and how much of it the employee needs.

4. Install a mentoring program.

In a mentoring program, employees are matched with someone more experienced within the company who can help the employee learn the skills and attitudes needed to do the job. A mentor can seek to inspire a passion for the work in the employee, as well as continually be on hand for encouragement and advice.

A solid mentoring program can turn underperformers into stars, and you can help facilitate the program and/or be a mentor yourself.

5. Encourage a sense of ownership.

Many employees are just “earning a paycheck” and have no real excitement about the company, its vision, or its opportunities—nor do they see themselves as an integral part of the enterprise.

Performance reviews, training, and mentoring can help an employee see that their job is important and that their contribution is valued—helping to build a “sense of ownership”—but there also needs to be a collaborative, “we’re all in this together” philosophy that’s perceivable throughout the company, starting at the top.

With underperforming employees, the spark to motivate positive change is often simply an attitude adjustment, so work hard to get them to see that their success and the company’s success are intertwined. Do so with respect and with a genuine plea for them to take “ownership” of their role in the company, and you may be shocked at the performance turnaround

.

Self check 3	Written test

Directions: For the following questions, say TRUE if the statement is correct and FALSE if it is incorrect (wrong).

1. One of the greatest challenges in managing employees is dealing with underperformance.
2. Underperformance is when an employee is performing their duties over the required level expected.
3. Performance problems are a result of an employee being unprepared for the job.

Note: Satisfactory rating – 2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score = _________

Rating: __________

Name: ___________________________ Date: _____________

Information sheet - 4	Monitoring Implementation of developed systems.

4.1 Types of monitoring to get you started

- Process monitoring. This is often referred to as '**activity** monitoring.
- Compliance monitoring.
- Context monitoring.
- Beneficiary monitoring.
- Financial monitoring.
- Organizational monitoring.
- Results monitoring.

4.1.1. How do you monitor a work implementation plan?

Step 1: Review and refine your action plan(s)

Step 2 : Prepare for implementation.

Step 3: Prepare for evaluation.

Step 4: Make mid-course corrections based on evaluation results.

Step 5: Develop a plan to communicate about implementation and evaluation.

4.2 Implementation process

Implementation is the process that turns strategies and plans into actions in order to accomplish strategic objectives and goals. Implementing your strategic plan is as important, or even more important, than your strategy.

Implementation refers to a cycle of steps taken to deliver activities, outputs, results and impact while managing finances and for risk. Monitoring is a management tool for improving project and programmed performance, both to improve organizational delivery and control for risk.

4.3.1. Steps in an implementation plan

Follow these crucial steps to implement your actions effectively, efficiently and most of all successfully.

Step 1 – Create a list of the outcomes required.

Step 2 – Allocate a champion for each outcome.

Step 3 – Determine what action needs to be taken for outcomes to be achieved.

4.3.2. Effective implementation

What is Effective Implementation? Effective implementation is about ensuring community Triple P practitioners, organizations, and partners are engaged and well-supported to make positive parenting happen, together. Triple P is a successful program with known benefits for families and communities.

4.3 **Monitor Plan Performance**

Monitoring the performance of the management during the maintenance phase is important. It will enable you to see if the predicted impacts closely resemble the actual conditions in the field, and if the strategies in the maintenance are effective in managing the impacts.

You need to review the application of the maintenance management plan and recommend any changes that may be required for continuous improvements.

4.3.1. Measurement of Works

In most civil works contracts, payments are directly linked to the actual amount of works completed by the contractor. Since the contractor would like to recover incurred expenditure as soon as possible, the contract normally indicates when and how often payment claims can be submitted to the client. When payments are due, the contractor prepares an invoice detailing the quantities of work completed since the previous claim.

These quantities are based on information compiled from the site production reports.

Before the client issues the payment, a final control of the works is necessary to verify that the quantities of work have actually been carried out, and that the works conform to prescribed quality standards. Any errors in the claimed quantities are then rectified.

Equally, the client may deduct poor quality work from the claim. Based on the revised volumes of work, the client can then finalize the payment. Measuring completed works is a common cause of disputes between the contractor and the client. For this reason, the method of measurement is often described in detail in the works specifications. The volumes of work do for payment are recorded using the unit of measurement stated in (TVET Program Title)

Self-check 4	Written Test

Directions: **Answer the following question.**

1. Write at least 7 types of monitoring.

a. ……………………………
b. ……………………………
c. …………………………….
d. ……………………………
e. ……………………………
f. ……………………………
g. ……………………………

Note: Satisfactory rating – 4 and above points, Unsatisfactory - below 4 points

Answer Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

Information sheet -5	Negotiating and approving recommendations for variations to operational

5.1. Negotiating modifications to learning plans.

One of the most important skills is trainees need for classroom management negotiation. Trainers and parents is more aware of their rights and less likely to consider the trainers to be always right. This can make relationships between trainers and trainees stronger in that trainees feel like they are heard and respected as trainers teach and model good communication skills to trainees. Learning the art of negotiation can make your classroom a place of constant learning as struggles between trainees or between trainees and trainers become teachable moments.

