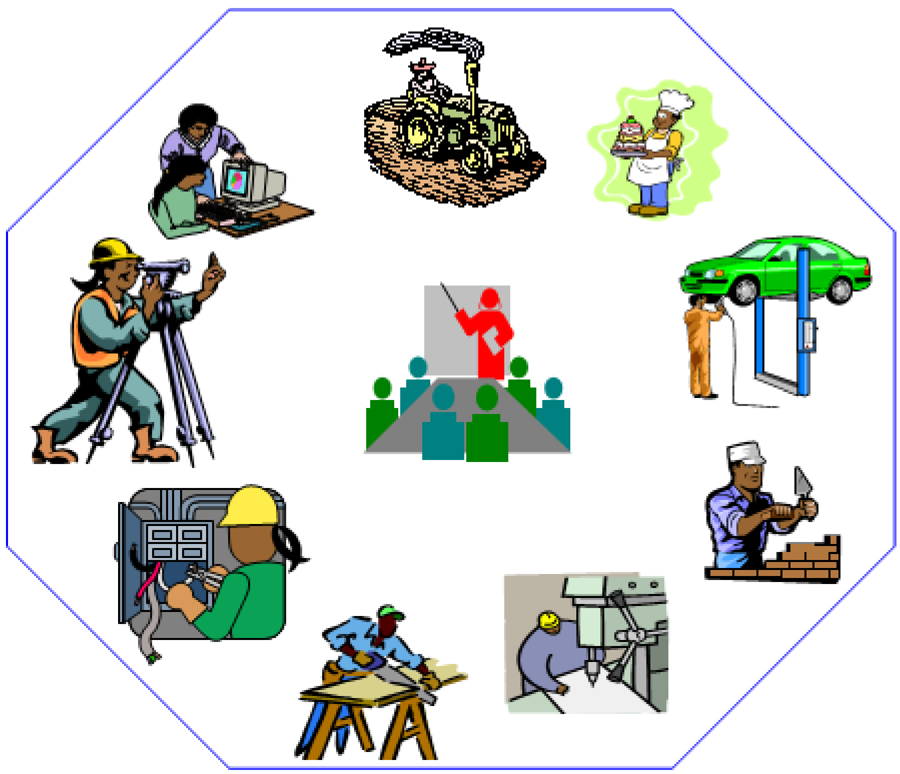
Manage Furniture Making Operation

Level-IV

Based on May 2012, Version 2 Occupational standard



Module Title: - Managing Furniture Making Operation

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Adama,thiopia

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LG #28	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:

1.Develop operational plan

- Developing and/or implementing Resource requirements
- Developing and/or implementing operational plan process
- Achievementtng of the organization's performance/business plan
- Developing of key performance indicators to measure organizational performance
- Stages of operational plan
- Advicing specialist sources of information

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

- Develop and/or implementing Resource requirements
- Developting and/or implementing operational plan process
- Achievement of the organization's performance/business plan

- Development of key performance indicators
- Stages of operational plan
- Advicievment and as required sources of information

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 "Operation sheets
7. Perform "the Learning activity performance test" which is placed following "Operation sheets" ,
8. If your performance is satisfactory proceed to the next learning guide,
9. **If** your performance is unsatisfactory, see your trainer for further instructions or go back to "Operation sheets".

nformation Sheet-1	Developing and/or implementing Resource requirements

Introduction operational plan

An operational plan is a detailed plan that offers a clear-cut picture of how a department, section, or a team will work to realize the goals of its organization. It maps out the daily tasks in an organized manner to remove any misunderstandings.The operational plan is restricted to one part of a company. It is focused on the process, inventory, equipment, production, and products and services.It uses the financial ratio of a company to analyze and identify the profitability and thus creates plans to increase the market share. managing the team's operations by developing innovative operational plans to achieve organisational outcomes.

An operational plan is defined as a plan that is set in motion to establish, increase, and improve the daily operations of a business entity. It includes every activity that occurs in an organization on a regular and repetitive basis so as to deliver the products and services in a smooth and timely manner.

An operational plan is part of an organization's strategic plan, and it sets out the work to be carried out and the workflow from initial input to end results, including all the resources that will be needed.

Operational planning is considered the core element of strategic planning as it deals in building competitive advantage by cutting costs and garnering new revenue figures.

Click on Diagram for further information

Operational plans may include:

tactical plans developed by the department or section to detail product and service performance

Products that could be used as evidence include:

documentation produced while managing the operational plan, such as:

- operational plan - rosters and staff allocation - resource planning
- actions taken to address resource shortfalls - financial plans and budgets
- contingency planning
- risk management plans
- learning and development plans for team members
- materials developed for coaching, mentoring and training
- induction programs developed and/or delivered
- actions taken to address poor, unsafe or excellent performance

- actions taken to address issues and problems within work team
- reviews of people management
- advice and input into management decisions related to the operational plan
- records of people management lessons learned

Processes that could be used as evidence include:

how resource requirements have been researched and analysed, and management procedures addressed

how work has been allocated within work team, and the rationale for allocation

how strategies have been developed/implemented to ensure that employees were recruited and resources acquired

how financial plans and budgets were formulated

how the operational plan was developed and/or managed

how key performance indicators were developed and used

how contingency planning was undertaken

how team members were guided and supported in performing their role, including induction process for new team members

how individual learning and development pathways were developed

how performance management system was implemented within work team and

how areas of under performance were identified and addressed

how problems and issues within the work team were addressed

how input and advice was provided to management in relation to human resource management of the work team

how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon .

The Opertional Plan is a basic tool that directs the day-to-day activities of organisational staff. All staff should be aware of the existence of the operational plan, what its purpose is and why it is important to them. The Operational Plan is only as good as the diligence of staff in putting it into action.

To ensure that there is sufficient understanding of the operational plan, the highest echelons of management within the organisation must thoroughly communicate the operational plan to staff.

Communication strategies can include:

Resource implications for assessment include:

access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

that this unit can be assessed in the workplace or in a closely simulated work environment that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment that examples of actions taken by the candidate to manage the operational plan are provided

Integrated competency assessment means:

that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity

Types of the operational plan

Operational plans are classified as two types-

#1 Single-use Plans

It is related to a particular problem or a current period. The length or the amount of time for the plan may vary.

The most common example of a single-use plan is the task schedule and budget.

An important benefit is addressing the needs efficiently as it is very specific.

#2 Ongoing/ Standing Plans

It is carried onwards to the next year and can extend to other years also. It includes regulations, procedures, and policies. The most important benefit of the ongoing or standing plan is that they encourage unity in the workplace by supporting the values of a company.

It also saves time as it has already been implemented and everyone is aware of it. As employees are aware of the necessary regulation and procedure, it helps in the delegation of work.

Understanding the operational plan

An operational plan is described as a map that is prepared by the low-level management by defining every action that will support the plans and objectives of the upper level of management. It is extremely detailed as it deals with questions like-#1 How much

The financial and other resources that are available for successfully finishing a task or project are mentioned in the operational plan.

#2 When

Setting the deadline to complete the task or project is part of an operational plan. It mentions the timeframe when the task is expected to be completed and delivered. It also gives the actual timeline to achieve a smooth process flow.

#3 Who

The individuals or employees who have been assigned to a task or project and their responsibilities as a team and as an individual. The expertise of the employees is perfectly aligned with the designated work to increase productivity.

Operational plans prompt the employees to take ownership of their actions and make them realize that they are accountable for it.

#4 What

An operational plan talks about the strategies that have been formed to complete the assigned task. These are guided by quality standards, regulations, and protocols of a business entity.

It enables process mapping that will measure the efficiency and productivity of a workforce.

Importance of the operational plan

An operational plan helps the management to implement desired actions and monitor it by encouraging teams and individuals to

Prepare the project with a convincing plan

Effectively use the resources. Allocating scarce ones where they are most needed

Defining resource requirement and capacity gaps

Reducing risks and preparing contingency plans

Ensuring the sustainability of impact and target of the project

It helps the management to find loopholes and inefficiencies in its operations. It then becomes easier to rectify mistakes and take necessary action for increasing the productivity, efficiency, and profitability of a business.

Limitations of the operational plan

The limitation of the operational plan is

The development process is time-consuming, and managers are so busy planning that they have little time effectively left for the implementation. It can result in loss of profits.

How to develop an operational plan

Adopt the following procedures to develop an operational plan-

#1 Start with your strategic plan

It is advised to start with your strategic plans because the operational plan is simply an effective tool to carry out those plans. When you have a strong strategic plan in place, writing, and creating an operational plan will become easier.

#2 Focus on the vital goals

Keep your plans simple because if they are complex by nature, then the team or individuals will find it very difficult to follow it. Put your onus on the goals that matter. Break your goals into smaller structures and then determine the important objectives.'

Take the initiative about organizational structures, faster delivery, quality-control measures, and professional development.

#3 Define the initiatives

Identify and define the initiatives of operational planning to execute your strategies.

The plan must outline all the actions to be taken, resources to be managed, and the metrics that should be measured to achieve the set goal.

#4 Baby steps

Take baby steps to reach your goal slowly and steadily

#5 Use leading indicators

Choose predictive measures and leading indicators to gain a better view of future expectation so that you can chart your course accordingly.

#6 Plan out your action plan

Make sure you have a full-proof plan so that you can table it at the appropriate time

#7 Assign resources

It is important to assign human as well as financial resources as per your plan and be realistic in your approach.

#8 Plan your budget

Plan your budget properly because you do not want to finish your funds midway.

#9 Communicate your priorities

Make sure that every individual is actively involved in the project and your thoughts are being communicated properly.

#10 Assign responsibilities

It is vital to assign specific roles and responsibilities to everyone involved so that the work can continue effectively. Share the bigger picture so that you every member can connect within the team.

#11 Monitor the progress

Keep a vigilant eye on the progress of your operational plan. Full visibility is important to know the status of progress

#12 Make adjustments

It is important to be flexible and make suitable adjustments when required so that the plan does have to stop not at any given time due to any reason.