5.2. Negotiating with Trainees

Every classroom has challenging days, and learning to negotiate with trainees through all of their emotional ups and downs helps trainers stay balanced, focused and in control. Establishing clear policies, procedures and expectations at the beginning of each term will help cut down on conflicts. But when they do arise, having strong negotiating skills can help. Conversations that begin with positive language like, "I understand you are frustrated in my class, and I am here to help you. Can you explain what is causing the biggest problem?" Have your class syllabus on hand so you can refer the trainee back to what he already knows and ask him what about the syllabus is confusing or hard to understand. Ask your trainee what he/she feels is an appropriate response to the problem, and help him/her come up with ways to go forward and be successful. Letting the trainee take some amount of control gives him ownership of the problem and lets him know you heard his concerns and are ready to help.

5.3. Negotiating Between Students

Conflicts in the classroom often arise between trainees, and trainers can find themselves mediating to keep control. Modeling strong negotiation skills along the way prepares when conflicts need to be dealt with. If possible, remove the two trainees from the situation that is causing the conflict; have them step outside with you to cut down on escalation in the classroom. Make sure to provide a task that will keep the other students busy. Begin the conversation between the two trainees by allowing them to explain their positions. After each has had a turn, begin your negotiation by summarizing what each student has told you. Start by saying, "What I hear you saying, Mark is that it frustrates you when Jim does…" Do the same thing for the other student. Ask each to provide what he thinks would be the best solution and get them to agree to a plan. This can take just a few minutes or a few meetings over time. You may also need the help of a principal or counselor if you think the situation is more than can be handled in just a few minutes.

5.4. Negotiating with Parents

Teaching requires good communication skills, including when negotiating with parents when they feel their child has been treated unjustly. Make yourself available to communicate with parents at any time during the school year, not just at conference time. Provide an e-mail address and voice-mail number where you can be contacted at any time. When parents come in for a meeting, be sure you have all the information you provided the student on hand to show them. Letting them know that all students have equal and multiple opportunities to get information and be successful can defuse difficult situations. Always use positive language when speaking about a child. Let the parents know you are on their child's side and want her to be successful. If the parents still feel their child needs some special consideration, offer additional help, after-school tutoring or testing to see if there is a learning problem. Be flexible and willing to hear what the parents are saying, and negotiate changes in things such as homework amounts and time given in class to work.

5.5. Negotiating with Other Professionals

An often surprising place where negotiation skills are important for teachers is when communicating with other educators. Classrooms, multipurpose rooms, computers and supplies must be shared in equitable ways, and teachers can find themselves at odds with each other during busy times of the year. To keep professional relationships positive, learn to communicate in encouraging ways during staff meetings. Find ways to be flexible when scheduling field trips, assemblies and class parties. Be a leader when it comes to helping others find ways to compromise, and use your negotiation skills to mediate and support whenever possible. Teachers are human and can have bad days. Learn to look for opportunities to encourage others and make friends of everyone you can. This will get you the respect of your co-workers and more opportunities to negotiate and solve problems.

Self-check 5	Written Test

Directions: For the following questions, say TRUE if the statement is correct and FALSE if it is incorrect (wrong).

1. Trainees need negotiation for classroom management.
2. Teaching requires good communication skills, including when negotiating with parents.
3. Surprising place where negotiation skills are important for teachers is when communicating with other educators.

Note: Satisfactory rating – 2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

Information sheet - 6	Developing and implementing Systems.

6.1. Operations Scheduling and Workplace Planning

Introduction

Scheduling and workplace planning is the final step in operation planning and design. Operation's scheduling and workplace planning is implemented during transformation of input to output. Scheduling deals with production of required quantity of product within the required time frame. Workplace planning deals with allocation of resources with priority to work job with first delivery date.

6.2. Operations Planning

Scheduling deals with both time allocations as well resource allocation for production of required quantity. Operations' planning is done as part of short term planning.

High level objective of operation's planning is to decide the best way of allocation of labor and equipment as to find balance between time and use of limited resources within the organization.