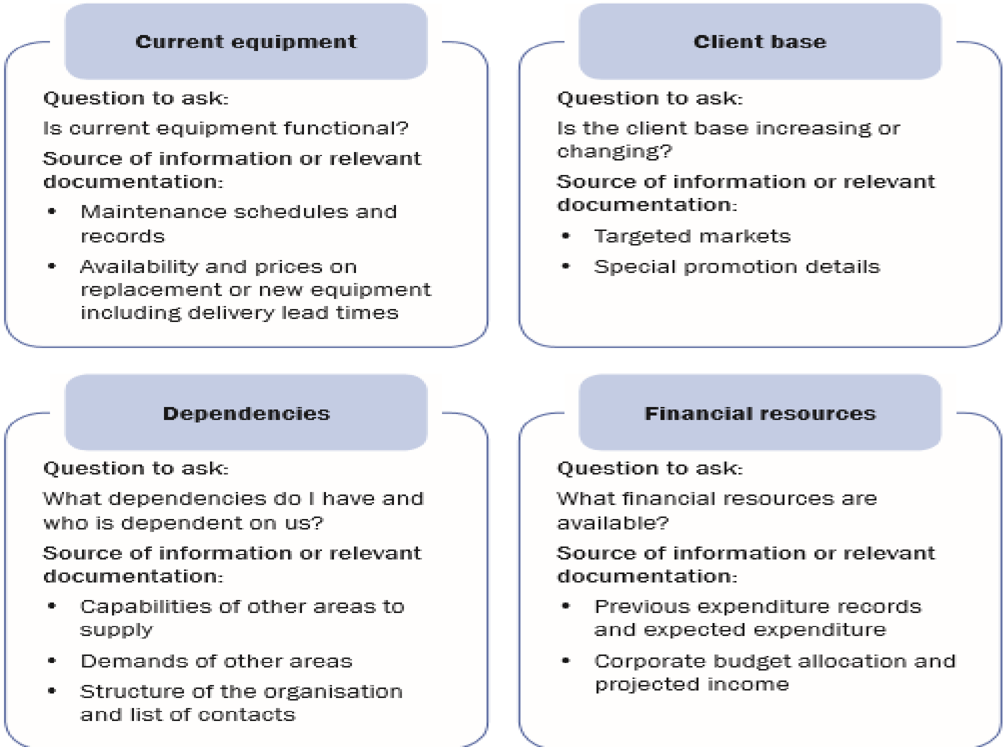
1.1 Developing and implementing resource requirements of operational plan with relevant personnel, colleagues and specialist resource managers

resource requirements are defined as the types of resources for different activities involved in a particular project management package. It also involves the quantities, amount, skill level of the resources needed to be involved in the projects.

personnel, colleagues and specialist resource managers Implements operational plans to contribute to the achievement of the organisation's performance / business plan Identifies and uses key performance indicators to monitor operational performance Undertakes contingency planning and consultative processes as required. Implements

Resource requirements Developing an operational plan involves a number of steps that identify what the team needs to do to achieve its goals, the resources needed to successfully carry out the tasks and the processes that will be followed to monitor and measure performance. Frontline managers play an important role in planning the tasks, supporting the team and providing ongoing progress reports. Resource requirement is defined as a quantitative description usually in money of the capital, equipment, information, labor and land that achievement of tactical objective will require.

Resource requirements may include: human, physical and financial resources - both current and projected stock requirements and requisitions good and services to be purchased and ordered



Having a plan for your project doesn't mean you should only have listed the tasks it takes to deliver it. Planning your project also includes knowing what resources you're going to need, and when.

The kick-off phase, including creating a project scope, defining deliverables and dependencies, allows you to better estimate time and budget for the project.Resource planning is no different, helping project managers to align projects' deliverables with available resources. Without it, you can't really control project's delivery, its timeline and the budget.

Self-check 1	Written test

Name……………………………………………… ID………………………… Date…….

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ **Date:** _______________

Test I

1.____

2.____

Test II

1.____

2.____.

Information Sheet-2	Developing and/or implementing the Consultation processes

Consultation processes may refer to: meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Best practice is about developing and implementing effective consultation mechanisms which encourage cooperation and engagement of employees and management. In some instances, consultation is not a choice, but required by lawThere are significant benefits associated with implementing and maintaining a culture of consultation and cooperation in the workplace. Businesses working to best practice recognise the benefits of regularly seeking opinions and views from employees,

Consultation Process. The process of consultation is an extremely important concept in the context of managing an organisation. Organisations exist to create value for stakeholders and consultation is a process by which the management of the organisation aims to better understand the needs, wants and expectations of stakeholders, so that value can be created.

The process of consultation is an extremely important concept in the context of managing an organisation. Organisations exist to create value for stakeholders and consultation is a process by which the management of the organisation aims to better understand the needs, wants and expectations of stakeholders, so that value can be created

Consultation is an active process in which organisation management opens formal and informal communication channels between the organisation and its stakeholders.

Developed or implemented consultation processes during the planning process using appropriate conventions and protocols. Ensured the operational plan includes key performance indicators to measure organisational performance and Used systematic analytical processes to identify potential problems and developed.

There are several ways available to consult with team members about their input on a project. Emails and intranet may be used as a quality assurance and a way to improve the process. It is also an efficient way to get the same message across the whole group, especially in big organisations. On the other hand, it is an approachable system to welcome any opportunities for the staff to respond and provide feedbacks. This will contribute to the planning process and goals. Also, newsletters may be used to provide the staff about the important information about the plan with open opportunities to revert back with feedbacks. Furthermore, the use of surveys, questionnaires and information sessions may help to encourage staff to respond by providing specific feedbacks about the project. Quantitative and qualitative data are gathered for the operational plan of the project. In addition, there can be meetings; formal or informal. While informal meetings can be held anytime and anywhere, formal meetings require a safe and controlled environment. Both ways aim to gather feedbacks. Another different way to consult teams members are through interviews. Structured interviews may help the management to get the feedbacks needed in regards to specific aspects of the operational plan. These are done through specific questions. A more open way to gather such feedbacks and information is through brainstorming sessions whereby new ideas and solutions are generated. These are analysed to further determine its importance. To make these sessions fruitful, it is important to always welcome and recognise the effort of all participants for bringing their input and feedbacks to the organisation. This is in order to encourage more open participation.

2.1 Consultation

The development and management of operational plans requires you to consult with a wide range of people within your organization. Depending on your level of authority and role in your organization, you may also need to engage with external entities such as contractors, customers or clients, suppliers, communities and government officials. An important part of communicating clearly is having the interpersonal skills to relate to a range of people with different cultural backgrounds, ethnic origins and social attributes, and those with special needs relating to physical or mental disabilities.

If your organization has substantial business dealings with people of particular cultures, you may need to organize cultural awareness training to ensure clear and effective communication between stakeholders.

2.2 The people you may need to consult with:

- Employees, employee representatives or unions
- Colleagues and/or managers at the same level or above
- Senior managers and/or your supervisor
- People with specialist responsibilities such as occupational health and safety committees, or training and development teams

A series of staff / team meetings in which senior management are engaged in explaining key aspects of the operational plan and dealing with questions that staff raise about the plan. A breakdown of the overall operational plan into subsets and communication of each subset to the work team or section that takes responsibility. This enables the work team to more clearly understand, and be focused on, their part in implementing the whole plan.The development of systems that enable progress of strategies / tasks to be measured and reported within a work team, and to management.The provision of training so that staff may better understand their tasks and responsibilities, and especially how they can contribute to the overall achievement of the operational plan. Aspects of the Operational Plan can be described in position descriptions of employees.

he implementation of the Operational Plan requires management to regularly monitor achievement and exert control to reduce any variance from the plan.This control by managers will involve:

Investigating on a regular basis of what has been achieved, and what has not

Implementing corrective action where tasks are not achieved, or achieve on time

Checking that resources will be available when needed

Supervising, supporting and motivating the people of the organisation to ensure tasks are undertaken

Adjusting the operational plan if there is a need

Reporting problems to superiors e.g. directors, committee personnel, the Board Members of the organization

Project success, specifically on a team level, happens after you put a solid operational plan in place. Without an operational plan, team members can lose sight of their tasks, budgets can skyrocket and pandemonium can ensue. So, to ensure that your project is well-executed, let's dive in and discover how to make an effective operational plan.

The main features of an operational plan therein include tasks to achieve particular, clearly defined goals, plus the management of your staff to ensure they're functioning at optimum levels. Identify your vision as it pertains to those levels, and then you can begin with the research phase.

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

What is the budget? Consider where it was last year versus this year.

Where is the team now? Approach this from a budgetary perspective, a resources perspective and from a team member perspective.

Where does our team want to be? Think about this time next year, in two years, in three years, etc..

How do we get the team there?

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.

Self-check 2	Written test

Name……………………………………………… ID………………………… Date…….

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test ll Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

Information Sheet-3	Achieving of the organization's performance/business plan

An operational business plan is a written document that describes the nature of the business, the sales and the marketing strategy which is optimal for success. It provides the vision, directions and goals for the organization. An operational business plan is not a means to securing financing; however it is a good step-by-step guide to running your business in order to successfully create a product or service that will make it in the marketplace

the concept of **performance** in **business** organizations worldwide. In this matter, the economic recession generated by the world financial crisis, with all its implications on funding, economic actors' interactions, economic and social environment, technological progress and knowledge ... represented by **achieving** efficiency and effectiveness

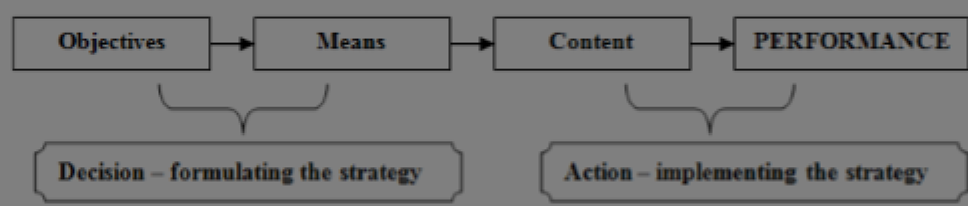


Figure 1. Relation "strategy" – "performance"
Source: adapted from Bourgeois (1980)

What is the purpose of Operational plans of a business?

The purpose of the business plan is to outline, in detail, the business's operation and future growth projections. It provides a framework that outlines the management approach and also ensures it covers many aspects relating to financial, marketing, staffing and other resources required to run a successful business. There are many reasons why a business should have an operational business plan. It helps the business move from start-up to success. It would be found that without this in place the business wouldn't be able to stay focused nor operate efficiently. Once your business is up and running and ready to go the operational business plan is the perfect tool to developing and managing your business.

In most cases, entrepreneurs begin tackling the challenge of writing a business plan ***before*** the business exists. Doing that, of course, means that your plan will focus much more on the potential of the business and how you, as the entrepreneur, plan to take advantage of those opportunities. But, if you are writing a business plan for a 192-year-old business that you've just acquired, like Sean Bandawat did in 2010, with the intent to turn a money-losing operation into a cash cow, you'll need to focus on an area neglected in many business plans produced by entrepreneurs: the Operating Plan.

The operating plan is the section of your business plan where you dig into more of the nuts and bolts of your business, areas like: production/manufacturing, inventory, and distribution. In other words, this is the time where you put aside the conceptual aspects of your business to get your hands dirty in terms of writing out the specific of how you're going to make your product, store it, and then ship it out to your customers.

The topic you cover in your operational plan will vary based on the kind of business you run. For instance, if you are starting a retail business, you will want to think about things like inventory and distribution while a software company may be more focused on securing office space and computer equipment. Again, the point is that you need to think about the kinds of details you'll be facing from the day you open the doors of your business.

Take it from Bandawat, who, as an undergraduate business student at the University of Southern California, crafted a business plan that involved turning around the operations of Jacob Bromwell, a specialty housewares company that has been continuously manufacturing authentic campfire, kitchen, and fireplace products for families since 1819. Bandawat, who comes from a family of successful entrepreneurs, teamed up with his longtime friend, Eric Stanton, to tap money from friends and family to buy Jacob Brownwell. But before they closed the deal in May 2010—just after Bandawat graduated—they wrote a business plan that won top undergraduate honors from the USC Marshall School of Business.

The challenge for Bandawat and Stanton was that they wanted to continue to leverage the "Made in America" nature of their new company's products, which range from campfire popcorn poppers to chestnut roasters. That meant that, in crafting their operational plan, they needed to come up with specific strategies and actions they planned to take. "Taking over a business with 192 years of history presented very different challenges than creating a business from scratch," says Bandawat. "So we relied on our advisory team to come up with a direction to take the company in."

The key decision Bandawat and Stanton made in changing the operations of their business was to close the factory the company had been using in Michigan City, Indiana, and move the specialized equipment to a contract manufacturing facility in Glendale, California.

Bandawat and Stanton agreed to share their operational business plan with us as an example of how you, too, can come up with one for your business. You'll see how they focused on concepts like operational efficiency, who their suppliers are, and how they planned to sell to new customers. "The key is to put something down and then start executing on it," says Stanton. "And you'll need to keep changing and updating it as you go and learn. You won't know everything from the start."

According to Richard, the organizational performance includes three specific areas of firm outcomes:

Financial performance (profits, return on assets, return on investment, etc.);

product market performance (sales, market share, etc.); and

Shareholder return (total shareholder return, economic value added, etc.).

Specialists in many fields are concerned with organizational performance including strategic planners, operations managers, finance directors, legal advisors, and entrepreneurs (owner of the organization).

In your business plan, the operations plan section describes the physical necessities of your business' operation, such as your physical location, facilities, and equipment. Depending on what kind of business you'll be operating, it may also include information about inventory requirements, suppliers, and a description of the manufacturing process.

3.1 Steps To Improve Organization Performance

It's no surprise to read the findings of *The Conference Board's survey***,** "The Conference Board CEO Challenge® 2014: People and Performance". In our sluggish economy, mergers and acquisitions notwithstanding, the capacity for a business to grow rests in the hands of its people.

CEOs throughout the world are driving to improving organizational performance regardless of size or industry.

Much has been written and studied on this subject, and we find in the myriad of surveys and books as well as in our own experience that there are 6 steps that, executed effectively, drive performance improvement and growth capacity.

3.2 . Engage Your People.

Employee engagement is one of the most written and talked about issues today in business. By now the Gallup survey is familiar to all of us and efforts to better understand and to build engagement are under way in many companies. Following are examples of key actions to enable your people to engage: to feel passion about the work they do, deliver their best performance and to strengthen their commitment.

Build a strong understanding of your business strategy throughout your workforce. Ensure everyone can answer the following questions: 1) Why do customers buy from us? 2) Who are our key competitors and why do their customers buy from them? 3) How do I contribute to our unique differentiation?

Build trust. Employees need to know that their managers and executives care about them as people as well as being committed to their success.

Make certain each employee is using his preferred skills and has an effective degree of autonomy.

Focus each department on improving its procedures and targeting its activities on better-achieving the company's competitive differentiation through what people do and how they do it

3.3 Leverage high-impact leadership practices.

Communication is king in today's organizations. It's one of the biggest challenges leaders have, and is probably a weakness for many companies. Communicate clearly in simple language, creatively, interactively, daily about core business subjects, such as:

Departmental and organization performance targets, progress, obstacles and solutions

Stories about competitors and customer successes i.e. from Sales and Customer Service

Current organizational initiatives

3.4 Identify and Remove Internal Roadblocks

How well aligned with your competitive differentiation strategy are your company's policies, procedures and structure? Look for indicators of misalignment such as:

Do people need to work around policies and work procedures to get things done?

Do your policies and work procedures enable people to get the right things done quickly?

How are relationships between functions, i.e. manufacturing and sales? Are conflicts and frustrations routine?

3.5 Align Your Metrics.

To have meaning, the metrics people focus on need to be understood by them to be within their influence.

Your metrics can provide great value when they serve as a guide to decision making and prioritizing work.

Non-financial metrics that relate directly to your competitive differentiation can help keep everyone aligned in a similar strategic direction.

Explaining how metrics are chosen and measured and tailoring to each department can enable people to understand how they each make a difference in the company's performance.

3.6 Use Training and Development Strategically.

Many organizations have a workforce that is approaching or past traditional retirement age. In addition, low engagement levels may lead to increased turnover as more job opportunities become available to people. Do you have training in place to enable people to perform essential work as employees leave or retire? Does your training effort prepare the organization with skills for the future?

Develop a workforce plan to ensure hiring is done in time to develop people.

All employees should receive training that is current-day and future-focused.

Develop career-paths for people to progress to roles that will be needed in the future. Know your people and what their goals are for the future. Support them in channeling their paths to the future within your company.

3.7 Focus on your business strategy; you can't please every market.

Authors and experts acknowledge three types of value propositions or competitive differentiation strategies in business. The rule of thumb is still to do a good job on all but to choose one single area where your company can and does excel. The three types are:

Customer Intimacy – providing customization to meet each customer's individual needs, providing outstanding customer experiences, and building strong, long-term customer relationships

Operational Efficiency – providing a universal set of products and services designed to be cost effective for customers. This is not competing on price as much as it is providing value to customers that save them money; do your products make customer processes more efficient i.e. reduce down-time, improve quality?

Leading Edge – providing new, innovative products and services based on the latest technologies and practices. This depends on having a strong research function with frequent introductions of new and improved products and services that are both different and effectively meet customer needs.

These six steps require ongoing effort to sustain. Compare this with your experience – how do these actions measure up in producing performance improvement? How do these steps relate to the activities under way in your organization to build performance? Please share your opinions and thoughts.

Self-check 3	Written test

Name……………………………………………. ID………………………… Date……

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

Information Sheet-4	**Developing of key performance indicators to measure organizational performance**

4.1 Key performance indicators may refer to: measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements

Key performance indications may be used in an operational project to build goals. Setting a realistic aim will not only help staff to work towards it but it can also be used to reflect the profit of the organization with quantitative targets. Areas of a project where key performance indicators are reflected are

Targets; sales and services will all work towards reaching the target

Measurement of the growth in the organization; this can be through sales or profit

Objectives to help improve the system

Initiatives for growth and increase performance.

Key Performance Indicators (KPIs**)** help define and measure the organizational goals which are fundamental to an organization's current and future success**.**

A Organizational Key Performance Indicator (KPI) Measure is an organizational performance indicator that is used to determine strategic initiatives.

4.2 examples of KPIs for profitability

KPIs for profitability

- Profit (revenue less cost) per employee
- Profit against assets
- Profit by each product produced and/or service provided
- Profit as a percentage of sales
- Impact of change on profit based on revenue and cost changes
- Profit variation over time such as previous time period comparisons

(Monthly, quarterly or annual)

4.3 Approaches for developing KPIs

There are a number of approaches to developing KPIs. Organizations need to identify approaches that are most relevant to their unique business outcomes and planning activities. Below are some guidelines on different approaches that can be used for developing KPI

Lifecycle approach

KPIs may be developed using a lifecycle approach. For example, in managing a project, KPIs would focus on each stage of the project life cycle such as design, planning, implementation and finalization. The use of a lifecycle approach to developing KPIs ensures they are assigned at all stages of the lifecycle from start to end.

4.4 Statutory and regulatory requirements

It may be appropriate to focus the selection of KPIs on statutory and regulatory requirements and obligations. For example, a KPI could be developed that requires the appropriate authority to undertake a regular audit to assess compliance with the legislation.

Risk-based approach The risk-based approach identifies those specific services, functions or activities that may have a negative or detrimental impact on an organization. By identifying areas of risk, KPIs can be used to measure progress towards mitigating the risk.

Cause and effect

A suggested approach is to examine specific areas of concern using the cause and effect technique. This technique helps identify KPIs for addressing the fundamental or underlying cause of ineffective or inefficient services, functions or activities. The approach analyses the cause(s) and identifies KPIs that address the effect. By addressing the effect, improvements can generally be achieved.