. There are three important task performed by operations scheduling:

- Allocation of resources
- Workforce scheduling
- Production equipment scheduling

Operations' planning ensures that proper workflow is established by ensuring allocation of job on appropriate machines before the advent of production activities. Scheduling is production timetable highlighting sequence of job, timing and quantity for allocation of resources as to help an organization in cash flow planning. Therefore, there are three main objectives of production scheduling:

- Due importance to delivery date and avoiding delays in completion
- Reducing time of job on machines
- Proper utilization of work centers

Operation scheduling is arrived at base on the following principles.

- Ensure continuous job schedule
- End to end completion of job
- Remove the bottleneck
- Ensure feedback as to make adjustment
- Skill set of workforce
- Enhancement of product and process
- Scheduling helps in capacity planning as to reduce bottlenecks.
- Scheduling helps in streamlining order production based on due date.
- Scheduling helps in sequencing of various job works.

Scheduling is done with two approaches, and they are as follows:

- Forward scheduling is type of scheduling where the planner considers order received date as the starting point for forward planning of all the activities.
- Backward scheduling is type of scheduling where the planner considers the order delivery date as the starting point and does backward planning of all activities.

6.3. Workplace Planning

Workplace planning ensures optimum productivity by ensuring proper utilization of limited resources and priorities' job order at different work centers. Workforce control ensures that maximum output is achieved from machines, raw material and workforce. All production-related information is recorded as to establish input-output control as to achieve overall efficiency and optimum utilization of raw materials.

The main objectives of workforce planning and control are as follows:

- Priorities various job orders
- Record data related to process quantities
- Providing status of workplace orders to control panel
- Record output data to monitor capacity control
- Provide measurement of efficiency and productivity

Therefore operations scheduling and workplace planning play an pivotal role in success of an organization.

Self-check 6	Written Test

<u>Directions</u>: For the following questions, say TRUE if the statement is correct and FALSE if it is incorrect (wrong).

1. Scheduling deals with production of required quantity of product without the required time frame.
2. Proper utilization of work centers is one of the three main objectives of production scheduling.
3. Allocation of resources is one of the important tasks performed by operations scheduling.
4. Operations' planning is done as part of long term planning.
5. Scheduling is production timetable highlighting sequence of job.

Note: Satisfactory rating – 3 and above points, Unsatisfactory - below 3 points

<u>Answer Sheet</u>

Score=__________

Rating:___________

Name:___________________________Date:________________

LG #34	LO #5 Review and evaluate work performance
Instruction sheet	

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

- Reviewing work plans, strategies and implementation.
- Providing review results to concerned parties.
- Conducting performance appraisal.
- Preparing and documenting performance appraisal report regularly.
- Preparing and presenting recommendations to appropriate personnel/authorities
- Implementing feedback mechanisms

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

- Review work plans, strategies and implementation.
- Provide review results to concerned parties.
- Conduct performance appraisal.
- Prepare and document performance appraisal report regularly.
- Prepare and present recommendations to appropriate personnel/authorities
- Implement feedback mechanisms

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the "Information Sheets". Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them
4. Accomplish the "Self-checks" which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation, proceed to the next learning outcome.

Information Sheet-1	Reviewing work plans, strategies and implementation.

1.1. Review and approve work plan.

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

Management and sponsor(s) may provide:

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

1.2. Implement the data collection, project tracking and management processes.

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

1.3. Maintain the project plan.

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

1.4. Implementation, monitoring and performance review

Getting the new management system operational and reviewing its performance to determine if it is working.

- **Step overview**

Implementing a new management system can be helped by generating an operational plan that outlines, in detail, what would need to be done by whom, by when, and where. This includes identifying all the activities that need to change, any additional activities needed plus those activities no longer needed. The complete set of the required activities and their timelines with the resources available should show whether the proposed set of management arrangements is feasible or if they need to be revised.

When the feasibility of the system is confirmed, all proposed fishery management actions and arrangements need to be incorporated into a formal Fisheries Management 'Plan' which has an appropriate legal basis. This can require drafting legislation or regulations but for community based fisheries other less formal documentation may be applicable.

Monitoring, evaluation and review of performance is a critical step in the adaptive management planning process. It is essential both to ensure adequate performance is being generated against current objectives but also that the fishery is maintaining relevance with community expectations. The review process includes three inter-related cycles.

1. **Frequent reviews of the operations** to determine if each of the activities outlined in the operational plan is being undertaken or not.
2. **Periodic reviews of the outcomes** to determine whether the activities undertaken are generating an acceptable level of performance in relation to each issue.
3. **Infrequent review of the entire EAF plan**. After a pre-determined period, or if a major crisis occurs, review the entire management system to check if it is still relevant to the communities current circumstances.