Levels

Organizations can assign KPIs at two levels:

- Strategic KPIs should address the measurements required at a high level in the organization and take a top-down approach.
- Operational KPIs should be approached from the ground up. At this level, KPIs measure functions and activities of an operational nature.

A **performance indicator** or **key performance indicator** (**KPI**) is a type of performance measurement. KPIs evaluate the success of an organization or of a particular activity (such as projects, programs, products and other initiatives) in which it engages. Often success is simply the repeated, periodic achievement of some levels of operational goal (e.g. zero defects, 10/10 customer satisfaction), and sometimes success is defined in terms of making progress toward strategic goals. Accordingly, choosing the right KPIs relies upon a good understanding of what is important to the organization. What is deemed important often depends on the department measuring the performance – e.g. the KPIs useful to finance will differ from the KPIs assigned to sales.

Since there is a need to understand well what is important, various techniques to assess the present state of the business, and its key activities, are associated with the selection of performance indicators. These assessments often lead to the identification of potential improvements, so performance indicators are routinely associated with 'performance improvement' initiatives. A very common way to choose KPIs is to apply a management framework such as the balanced scorecard.

Key performance indicators (KPIs) are ways to periodically assess the performances of organizations, business units, and their division, departments and employees. Accordingly, KPIs are most commonly defined in a way that is understandable, meaningful, and measurable. They are rarely defined in such a way that their fulfillment would be hampered by factors seen as non-controllable by the organizations or individuals responsible. Such KPIs are usually ignored by organizations.

KPIs should follow the SMART criteria. This means the measure has a **S**pecific purpose for the business, it is **M**easurable to really get a value of the KPI, the defined norms have to be **A**chievable, the improvement of a KPI has to be **R**elevant to the success of the organization, and finally it must be **T**ime phased, which means the value or outcomes are shown for a predefined and relevant period.

In order to be evaluated, KPIs are linked to target values, so that the value of the measure can be assessed as meeting expectations or not.

It is only as valuable as the action it inspires. Too often, organizations blindly adopt industry-recognized KPIs and then wonder why that KPI doesn't reflect their own business and fails to affect any positive change Follow these steps when defining a KPI:

What is your desired outcome?

Why does this outcome matter?

How are you going to measure progress?

How can you influence the outcome?

Who is responsible for the business outcome?

How will you know you’ve achieved your outcome?

How often will you review progress towards the outcome?

As an example, let’s say your objective is to increase sales revenue this year. You’re going to call this your Sales Growth KPI. Here’s how you might define the KPI:

To increase sales revenue by 20% this year

Achieving this target will allow the business to become profitable

Progress will be measured as an increase in revenue measured in dollars spent

By hiring additional sales staff, by promoting existing customers to buy more product

The Chief Sales Officer is responsible for this metric

Revenue will have increased by 20% this year

Will be reviewed on a monthly basis.

Self-check 4	Written test

Name…………………………………………… ID………………………… Date…….

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating:

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

formation Sheet- 5	Developing and implementing Contingency plans

5.1 Contingency plans may include:

contingency planning involves creating an alternative plan in the event of circumstances changing. Setting an Operational Plan involves making a best estimate as to what will happen. However, circumstances may change resulting in the original plan becoming unsuitable. Therefore, it is important that you have an alternative strategy to deal with changes.

The level and degree of contingency planning you carry out will depend on the impact of your plan on the business and the degree to which the environment might change.

Example:

One contingency plan that is often created for a Contact Centre is for unplanned absences. This type of contingency plan will provide a strategy for how unplanned absences will be covered. The plan will indicate whether casuals will be used, overtime will be used or if team members not on the roster will be called in.

Other Plans: The Team Performance Plan, which identifies the desired performance of the team and the method for achieving this level of performance must be aligned with the Operational Plan.

By aligning the two plans improvements in the team's performance can be directed to ensuring that the team develops the skills necessary to achieve the goals identified in the Operational Plan.

rental, hire purchase or alternative means of procurement of required materials, equipment and stock.

contracting out or outsourcing human resource and other functions or tasks

restructuring of organisation to reduce labour costs

strategies for reducing costs, wastage, stock or consumables

diversification of outcomes

recycling and re-use

finding cheaper or lower quality raw materials and consumables

seeking further funding increasing sales or production

risk identification, assessment and management processes

succession planning

Outsourcing human resources/ labour to cut down the cost used mutil function or skills. Contracting out then help to get a person with special knowledge and skills to bring their input at a lower cost and some organisations may even look into this strategy when an internal department has ceased functioning.

Diversification of outcomes may help towards an achievable and profitable end result when many departments help to contribute towards the final result. Since the target is spread over a larger area, increase productivity from human resources help to contribute towards a bigger outcome.

Cheaper and lower quality products help to moderate the budget. Globalisation helps towards competition and cost effective strategies and therefore more profit.

Increasing sales or productions will increase profit. It is important to cater needs and resources towards the customer service department providing adequate training programs. By reinforcing their skills, it will help to reach key performance indicators.

Recycling and re-using is a strategy to raise the organisational social responsibility towards the environment. Many customers are more inclined to buy consciously to protect the environment from these organisations.

Rental and hiring alternatives are better ways to get hold of cheap resources than buying them. Negotiation helps to save on cost on the procurement of these resources needed.

Restructuring of organisation to reduce labour costs is necessary at time to reduce expenses. Sometimes, some organisations will downsize in the aim of focusing on profitable departments only. Other departments that do not sell as their service or products, are not in high demands anymore, will cease to operate.

Risk identification, assessment and management processes. Unfortunately, a rise in injuries due to hazards and risks put financial stress on organisations. So in order to minimise the risks of this happening, risk assessments are performed to reduce the occurrences of injuries. Sometimes, feedbacks from staff help to work out better strategies to manage injuries and also raise awareness of the importance of staying safe.

Seeking further funding is important especially when the budget available is not adequate to reach the targeted goal.

Strategies for reducing costs, wastage, stock of consumable can be done by using another supplier with lower costs that is able to produce at a cheaper rate

Succession planning is important to identity good potentials within the organisation who are able to fill in important roles.

5.2 Contingency options and strategies for their implementation

Contingency planning option: Contracting out/outsourcing

Strategy: have an external entity perform certain operations or produce inputs such as:

- Human resources
- Bookkeeping
- Payroll
- Security.

5.3 Contingency planning options:

Diversification of outcomes

Strategy:

Increase the range of products and services produced or has the flexibility to adjust in order to reduce the reliance on a small range of products and services.

Contingency planning options:

Cheaper or lower quality raw materials and consumables Strategy: Seek lower cost input options such as:

- changing suppliers
- producing goods offshore
- outsourcing the production to cheaper producers.

Contingency planning option:

Increasing sales or production Strategy:

Adjust resources to provide increased effectiveness and efficiencies including:

- New machinery, change in the system of work and/or changes to the layout
- Increase in staff, longer hours, training
- increased marketing through advertising or promotion.

Contingency planning option:

Strategies for reducing costs, wastage, stock or consumables Strategy:

Reduce costs or waste by:

- adjusting staff wages, salaries and conditions (benefits)
- reducing staff and/or hours of operation
- changing maintenance schedules but keeping within minimum standards
- reducing travel and accommodation costs
- finding cheaper, alternative suppliers.

Contingency planning option:

Succession planning Strategy:

Identification of people for future higher roles and providing training and development to manage those roles.

5.4 Disaster recovery plans

Disaster recovery plans are contingency plans to address events with the potential to cause a serious disruption or termination of operations for a period of time. Disaster recovery plans often require top-level approval since they involve significant resources and commitments from external agencies. These plans and procedures are aimed at restoring production and services to minimize loss and may involve

• finding alternative locations for continuation of the business or as a temporary operational site • establishing time lines for obtaining required equipment and resources including staff, input materials, stationery

• restoring communication systems (telephones and internet) and advising suppliers, contractors, customers, clients and all relevant parties of the situation

• Retrieval of back-up data and information that was stored and backed up elsewhere. You can download and read the National Blood Authority Australia's National blood supply contingency plan. This report provides a real example of contingency planning for a situation that exists in everyday life at a national level and provides an insight into the entities involved and the extent of planning undertaken a

Each stage has specific steps and associated activities. While the stages, steps and activities suggest a linear sequence of events, in actual implementation there is often a more dynamic flow to the work. Some stages or steps may be occurring simultaneously and the work often circles back to revisit earlier stages. Implementation drivers such as technical leadership and adaptive leadership, organizational supports and personnel development mechanisms must align with and support the new practices.

This guide is based on a review of the literature of implementation science (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005) and the collective experiences of federally funded national centers in conducting state-wide system change initiatives. These centers include the National Early Childhood Technical Assistance Center (NECTAC, now the ECTA Center), Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI), Center on the Social and Emotional Foundations for Early Learning (CSEFEL), National Implementation Research Network (NIRN) and the State Implementation of Scaling-Up Evidence-based Practices (SISEP).

Note: Implementation science terminology used in the document is defined in an online glossary. All glossary terms are highlighted and linked to this glossary the first time used. An online version of this guide and glossary are available at: http://www.ectacenter.org/implementprocess/implementprocess.asp

5.5 Staging plans

5.5.1 Stage 1: Exploration

The goals of the exploration stage are to identify the need for change, determine what innovation or set of practices are likely to meet that need, and to decide whether or not to move ahead with the implementation process.

This stage, and all other stages, is guided by a State Leadership Team.

The State Leadership Team (SLT) should include cross- sector representation of agencies and programs impacted by the proposed initiative. The composition, vision and mission of this initial team may change over time as they go through the stages and steps.

The SLT ensures that the perspectives of key stakeholders from every level of the service system are included as a part of a needs assessment of the current service delivery system. All available data describing current challenges and need for change should be gathered and shared with stakeholders. Stakeholders help build a common understanding of the current status and the desired changes in practices and outcomes. They are included in exploring potential practices or innovations to determine how well they fit with the mission, values, desired outcomes and resources of the agency/program.

During the exploration stage, an important consideration for the State Leadership Team is whether they can commit to a multi-year implementation process. If the decision is to proceed with implementation, then building public awareness and widespread support for the change is crucial.