The real 'final' activity in the management process is to regularly report the outcomes of the management system to all stakeholders so they can consider whether the performance against each of the objectives has been acceptable or not.

Main outputs

(i) Creation of a detailed operational (implementation) plan

(ii) Formal adoption of the EAF based management 'plan'

(iii) Regular reports on level of activities completed to execute the operational plan

(iv) Periodic reports on the performance of the entire management system in generating acceptable performance for each of the operational objectives and overall community outcomes.

Self check -1	Written test

Directions: Answer the following questions.

1. What are the three inter-related cycles of review process.(3pts)

    a. …………………………………
    b. ………………………………..
    c. ………………………………….

2. ……………., ……………. and ……………..of performance is a critical step in the adaptive management planning process.(3pts)

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Note: Satisfactory rating –3 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score=_________

Rating:__________

Name:_________________________Date:_______________

Information Sheet-2	**Providing review results to concerned parties.**

2.1. Needs of Every Results-Based Monitoring System

Every monitoring system needs four basic elements: ownership, management, maintenance, and credibility as shown in figure 1 below.

Figure 1. basic elements of monitoring system

2.1.1. Ownership

Ownership can be thought of as the demand part of the equation. Ownership has to come from those at every level who use the system, and demand for performance information at each level needs to be identified. Stakeholder ownership of data at every level—national, regional, and local—is critical. If there are levels where people do not see the need for, or have a use for, the data collected, there will be problems with quality control and ownership. The feedback loop will be disrupted. Without ownership, stakeholders will not be willing to invest time and resources in the system. The system will ultimately degenerate, and the quality of data will decline.

2.1.2. Management

Who, how, and where the system will be managed is critical to its sustainability. Data collection can also be hampered by overlap of data coming from different agencies; duplication of data in ministries and the national statistical agency; time lags in receiving data, that is, data that are received too late to have an impact on the decision making process; and people not knowing what data are available.

2.1.3. Maintenance

Maintenance of monitoring systems is essential, to prevent the systems from decaying and collapsing. It is important to know who will collect what kind of information and when, and to ensure that information is flowing horizontally and vertically in the system. Monitoring systems, like other government information systems (such as auditing or budgeting) must be continually managed.

2.1.4. Credibility

Credibility is also essential to any monitoring system. Valid and reliable data help ensure the credibility of the system. To be credible, monitoring systems need to be able to report all data—both good and bad. If bad news, or information demonstrating failure to meet desired outcomes and targets, is deliberately not reported, the system will not be credible.

2.2. Reporting the Findings

Performance information is to be used as a management tool. Thus, performance information is derived from both monitoring and evaluation. Both can provide critical, continuous, and real-time feedback on the progress of a given project, program, or policy.

Analyzing and reporting performance findings are a critical step because it determines what is reported, when it is reported, and to whom it is reported. This step also has to address the current technical capacity of the organization because it focuses on the methodological dimensions of accumulating, assessing, and preparing analyses and reports.

This information sheet focuses specifically on reporting findings and addressing the following issues:

a. uses of monitoring and evaluation findings;
b. knowing the audiences and targeting the appropriate information to those audiences;
c. presentation of performance data in clear and understandable form; and
d. What happens if performance news is bad?

2.2.1. The Uses of Monitoring and Evaluation Findings

Monitoring and evaluation reports can play many different roles, and the information produced can be put to very different uses:

• To demonstrate accountability—delivering on political promises made to citizenry and other stakeholders

• To convince—using evidence from findings

• To educate—reporting findings to help organizational learning

• To explore and investigate—seeing what works, what does not, and why

• To document—recording and creating an institutional memory

• To involve—engaging stakeholders through a participatory process

• To gain support—demonstrating results to help gain support among stakeholders

• To promote understanding—reporting results to enhance understanding of projects, programs, and policies.

Evaluation reports serve many purposes. The central purpose, however, is to “deliver the message”—inform the appropriate audiences about the findings and conclusions resulting from the collection, analysis, and interpretation of evaluation information.

2.2.2. Uses of Performance Findings

Using findings to improve performance is the main purpose of building a results-based M&E system. The main point of the M&E system is not simply to generate continuous results-based information, but to get that information to the appropriate users in a timely fashion so that the performance feedback can be used to better manage organizations and governments.

2.2.3. Additional Benefits of Using Findings: Feedback, Knowledge, and Learning

M&E systems provide important feedback about the progress, as well as the success or failure, of projects, programs, and policies throughout their respective cycles. These systems constitute a powerful, continuous public management tool that decision makers can use to improve performance, and demonstrate accountability and transparency with respect to results. One way to consider M&E feedback within the development context is as follows: “Evaluation feedback has been broadly defined as a dynamic process which involves the presentation and dissemination of evaluation information in order to ensure its application into new or existing development activities . . . feedback, as distinct from dissemination of evaluation findings, is the process of ensuring that lessons learned are incorporated into new operations”

Self check -2	Written test

Directions: Answer the following questions.