5.5.2 Step 1:

Establish a State Leadership Team (SLT) to guide exploration a. Include representatives from each of the key agencies/programs with the authority to make decisions and expend resources (or an individual with easy access to that decision-maker). b. Select staff whose responsibilities will allow them to undertake this initiative over several years and. c. Select staff with expertise about the implementation process as well as potential innovations or practices that fit identified needs. d. SLT defines their roles and responsibilities.

5.5.3 Step 2:

The SLT convenes a stakeholder group for needs assessment and system analysis a. Determine appropriate stakeholders including state agency personnel, TA personnel and pre-service personnel, regional and/or program administrators, providers/teachers and parents. b. Clarify stakeholder group's purpose, responsibilities and projected timeline for involvement. c. Articulate the purpose and rationale for change, including any supporting data. d. Review infrastructure and current practices, including issues, concerns, and strengths from the perspectives of all stakeholders. e. Identify the concerns and problems at all levels of the service system (e.g., state, regional, local services to children and families) the state is trying to address. f. Identify desired outcomes and changes for each level of the system. g. Review or realign the system's mission and values to fit with desired outcomes and new vision for a change in practices.

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5.5.4 Step 3:

Stakeholders explore the feasibility and "fit" of potential innovations and practices a. Explore the core features, functions and benefits of potential innovation(s) or set of practices. b. Review the research and evidence base for the innovation or practices. c. Gather information from other states, programs and consultants, experienced with implementing the potential innovation(s) and practices. d. Analyze requirements of the implementation process and potential impact of adoption on system resources.

5.5.5 Step 4:

The SLT decides on practices/innovation and whether or not to proceed a. Review all perspectives and information gathered. b. Establish criteria for selecting the innovation or practices to adopt. c. Consider which innovation can best address the identified needs, has evidence of producing desired outcomes, and aligns with the service system's mission, values and resources. d. Decide and recommend to final decision makers, which innovation or set of practices are most promising and whether or not to proceed with implementation.

5.5.6 Step 5

: The SLT secures agency and cross-agency leadership support a. Identify administrators and decision makers whose buy-in will be needed to assure necessary support and resources for implementation and sustainability. b. Use multiple strategies to help key individuals become champions who will promote the new practices or innovation. c. Develop a plan for the involvement and continued support of these individuals.

Outcomes of Exploration

• A State Leadership Team has been established to oversee the initiative.

• A stakeholder group has explored the need for change and the fit of potential new practices or innovation.

• An innovation or set of practices was selected which addresses the need and is likely to result in desired outcomes.

• The service system and current practices were analyzed to determine necessary changes in infrastructure, and training, technical assistance and coaching.

• The decision was made to proceed with the implementation initiative and move into installation.

• Necessary agency or cross agency leadership has committed to supporting the implementation of selected practices over multiple years.

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5.6 Stage 2: Installation

The goal of the installation stage is to build system capacity which will support the implementation of the new practices at selected sites. Building system capacity requires examining and strengthening the system components and quality features also called implementation drivers, necessary to assure success.

Another important installation activity is developing a written implementation plan, which addresses expansion and sustainability. Most of the work of this stage is typically done or supervised by the State Leadership Team (SLT).

During this stage initial implementation sites are selected and Implementation Teams are formed at each site. Implementation Teams oversee the implementation process, build communication and feedback loops, prepare trainers /coaches and develop a site plan for putting the new practice in place.

Step 1:

The SLT finalizes membership and responsibilities a. Ensure that the State Leadership Team has the capacity, resources and commitment to oversee the implementation process for two - five years. b. Establish an orientation for all members that include vision, mission, roles and responsibilities, ground rules and structures for voting and communication. c. Determine the structures and mechanisms for ongoing stakeholder input.

Step 2:

The SLT develops a communication plan for statewide buy-in a. Identify audiences (e.g., professional groups, families and parent groups, referral sources, collaborating agencies, funders, legislators, practitioners) who need to understand and support the new practices. b. Determine the "messages", materials, and formats appropriate for each audience. c. Describe core features and components of the new practice(s), the evidence base and expected outcomes. d. Identify potential opposition, reasons for opposition and the team response. e. Use multiple communication strategies and feedback loops to evaluate the impact of the messages. f. Include ways to use your stakeholders and champions to promote the new practice(s).

Step 3:

The SLT establishes Implementation Sites and Teams a. consider the characteristics of personnel and organizational structures most likely to support successful implementation. b. Use selection criteria to choose initial Implementation Sites. c. Sign written agreements that specify both site and State Leadership Team responsibilities with the selected sites. d. Form an Implementation Team at each site to develop their plan, oversee all activities and timelines and participate in communication loops with the State Leadership Team. e. Include representation on the Implementation Team of administrators and direct service staff, parent leaders and others who are or will become experts on both the implementation process and the new practice(s) f. Clarify the roles and responsibilities of team members and their long term commitment to implementation and sustainability. g. Ensure the Implementation Team has the resources, information and skills necessary to lead the change effort.

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Step 4:

The SLT develops system supports and infrastructure changes a. Make necessary changes to administrative structures (organizational drivers) such as contracts, interagency agreements, general supervision, oversight, policies, procedures, guidance and forms to support new practices. b. Determine and make changes needed in staffing and staff responsibilities. c. Find and align the fiscal resources to cover start-up costs, administrative structure costs, professional development mechanisms, training materials and any new service delivery costs.

Step 5:

The SLT improves data systems, evaluation and monitoring a. determine the data needed to monitor and evaluate key aspects of the implementation process, such as communication and feedback loops, professional development activities and functioning of state and local teams. b. Determine data needed to evaluate intervention effectiveness including performance assessment, fidelity and the emergence of desired outcomes. c. Determine the data needed by teams, trainers, coaches, practitioners and any other individuals for decision-making. d. Determine the capacity of the current data system and make additions and improvements.

Step 6:

The SLT builds Training and Technical Assistance (T&TA) capacity; begins training a. Determine and develop T&TA procedures, activities, and materials. b. Assure availability of the human resources needed to develop and conduct T&TA at initial sites. c. Determine, develop or adapt measures of fidelity. d. Develop an evaluation plan to understand the effectiveness and outcomes of T&TA activities. e. Conduct orientation and informational training(s) statewide for all potential early implementers. f. Conduct "train the trainer" and "train the coach" activities. **Step 7:**

The SLT finalizes a written plan a. Develop a written Implementation Plan that addresses: o communication and dissemination, training and technical assistance, o planned improvements in organizational structures, data and system supports o all evaluation activities; and activities that address expansion (scale-up) and sustainability. b. Identify and engage external expertise and additional resources as needed to support the implementation plan. c. Develop a progress monitoring and evaluation schedule that ensures the Implementation, Plan is regularly reviewed, updated and improved. d. Determined mechanisms for keeping stakeholders and the field apprised of progress.

Outcomes of Installation:

• A State Leadership Team has committed to guide the implementation process.

• With stakeholders input, concise descriptive materials were made available to assure regular communication, and support for the new initiative.

• System capacity, including communication structures, T&TA, data systems, and infrastructure changes, has been strengthened to support implementation and scale up.

• The written Implementation Plan is "in use" by the SLT and shared with stakeholders.

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Stage 3: Initial Implementation

The goal of initial implementation is to put the new practices in place at selected implementation sites. Site level Implementation Teams guide the implementation process, review data, make decisions and provide feedback to the State Leadership Team, on successes and challenges.

The state provides training and coaching to the site Implementation Teams, who in turn support practitioners. Practitioners in the sites are trained and begin to use the practices or innovation. Coaching is provided to enhance the fidelity of use of the practices. The Implementation Sites set up mechanisms to collect evaluation data and provide feedback to the State Leadership Team.

Feedback loops and improvement cycles between the Implementation Teams and the State Leadership Team are used to quickly solve problems and determine if adjustments are needed to activities, benchmarks or system supports. Feedback is used to revise the written plans when necessary. During Initial Implementation the new practices are at least partially in place in the initial Implementation Sites. As outlined in the communication plan, leaders, stakeholders and the field are kept apprised of progress and important changes.

Step 1: State TA providers train and coach Implementation Site personnel a. The Implementation Team at each site appoints a leader and schedules regular meetings. b. States TA providers build confidence and competence of site Implementation teams through on-going training, coaching and guidance. c. The Implementation Teams, with assistance from State TA providers, train, and support practitioners. d. The Implementation teams evaluate activities and use data for making decisions and incorporating changes in on-going training and support.

Step 2: Implementation teams support practitioners and monitor the use of new practices a. Practitioners begin to use the practices. b. The Implementation Teams provide on-going coaching to assure practice fidelity. c. The Implementation Teams measure implementation fidelity by regularly conducting performance assessments, using observations and fidelity tools. d. Implementation Teams regularly review information about the implementation process, practice fidelity, participant satisfaction, costs, and emerging outcomes to share with State Leadership Team.

Step 3: The SLT and Implementation Teams use feedback loops and improvement cycles to adjust organizational supports a. Use feedback loops and improvement cycles to quickly resolve barriers and identify additional supports needed at local, regional and state levels. b. Revise policies, procedures, guidance and forms to support the new practices. c. Adapt fiscal policies and fiscal procedures to support and sustain the new practices. d. Adjust administrative structures and personnel as necessary at state, regional and local levels.

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Step 4: The SLT and Implementation Teams evaluate fidelity, and emerging outcomes a. Use data from the fidelity measures to make adaptations in training and support. b. Provide continuous feedback to practitioners related to the fidelity of their practice. c. Evaluate activities according to the evaluation plan, with particular attention to the implementation process, practice fidelity, participant satisfaction, costs, emerging benefits and outcomes. d. Review and adapt written Implementation Plans to prepare for full implementation.

Outcomes of Initial Implementation

• Implementation Team, supported by state TA providers, provided oversight to activities at all sites.

• Practices were implemented, and training and coaching assured increasing levels of fidelity.

• Data were used to inform all aspects of implementation.

• Systemic changes and organizational supports were added to support the practices.

• Training and coaching were adapted and strengthened according to evaluation results.

• Implementation of new practices began to show expected results.

• Evaluation of sites provided information to assist in expansion and scaling up to full implementation.

Stage 4: Full Implementation

The goals of full implementation are to assure practices are used with high fidelity, and are achieving expected outcomes at all initial sites. With a focus on both fidelity and sustainability, all professional development and organizational structures are fully functioning and work together to support practitioners.

Orientation activities provide necessary training and support to newly hired practitioners and leaders so they can use and sustain the new practices. Evaluation activities continue to monitor fidelity and outcomes of practice, so that "drift" (movement away from fidelity) in practices is quickly identified and addressed.

In addition to sustaining high fidelity practices in the initial Implementation Sites, the State Leadership Team (SLT) focuses on beginning scale up and sustainability activities outlined in the Implementation Plan.

Step 1: Site Implementation Teams maintain T&TA supports a. Recruitment and selection policies are used to hire staff with competencies to match desired practices. b. All new staff, including administration, practitioners and Implementation Team members are oriented to their roles and trained in new practices. On-going training of new staff and "booster" training occurs as needed. d. Regular supervision and performance assessment occurs for practice fidelity. e. Coaching occurs regularly for new staff and experienced staff to sustain practice fidelity.

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Step 2: The SLT and Implementation Teams ensure that data systems, policies, procedures and funding are integrated and functioning a. Monitoring, support systems and reporting processes are in place and used regularly. b. Feedback Loops and Improvement Cycles are used for continuous improvement and sustainability of practice. c. Reliable data systems are in place and provide information about the specific processes, practices and outcomes. d. Data and other information are frequently used by practitioners, coaches and supervisors to improve performance. e. Policies, procedures and budgets at relevant state, regional and local levels are adjusted as needed to support practice.

Step 3: Implementation Teams regularly use performance assessment a. Staff conducting performance assessments are well trained and receive supportive supervision as well. b. Staff performance is evaluated for fidelity of the practices. c. Multiple sources of information (self-assessment, observation, supervision, peer reports, video clips, team meetings, etc.) are used. d. Staff understands that the performance assessment process and fidelity measures are the basis of feedback and improvement. e. Feedback is provided in a helpful and timely manner.

Step 4: The SLT and Implementation Teams use feedback and data to sustain fidelity a. Data are reviewed to make administrative changes as needed. b. SLT and Implementation Teams frequently use communication strategies and feedback loops to receive and provide information. c. State, regional and local administrators are actively engaged in reducing any administrative barriers that arise. d. Improvement cycles are used with a focus on sustainability.

Step 5: The SLT and Site Implementation Teams ensure on-going sustainability of structures and practices a. Continue to provide administrative, organizational and fiscal support. b. Continue to provide technical assistance and coaching for maintaining fidelity. c. Maintain relationships and provide materials to higher education and professional organizations to impact pre-service education and licensing requirements. d. Continue to promote buy-in and to expand support base.

Outcomes of Full Implementation

- The practices have been successfully implemented at all initial sites with fidelity.
- The outcomes were measured and showed intended results.
- Training, TA and coaching are effective in helping all staff implement practices with fidelity.
- Systemic issues were resolved and the system has the capacity to support the practices.

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Stage 5: Expansion/Scale-up

The goal of expansion or scale-up is to increase the number of sites using the practices with fidelity. During Expansion/scale-up the State Leadership Team (SLT) plans and provides an expanded infrastructure. This could include providing appropriate policy and funding; increasing numbers of trainers and coaches; and expanding data systems to support the increased number of new sites. At state-wide implementation, the new practices and supporting organizational structures are institutionalized and become standard practice within the state.

With each new site, the stages of exploration, installation, and implementation begin anew. The SLT plans for these stages at each new site while maintaining and sustaining high fidelity implementation in previous sites.

Implementation in the new sites may be quicker than with the initial implementers as much has been learned from the experiences of the initial sites. Sites that are implementing with fidelity can serve as mentors to new sites. State level organizational structures have been adjusted to achieve successful implementation at the initial sites and this should help the new sites as well. The SLT and Implementation Teams continue to focus on sustainability over time at all sites.

Step 1: Initial Implementation Sites assist the SLT in expansion a. The SLT shares data with stakeholders and policy makers celebrating success and builds support for scale-up. b. The Implementation Sites continue to provide data on outcomes. c. The initial Implementation Sites get ready to provide technical assistance and demonstrate the use of practices for new sites. d. Lessons learned are incorporated into the written Implementation Plan.

Step 2: The SLT selects new sites and provides necessary supports a. The SLT selects the next set of implementation sites, using established criteria. b. The Implementation Plan and lessons learned from initial sites are used to support each new site through their implementation process. c. The State Leadership Team establishes feedback loops, training, coaching, and organizational structures to support the practices at new sites.

Step 3: New sites begin their implementation process a. New Implementation Teams lead the implementation process at new sites. b. A site level stakeholder group conducts a needs assessment to determine the "fit" of new practices with current ways of working to identify needed changes. c. Adequate numbers of trainers and coaches are available to support the new sites and help build their internal capacity. d. Training and coaching are provided to implement new practices with fidelity. e. SLT and Implementation Teams use feedback loops and continuous improvement cycles to address problems and barriers. f. Organizational structures at state and site levels are adjusted as needed to support new practices. g. The SLT and Implementation Teams use data to ensure that the sites reach fidelity and achieve desired outcomes.

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Step 4: The SLT establishes mechanisms for sustaining fidelity of practices. a. Communication and support mechanisms (shared web sites, learning communities, regular meetings) are developed for administrators, Implementation Teams and practitioners. b. Practices are reflected in early childhood standards, and pre-service and in-service education. c. Regular T&TA and coaching are maintained for all sites and targeted T&TA and coaching address any decline in outcomes or drift. d. Evaluations of fidelity and achievement of outcomes are built into on-going monitoring and quality assurance mechanisms.

Outcomes of Expansion and Scale up

• The state systematically expanded and supported all new sites.

• On-going T&TA, coaching and supervision activities sustained fidelity of practice.

• On-going monitoring and targeted TA assured continuous improvement.

• Children and families benefited from state–wide implementation of new practices.

Self-check 5	Written test

Name…………………………………………… ID………………………… Date…….

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating:

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

Specialist advice can come from many informative sources such as managers, marketing specialist, financial consultants, accountants, suppliers, internal and external customers and the sales team. Customers' feedbacks are also important to cater better needs and improve on the product efficiency.

Information systems are a major corporate asset, with respect both to the benefits they provide and to their high costs. Therefore, organizations have to plan for the long term when acquiring information systems and services that will support business initiatives. At the same time, firms have to be responsive to emerging opportunities. On the basis of long-term corporate plans and the requirements of various individuals from data workers to top management, essential applications are identified and project priorities are set. For example, certain projects may have to be carried out immediately to satisfy a new government reporting regulation or to interact with a new customer's information system. Other projects may be given a higher priority because of their strategic role or greater expected benefits.

Once the need for a specific information system has been established, the system has to be acquired. This is generally done in the context of the already existing information systems architecture of the firm. The acquisition of information systems can either involve external sourcing or rely on internal development or modification. With today's highly developed IT industry, companies tend to acquire information systems and services from specialized vendors. The principal tasks of information systems specialists involve modifying the applications for their employer's needs and integrating the applications to create a coherent systems architecture for the firm. Generally, only smaller applications are developed internally. Certain applications of a more personal nature may be developed by the end users themselves.

Acquisition from external sources

There are several principal ways to acquire an information system from outside the organization. Many firms have resorted to outsourcing their information systems. Outsourcing entails transferring the major components of the firm's systems and operations—such as data centres, telecommunications, and software development and maintenance—to a specialized company that provides its services under long-term contracts specifying the service levels (that is, the scope and the quality of service to be provided). In some cases the outsourcing entails moving the services abroad—

i.e., offshoring in pursuit of the cost or expertise advantages. Responsibility for the acquisition of new applications then falls to the outside company. In other cases the company may outsource just the development or maintenance of their information systems, with the outside company being a systems developer.

Selecting the Best Information Sources

All information sources are not the same

- The best information for a particular information need might be found in a variety of different places
- Selecting the best information source for your topic is part of evaluating your sources
- To be a well-educated college student, you need to know how to identify, select, access, search for, utilize
- evaluate, and cite the information found in a variety of sources including books, periodical articles of all types, primary and secondary sources, and the Internet Community college students transferring to 4 year institutions will be expected to use a variety of sources to
- complete research assignments, not just the Internet The Internet is not necessarily the best, first place to go for information
- Begin your research with overview or background information in a reference source or other book to gain
- understanding before looking for articles that often contain very specific, focused information. Electronic sources are not "better" than print sources. The fact that a source is "easy" to use or access does not
- mean it is the best source. One source may be electronic at one library and in print format at another—the content is the same. The format does not determine the value or relevance of the information. Critical thinking is required to do that

Characteristics of Information Sources – Why Use a Particular Source?

1. **A book (reference, circulating, or ebook**)

Find background information and/or context for beginning research on a topic—identify search terminology Find in-depth information synthesized from many sources Book authors spend years researching a topic--expert on the topic Identify additional resources using the bibliography, including special collections available on the topic around the world, on the Internet, etc. Some disciplines communicate scholarship primarily through books (history) Not necessary to read the entire book—one chapter might cover the topic Published, copyrighted information—less evaluation necessary Because publishing takes time, not the most current information

2. A scholarly article

Articles written by scholars in a specific field for other scholars primarily to report research findings—professional literature Articles are reviewed and selected by a group of peers (peer-reviewed or refereed) Best source for current research, plus opinions on current issues & statistics Not the best source for beginning information on a topic—articles are very focused and written for scholars already knowledgeable References to additional sources Published, copyrighted information—less evaluation necessary

3. Other periodicals (popular magazines, substantive news sources such as Time magazine, trade publications, newspapers, etc.)

Articles written by editors, staff writers, or reporters for the general public Published regularly—current information Shorter articles—cover stories may provide overview/background information Some have a specific philosophy (political, etc.) or topic focus Some are good sources for: book, film, and movie reviews Trade publications publish articles written for people working in a specific field or industry Published, copyrighted information—less evaluation necessary.