1. Write the four basic elements of every monitoring system.(1pt each)

   a. ………………………….

   b. …………………………

   c. …………………………

   d. …………………………

Note: Satisfactory rating –2 and above points, Unsatisfactory - below 2 points

Answer Sheet

Score=_________

Rating:__________

Name:_________________________Date:_______________

Information Sheet-3	Conducting performance appraisal.

3.1. What are performance appraisals?

Performance appraisals are primarily used to improve an employee's performance. It can also be used to justify an employee's compensation and their potential for promotion. An effective employee performance appraisal process can drive performance, reduce dissatisfaction, identify training opportunities and boost company culture. Appraisals are typically conducted with a performance appraisal form.

Similarly, a poorly executed performance appraisal process can lead to negative outcomes such as employee disengagement, office politics and poor company culture.

Here are some common reasons why employees may consider performance appraisals ineffective:

1. **No input from employee** – Employees don't feel like their opinions and suggestions are being valued since their manager does most, if not all of the talking.
2. **Does not assess actual performance** – Evaluations often end up focusing on an employee's personal traits even if they do not necessarily have a negative impact on their work, instead of their actual contributions and productivity.
3. **Can be highly subjective** – Results rely too heavily on the personal bias of their manager. Factors such as the manager's mood and personal preference affect the results of what is supposed to be an objective evaluation.
4. **Managers are not prepared** – Some companies have employees working on a different shift from their managers. As a result, employees feel that their managers have not observed them enough to provide an accurate assessment of their performance.
5. **Too infrequent** – Since most companies conduct performance appraisals only once or twice a year with no catch-up sessions in between, employees are only informed of their performance status during the actual appraisal. This can lead to anxiety and defensiveness on the employee's part.

   To address these employee concerns it is vital to prepare a well executed performance appraisal process.

3.2. How to conduct a performance appraisal

Performance appraisals are an integral part of performance management, as they allow each employee to receive feedback – be it praise for outstanding contributions, suggestions for areas for improvement, or to plan for career growth by setting performance and development objectives for the year ahead.

3.2.1. Five Effective Tips on Conducting a Performance Appraisal

Here are 5 tips a manager, supervisor or HR professional can use to conduct an effective performance appraisal:

1. **Prepare –** ensure you are well prepared by:
    - reviewing the notes from the employee's previous appraisals – You can start by getting a "snapshot" of the employee's general status and progress by reviewing their last appraisal before comparing it to their more recent works
    - reviewing their more recent works – Most employee evaluations are scheduled on an annual or biannual basis, which means their recent works and activity have not been reviewed. Review an employee's recent works and compare them to
    - providing live feedback – Provide on-the-spot positive, and negative feedback instead of waiting for the scheduled appraisal. This shows the employee that you are actually paying attention to their work which will encourage them to be more open and honest during your actual appraisal
2. **Make it conversational** – Having a conversation instead of "lecturing" an employee during a performance appraisal is important because employees are compelled to be open and honest when they feel that they are listened to. Involving the employee in the process encourages engagement and a better understanding of the purpose of the performance appraisal.
3. **Customize action plans** – Action plans must be customized according to each employee's strengths, weaknesses, target metrics, and personal goals as a member of the organization to be effective. A good action plan must be logical, doable, and directly linked to goals.
4. **Set effective and realistic goals** – An effective and realistic goal should be aligned with the company's objective, have a time-frame for completion, and an expected output. Employees are more enthusiastic and work harder to meet their individual goals when they understand how it impacts the company's broader success. Factors such as the nature of the task, the employee's capabilities, and the tools and support

provided such as training and supervisor assistance should all be considered when setting effective and realistic goals.

5. **Proper documentation** – Properly documenting what was discussed during a performance appraisal is essential for practical and procedural purposes. Proper documentation provides you with easy access to employee appraisals should you need to access them. It’s also a common requirement to have employees sign their performance appraisal form as acknowledgement.

Self check -3	Written test

Directions: Answer the following questions.

1. Write five necessary points that manager; supervisor or HR professional can use to conduct an effective performance appraisal.
    a. ………………………….
    b. …………………………..
    c. ………………………….
    d. ………………………….
    e. …………………………..
2. Write at least five common reasons why employees may consider performance appraisals ineffective.

    a. …………………………
    b. ………………………..
    c. ………………………...
    d. ……………………….
    e. ………………………..