4. The Internet

A self-publishing medium Information found there has not been through the publishing process Websites must be thoroughly evaluated—evaluation takes time Websites are often difficult to cite (multiple titles, variety of document types, etc.) Good source for: news and current events; government information; statistics; information on educational institutions; companies, and non-profit organizations; selected electronic journals and primary sources; reference works; product info; travel, entertainment, personal information.

Self-check 6	Written test

Name………………………………………… ID………………………… Date…….

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating:

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

LG #22	LO #2-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 recruiting employees within the organization's
- Developing and implementing Strategies to ensure physical resources and acquiring services

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

- develop and implemente strategies to ensure recruiting employees within the organization's
- Develop and implement Strategies to ensure physical resources and acquiring services

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 "Operation sheets
7. Perform "the Learning activity performance test" which is placed following "Operation sheets" ,
8. If your performance is satisfactory proceed to the next learning guide,
9. If your performance is unsatisfactory, see your trainer for further instructions or go back to "Operation sheets".

nformation Sheet-1	eveloping and implementing strategies to ensure recruiting employees within the organization's

To conduct a recruitment procedure effectively, you need to be strategic. No employer can afford to appoint misplaced employees that may lead him or her to invest their valuable time conduct a re-recruitment process for the same post. Hence a set of flawless employee selection strategies that cater to your needs, as well as your candidates'.

Analyze the Job Requirements

You need to analyze the job to be offered to the applicants.

The analysis includes:

Detailed job description

Specific roles to perform the job

What kind of responsibilities need to be taken

The specific tasks need to be performed

This detailed analysis is required to set the requisite job criteria for the candidates.

Identify the Required KSAs:

Sort out the required knowledge, skill, and ability, or KSA, for the job you are offering. You need to be very careful that proper qualification and experience profile, based on KSA, is asked for in any job post.

If anything extra is mentioned in the criteria that can attract applicants who are not ideal, get rid of it. You don't want to waste your valuable time. Again, if any requirement is missed, you may not get the right candidates.

Plan How to Assess KSAs:

When you get the required KSAs, you need to plan selection methods to judge the exact level of the applicants' KSAs. The selection methods need to be foolproof and prepared according to the needs of the job offered.

You can assess the KSAs with the following techniques:

Background checking: Get an overview of each candidate's ability from his/her educational as well as professional background.

Taking interviews: Face-to-face interviews are very much fruitful in understanding a candidate's KSAs.

Personality Testing: Test the candidates' personality to determine whether they have any personality disorders.

Cognitive assessment: Cognitive assessment is the test of a candidate's knowledge in the required area. Knowledge can be judged by the question-answering method, or you can implement a written or online assessment.

Aptitude testing: Aptitude tests cover numerical ability and reasoning tests. This cannot be tested orally. In this case, you need to use a written or online assessment.

Plan Methods that are Reliable and Valid:

Make sure that the methods you plan to apply are reliable and valid. You need to check to see if there are any loopholes. A robust repository containing full-proof methods is one of the most vital parts of recruitment strategies a company must possess, to get everyone on the same page.

The pattern of the tests you administer should coincide with recent trends among job tests. If you use an outdated test style, the applicants might be unfamiliar with the system and the results might become skewed, leaving you with ill-fitting employees.

Adopt Multi-Round Selection:

Make your selection procedure multistage. Your job applicants must face the selection procedure in various rounds like interviews, personality tests, skills tests, and sample work performances. The more rounds you have, the better you can assess your candidate and get the accurate insights.

This will make your selection procedure easier and help you assess the actual abilities of your job applicants.

Think for a Tech-driven Selection Strategy

At present, technology has crept into our lives like never before. Over the years, technological advances have revolutionized the world as we see it. Apart from making our lives faster and connected, it has also put important information on our fingertips. Leveraging technology in creating employee selection strategies can help recruiters find the right person for the right job.

Because in the recruiting process, innovation has a significant role to play. Right from finding the talent, assessing the candidates, and onboarding – in every stage, there's tech that can help you sail through the recruiting funnel. Pre-hire assessment of the candidates is crucial for any business, as assessing your candidate before hiring prevents any post-hire shock. Harness the online assessment tools that are cognitive, intuitive and built with smart technology churning out the best-fit for a job role.

Simply put, merging technology into your employee selection strategy can help your recruitment process develop and improve. This will help your business in the long-run with augmented productivity and savings on the resources.

Make Elimination Based Selection:

You can eliminate the candidates who fail at any stage of selection. This will help you to get fewer eligible candidates for the tougher rounds. Judging fewer job applicants in the final round makes your work easy and you can get the right candidate. Generally, this is a popular procedure used in the selection strategies for HR.

But, if you are applying this procedure, you need to make sure there are no unnecessary or unnecessarily tough questions in the early rounds, as this can eliminate a valuable candidate without judging his/her proper skills.

Take Decision on Overall Performance:

You can also select a candidate based on overall performance in all the rounds. In this case, let the candidates face all the rounds and then add all of their scores together to produce the final score. Now, you can select the candidates based on the final score.

This is a flawless procedure to get the right candidates. But one disadvantage of this process is that it is more time consuming than elimination based selection.

Adopt Gamification into the Selection Process

Assessments are an integral part of a successful employee selection process. Recruiters must assess each and every candidate during the interview session to get a clear understanding of their skills and expertise. As well as know the person beyond their CVs. However, assessments often become a tad boring for the candidates and they tend to lose their patience. Well, to make their experience a little bit quirky and out-of-the-box, recruiters can think of Gamification. Instead of the usual pen and paper tasks, filling up the questionnaires, taking the surveys, why not switch to online assessment platforms where things are super cool and easy.

The user experience also happens to be amazing on these platforms. The interfaces are custom designed with engaging visuals, videos and other elements to attract the attention of a candidate so that they engage more and give their best responses. If you put a little effort into making your candidates' experiences unique, you shall get the real gem out of several Tom, Dick and Harry.

If their experiences are unique, the candidates would take more interest in the assessment session, give better answers – ultimately yielding a better insight about each of them, empowering you to make informed decisions.

Take up a Retention Strategy:

When you can get the right candidate, it is highly essential to appoint and retain the candidate. Give lucrative offers and career opportunities to the selected candidates so that they cannot leave your job offer for a better offer.

It is also crucial to make a candidate join with complete satisfaction that they have made the right decision. This will get the best work out of him/her. Selection strategies should be carefully drafted so that it is a win-win for both parties and is unbiased in all senses.

Final Thoughts

Without the correct strategy, challenges are inevitable. Effective selection and placement strategies are imperative to find the right talent for your company and acquire them. There are myriads of talents out there; you just need to chalk out effective employee selection strategies to drive away the hiring risks. And given the current transformation in the global work culture due to the novel Coronavirus pandemic, more and more such selection strategies will be needed for every business to conduct remote, yet accurate hiring process.

Recruitment strategy #1

Job seekers look for **clarity** in the job advertisements in terms of the profile, company history, pay scale, career opportunities etc. A smart recruiter provides a **clear picture** of every required detail in the job notification. You should be able to clearly communicate job requirements and how one can benefit from this profile.

There are many ways to craft a job post that will stand out**.** State your company's culture mentioning how the employees have that life-work balance in your company and the perks they are entitled to. A short video or a link to the company's career blog is a good idea to express these plus points.

Recruitment strategy #2:

The colleges are full of young and dynamic talents who show immense enthusiasm in their work. A tie-up with renowned universities and colleges and be a part of their placement cells. Campus recruiting is a great way to recruit students and recent graduates.

The best ways to attract these young talents are:

Get featured in campus newspapers

Conduct workshops and seminars in different colleges to showcase your company and the career opportunities you have

Sponsor college festivals and other cultural events

Invite students for an industry tour to learn about the company structure and functioning and make them interact with a few of the eminent stakeholders of your company

Offer internship programs where interested students can intern with your company

Have a different recruitment team for these fresher's who themselves are young professionals and understand the budding minds.

Top companies like Microsoft, Google, Facebook, and TCS every year hire some brimming talents from universities only.

Recruitment strategy #3 Be flexible

mployees look for companies where work pressure doesn't affect their personal life. A modern-day company offers so much to their employees. The work conditions should be balanced and it shouldn't become monotonous to work all day.

Recruitment strategy #4: Add perks

Big shots like Google and Facebook are dream companies for every job seeker. Why? Their **work environment** makes them an all-time favorite. A buffet meal to offer, both side cab facilities, health insurance policies, bonuses and allowances, family holidays and much more to attract talents. A well-maintained and beautiful **office area** is also one way to add positivity and constant energy flow.