Note: Satisfactory rating –5 and above points, Unsatisfactory - below 5 points

Answer Sheet

Score=__________

Rating:___________

Name:____________________________Date:_________________

Information Sheet-4	Preparing and documenting performance appraisal report regularly.

4.1. When to hold performance appraisals

The time of year you select to conduct performance appraisals is important. Peak periods should be avoided as you need to be able to give each employee the attention they deserve. It is worth noting that the process of reviewing employee performance should be ongoing. Aim to discuss each employee's development with them as and when issues arise, rather than putting it off until a formal review. This keeps the lines of communication open, as it helps to ensure that nothing in a formal performance appraisal will come as a complete surprise.

Making regular notes throughout the year of each employee's performance will allow you to accumulate information that can be discussed during the reviews. Details of any new qualifications gained by an employee, participation in seminars, industry conferences or courses, or involvement in special projects should all be recorded on file. This will allow for more in-depth discussions and give you a more rounded picture of the employee's contribution and professional growth since their last review.

4.2. Preparing for performance appraisals

Prior to each meeting, draft an agenda to follow. Key points to be covered should include:

- Each employee's goals or KPIs and how well they have met these
- Areas where they have excelled
- Areas where improvement is needed

Remind your employees to assess their own performance too. Self-analysis can be as simple as considering the goals each employee achieved – or missed. Or consider asking staff to complete a more formal "SWOT" analysis by addressing:

- Their strengths and weaknesses
- Opportunities they have taken advantage of to enhance their performance
- Any threats that have impacted or may impact their performance

This can also be a good way to identify issues in your workplace that you may be unaware of, or highlight the need for staff training in particular areas.

During the performance appraisal, typical points to address can include:

- The employee’s quality of work and ability to meet particular metrics
- Dependability and punctuality
- Leadership, communication and team skills
- Progress made towards personal career goals
- Innovation and problem-solving skills

Importantly, establish a follow-up strategy for each staff member. Conclude the appraisal with a discussion about the employee’s goals and career aspirations, and develop a plan to achieve these. This lets your employees know that your company is invested in their personal career growth.

Self check -4	Written test

Directions: Answer the following questions.

1. What are the key points to be covered when preparing for performance appraisals?(3pt)

   a. …………………………..
   b. ………………………….
   c. …………………………..

2. Write the full expression for the abbreviation SWOT.(4pt)

   ……………………, …………………, ……………………and …………………

Note: Satisfactory rating –4 and above points, Unsatisfactory - below 4 points

Answer Sheet

Score=_________

Rating:__________

Name:_________________________Date:_______________

Information Sheet-5	Preparing and presenting recommendations

5.1. Guidelines for preparing and presenting recommendation

5.1.1. Before the Presentation

- **Organizing content**

- Make sure the audience walks away understanding the following:
  - The problem and why it is a problem
  - What has been done about the problem
  - What you are doing (or have done) about the problem
  - The value your approach provides
  - Next steps
- Describe the problem clearly enough for the audience to appreciate the value of your contribution.
- Present your contribution clearly.
- Aim your presentation at an audience that is not familiar with your research area so you communicate the importance of your work, rather than simply laying out the results.
- Provide references and your contact information.

- **Preparing effective displays**

- Keep it simple so you don't distract from your research.
- Use at least 24-point type.
- Do not use a photocopy of a standard printed page as a display.
- Summarize your main points.
- Limit your material to eight lines per slide.
- Limit tables to four rows/columns.
- Display large tables as graphs.
- Avoid numerous curves on a graphical display.
- Label graphs clearly with big, readable type.
- Use easy-to-read fonts such as Arial.

- Use light letters (e.g., yellow or white) on a dark background (e.g., dark blue) when displaying your material on an LCD projector.
- Use equations sparingly and concentrate on what your results mean.
- Keep a large margin on all sides of your slide.
- Identify the journal when you give references.
- Preview your presentation.

  - **Timing your talk**

- Present one slide per minute.
- Talk at a pace that everybody in the audience can understand.
- Budget your time to take a minute or two less than your maximum allotment.
- Practice your talk.

5.1.2. The Presentation

- Check to make sure the microphone works before you begin.
- Be sure everyone in the room can see your material.
- Don't apologize for your displays (create them properly in the first place).
- Don't apologize for incomplete results.

5.1.3. After the Presentation

- Thank the audience for its attention.
- Gather you materials and move off quickly to allow the next presenter to prepare.
- Say for the entire session and, afterward, be available for people to ask your questions.

Self check -5	Written test

Directions: Answer the following questions.

1. Write three important points before the presentation of recommendation.(3pts)
   a. ……………………
   b. ……………………
   c. ……………………

2. Write at least four important points during the presentation of recommendation.(4pts)
   - ……………………………………….
   - ………………………………………
   - ………………………………………
   - ………………………………………

Note: Satisfactory rating –4 and above points, Unsatisfactory - below 4 points

Answer Sheet

Score=_________

Rating:__________

Name:_________________________Date:_______________

Information Sheet-6	Implementing feedback mechanisms.

6.1. Feedback mechanism

Most organizations that were successful in gathering feedback from people in local communities, and in distributing information back (closing the feedback loop), found it necessary to have more than one mechanism in place. In fact, some organizations used several different methods in order to provide options for all of the different groups within the local community to provide feedback and to get information.

In particular, practitioners highlighted the following mechanisms and methods that have worked well:

- **Community-based assessments and score-cards:** Several organizations are successfully utilizing community-based assessments to let them know how well their operations are functioning and where they can make improvements. If people report that they wanted to give feedback, but that they did not know how, the staff is made aware that they need to increase their communication and make appropriate changes.
- **Complaints and Response Mechanisms (CRMs):** These are primarily used in the humanitarian sector and many have been established with the support of HAP. When they decide the most appropriate ways to lodge complaints, the result is a feedback mechanism that works for many different people.
- **Self-Assessments:** Organizations that voluntarily choose to commit to the principles and standards outlined in HAP.
- **Using multiple methods and communication mediums:** Most organizations have found that multiple methods and means for communication are needed to ensure that all primary stakeholders can have their voices heard. This is especially crucial for ensuring marginalized or minority groups are provided an opportunity to share their feedback and to receive information.
- **Building Trust:** Most organizations noted that having good relations with the local community based on mutual understanding and trust is a key first step in getting meaningful feedback.

6.2. Investments In and Incentives for Recipient Feedback Processes

In reports and interviews, practitioners highlighted a number of investments that agencies need to make to have effective feedback mechanisms, as well as the need to address organizational incentives to ensure that feedback is both gathered and utilized.

- **Frontline staff needs to be trained and supported**. Active listening skills and skilled facilitation are critical to effective and meaningful feedback processes. Staff members must be able to ask probing questions to elicit feedback and engage people in critical analysis and reflection. They need to be inquisitive and ask questions even if they think they know the answers since different individuals or groups may have different views.

- **Staff members need to recognize the value of feedback to their own work**. Several people pointed out that the conscientiousness and commitment of the frontline staff are key factors in effective feedback processes. Some staff may feel threatened by the feedback mechanisms set up by their agencies.
- **The local population needs to trust the agencies and be willing to provide feedback**. For feedback processes to be effective, primary stakeholders need to trust the process and be willing to honestly share their concerns and suggestions. This requires both an understanding of the purposes that the feedback process serves and the ability to give timely and constructive feedback in a safe (and sometimes confidential) way.
- **Agencies need to dedicate adequate resources**. Effective feedback mechanisms require staff time and resources. Because of limited funding, gathering recipient feedback is often tied to formal evaluation processes which are better resourced, but which may not be continuous.
- **Reporting mechanisms need to be more robust**. What feedback is gathered and how it is reported counts when trying to affect decision-making processes. One of the indicators is consultation and accountability processes with program participants. The data is self-reported, but staff noted that at least this question is asked and that the data is published across the organization.
- **Incentives may be needed for managers to prioritize accountability to recipients**. Several people pointed out the need to address the tensions between the commitment to forward accountability and other management priorities. Organizational incentives may be needed to ensure that managers are consistently held accountable for the level of accountability to recipients, not just to donors, that they are able to demonstrate. For instance, in most organizations, program and staff performance reviews do not include measuring

how well they listened to or incorporated recipient feedback in their strategies and decisions.

- **Donors need to invest in recipient feedback mechanisms**. While donors are increasingly incorporating accountability principles in their guidelines and assessments, many do not provide funding for feedback mechanisms.

6.3. Effective Performance Feedback

Effective performance feedback communicates information about performance and development as objectively as possible

- ✓ It may be to reinforce good performance and useful behaviors.
- ✓ It may be to correct to improve performance, change unhelpful behaviors and assist individuals with their development.

Leading practices in performance management encourage both leaders and team members to consider different sources of feedback in gauging performance effectiveness. Feedback may come from:

- ✓ Direct observations and feelings
- ✓ Examples of work
- ✓ Project evaluations
- ✓ Surveys
- ✓ Client feedback
- ✓ Peer feedback
- ✓ Team feedback
- ✓ Leader's feedback
- ✓ Partner/stakeholder feedback.
- ✓ Is specific, factual and accurate
- ✓ Is timely
- ✓ Looks at tasks, outputs, outcomes and behavior
- ✓ Focuses on actions not attitudes
- ✓ Reinforces achievements / strengths
- ✓ Clearly identifies areas for improvement
- ✓ Is future focused and leads to action
- ✓ Enhances confidence and self-esteem.

- **Key skills involved in giving and receiving performance feedback are**
  - ✓ Analysis (facts, specifics, examples)
  - ✓ Active listening (to check information, understanding and explore differences)
  - ✓ Use of questions

- ✓ Empathy
- ✓ Assertive communication.

Self check -6	Written test

Directions: Answer the following questions.

1. Trust is a key first step in getting meaningful feedback(True/False)
2. Write key skills involved in giving and receiving performance feedback.
    a. …………………………..
    b. …………………………..
    c. …………………………..
    d. ……………………………
    e. …………………………….

.

Note: Satisfactory rating –3 and above points, Unsatisfactory - below 3 points

Answer Sheet

Score=__________

Rating:___________

Name:___________________________Date:________________

Module Title: Managing Installation and Maintenance Operation

Answer Key to Corrections (for Learning Guides #30-34)

Learning Guide #30

LG# 30, LO1, Information sheet (1-6)

Answers for self-check 1 1. True 2. True 3. False	**Answers for self-check 2** 1.False 2.True 3.True
Answers for self-check 3 1. True 2. True 3. True	**Answers for self-check 4** 1. False 2. False 3. True 4. True 5. True
Answers for self-check 5 1.True 2.True 3..False	**Answers for self-check 6** 1. True 2. False 3. True

Learning Guide #31

LG# 31, LO2, Information sheet (1-4)

Answers for self-check 1	Answers for self-check 2
1. Capture everything on a Master List and then break it down 2. Separate the urgent from the important tasks 3. Rank your daily tasks by their true priority 4. Separate tasks with similar priorities 5. Set a productive tone for the day 6. Cut out "good enough" goals 7. Be aware of the sunk cost fallacy when choosing what deserves your time 8. Use Time Multipliers to make the most of your daily hours 9. Prioritize your most important work during your most productive hours	1. a. Product/Service Delivery Tasks: b. Project Management Tasks: c. Training Tasks*:* d. Project dependencies*:*
Answers for self-check 3	**Answers for self-check 4**
1. a. Client changes b. Availability of resources c. Project dependencies	1. True 2. True 3. True 4. True 5. True

d. Project uncertainties e. Priorities across the company	

Learning Guide #32	
LG# 32, LO3, Information sheet (1-2)	
Answers for self-check 1 1. True 2. True 3. True	**Answers for self-check 2** 1. True 2. False 3. False 4. False

Learning Guide #33	
LG# 33, LO4, Information sheet (1-6)	
Answers for self-check 1 1. a. Random auditing b. System auditing c. Monthly auditing d. Annual audit	**Answers for self-check 2** 1. True 2. False 3. False 4. True 5. True
Answers for self-check 3 1. True 2. False 3. True	**Answers for self-check 4** a. Process monitoring. b. Compliance monitoring. c. Context monitoring. d. Beneficiary monitoring. e. Financial monitoring. f. Organizational monitoring. g. Results monitoring

Answers for self-check 5	Answers for self-check 6
1.True 2. True 3. True	**1.False** **4.False** **2. True** **5.True** **3.True**

Learning Guide #34

LG# 34, LO5, Information sheet (1-6)

Answers for self-check 1	Answers for self-check 2
1. a. ……………………………… b. ……………………………….. c. ……………………………… 2. Monitoring, evaluation and review	1. a. ownership, b. management, c. maintenance, and c. credibility
Answers for self-check 3	**Answers for self-check 4**
1. a. Prepare b. Make it conversational c. Customize action plans d. Set effective and realistic goals e. Proper documentation **2.** a. No input from employee b. Does not assess actual performance c. Can be highly subjective d. Managers are not prepared e. Too infrequent	1.. a. Each employee's goals b. Areas where they have excelled c. Areas where improvement is needed 2.. Strength. Weakness, Opportunity and threat

Answers for self-check 5	Answers for self-check 6
a. Organizing content b. Preparing effective displays c. Timing your talk • Check to make sure the microphone works before you begin. • Be sure everyone in the room can see your material. • Don't apologize for your displays • Don't apologize for incomplete results.	**1.True** **2..** a. Analysis b. Active listening c. Use of questions d. Empathy e. Assertive communication.

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