Recruitment strategy #5: Organize competitions

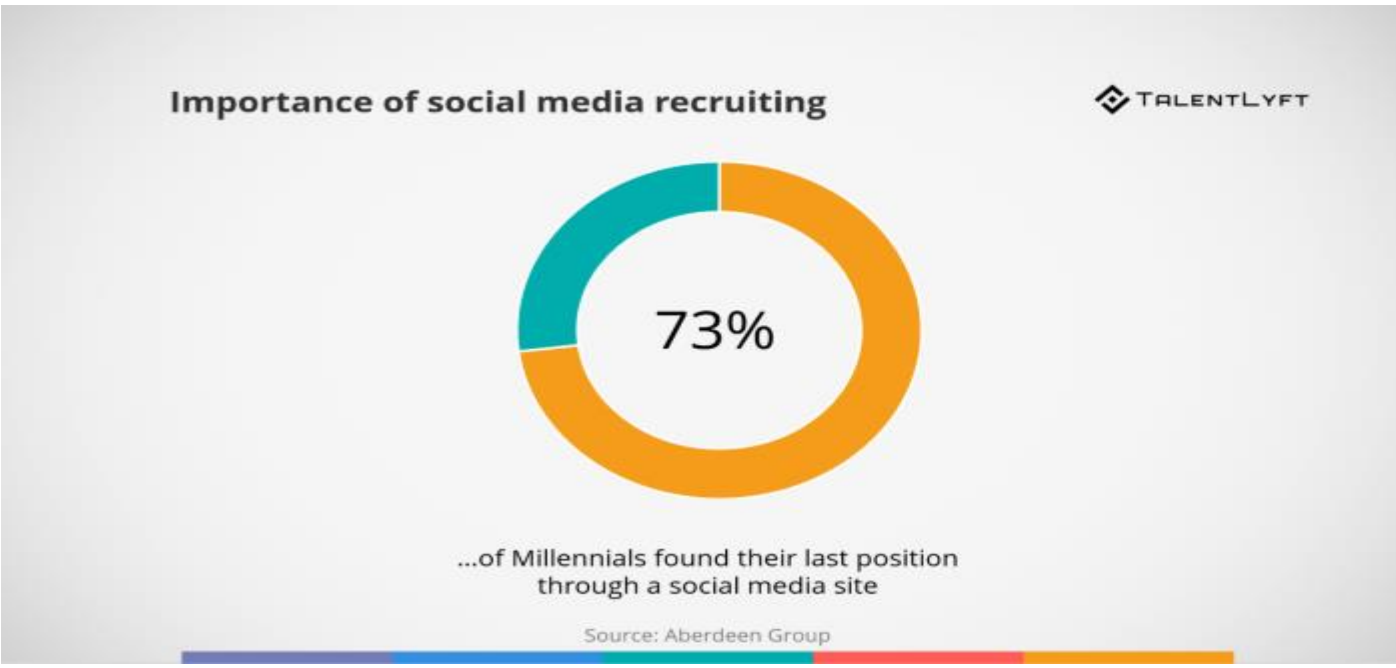
As per reports, **digital media** has become the main source for finding jobs today. Organize **online talent hunt programs** for students and professionals to participate and display their skills.

For example, L'Oreal holds a marketing completion 'Brandstrom' for students where they can act as managers in the making throughout the competition. Such competitions enable seekers to know the company and recognize the brand. They are let to live a professional life realizing responsibilities before even becoming professionals. This way you give them a taste of your company's style and format of working.

Recruitment strategy #6: Social media recruiting

The Human Resource team should be **active enough on social media** to attract the best talent. They should **search** for potential candidates and **encourage** them to apply to their company. Build a **reputation** and a strong **connection** through social media recruiting. Learn how to effectively promote your emplyer brand on social media**.**

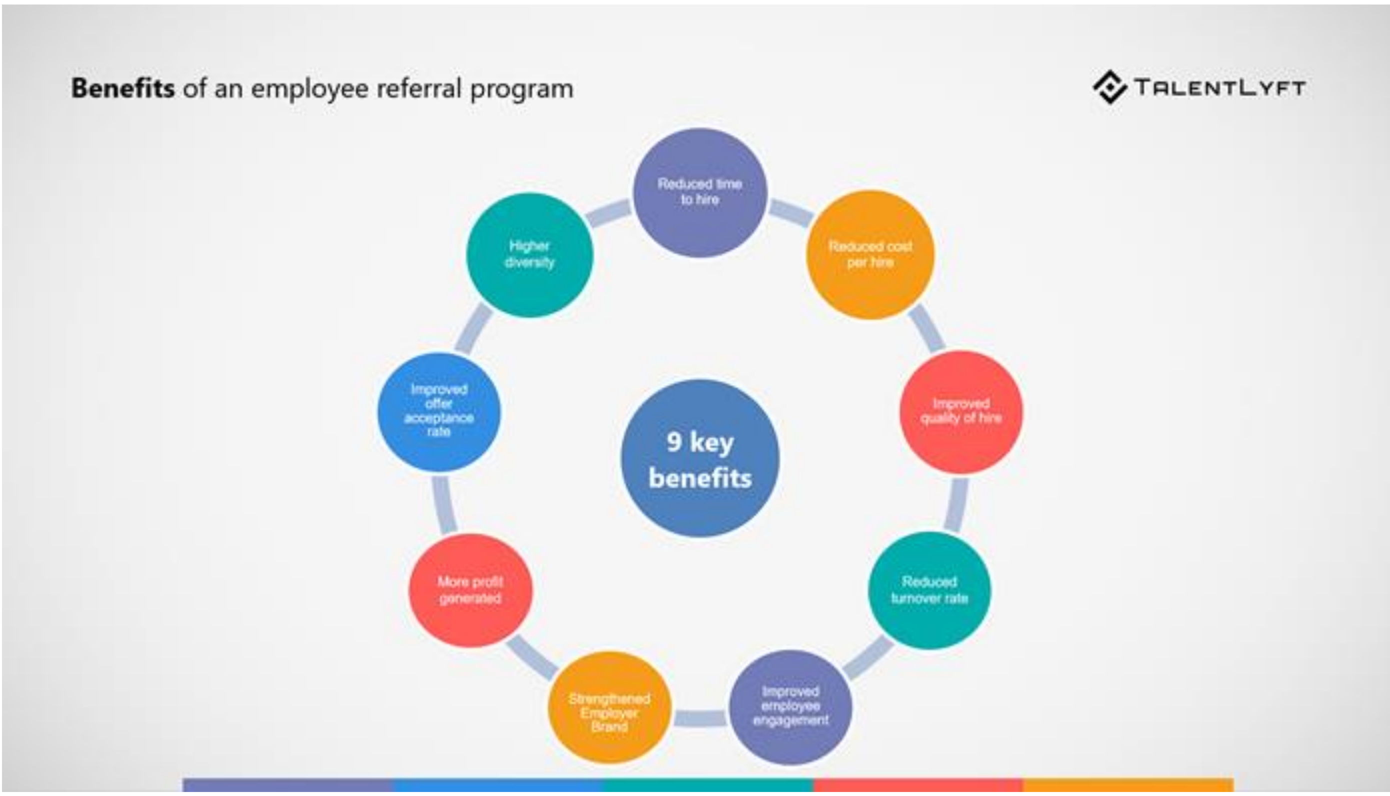
There are many experts who can provide you assignment help in Australia to learn the art of using social media as a mainstream device to advertise yourself as an enchanting recruiter. These specialists exactly know how to publicize brands on different social media platforms and use them for **posting jobs that stand out**. With their guidance, you can also be members of employment groups and pages.



Recruitment strategy #7: Employee referral program

Setting up an employee referral program is a great way to hire promising candidates and also make your current employees happy. Use your own employees as **brand ambassadors** for the company.

Ask them to **refer** their qualified friends and family and earn rewards. **Motivate** them by offering appealing **employee referral rewards**. An Amazon gift card for one referral or an exotic holiday package for 5 referrals. A great deal, no?



Recruitment strategy #8: Shorter time to hire

Many talents are lost because recruitment agencies **take too long** to decide or contact. Meanwhile, competitors are waiting to hire your potential candidate. By the time you respond, either the person has bagged **another job** or has **lost interest** in your company due to the delay.

Value the time of others as you value yours. Let the students, professionals **not wait** and **contact them instantly** as you scan through their profile and find them deserving. **Speed up** your recruitment services to **avoid the risks of a delayed recruitment process**

Self-check 1	Written test

Name…………………………………………… ID………………………… Date…….

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating:

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

Information Sheet-2	Developing and implementing Strategies to ensure physical resources and acquiring services.

Physical resource planning is a process focusing on natural resources. The planni ng process conforms to the vision and mission statement of the controlling agenc y. Natural resources planning stretches across a continuum that has strict preservation at one end and complete modification at the other. As an example,wetland can be allo wed to follow natural succession or can be mitigated. Mitigated wetlands would be lands traded and developed to replace existing wetlands scheduled for a change of land use.

The majority of park and recreation managers will find themselves playing a role in the p hysical resource planning process. The substance of this role varies with the nature an d extent of the work to be done and the importance of the specific project and the

planning decisions to their organizations. The manager, staff, and community boards may be involved collectively with various portions of the planning process. It is cr ucial that the manager understands the entire planning pro- cess, the various roles of pl anning participants, and the appropriate planning chronology, in order to enhance the lik elihood of bringing successful projects to fruition. The planning process is just as importa nt to, and relevant for, small and large public agencies and is equally applicable to th e varied and unique for-profit commercial recreation sector as well. Regardless of the uni queness of each park and recreation organization, the majority of managers will most lik ely encounter planning situations and experiences that routinely are clustered in four are as of focus. This chapter therefore addresses these four areas:

Property. For appropriate physical resources planning, a manager must be knowledg eable about property rights and modes of acquisition.

Feasibility studies. Feasibility studies are essential before building special facilities, suc h as golf courses, swimming pools, sport complexes, and zoos. They also are critical for selecting alternative locations and sites for park development. The chapter provides a c ontent outline.

Physical resources planning processes. The chapter dealing with planning for st rategic management sets forth the basics of planning, including the comprehen-sive syst em plan, which has two aspects—

the recreation program plan and the physical resources plan, the focus of this chapter. The process is described in 12 steps. It is a generic process generally applicable to all ty pes of physical resource planning.

A professional park planner or design consultant should be employed. It is essential that the land man-ager or superintendent be part of the team from the onset, through, and int o the operation of the develop-ment. It is essential that a manager not only understand th e nature and importance of each step, but also be able to facilitate each step.

Area and site planning. There should be a site master plan for each area and facility. The elements of such a plan are presented briefly. A natural resource manage-ment plan sh ould accompany a master plan and a site plan. Basic guidelines are provided.

AFer the area master plan shows the relationship of the entire development for an area, t he site plans will then be completed. These two plans can be completed in coordination with the natural resource management plan.

The main difference between the area and site master plan is scale and level of detail. T he area plan is more general, showing the relationship between the proposal site elemen ts and may not be to scale. The mas-ter plan shows a specific layout of site elements, su ch as restrooms, parking, sport facilities, picnic areas, trails, etc. to a specific scale.

A planning hierarchy is:

Comprehensive Maser Plan,

Site Master Plan,

Strategic Management Plan,

Operational Plans,

Recreation Program Plan,

and Activity Plans.

Acquiring Information Systems And Services

Information systems are a major corporate asset, with respect both to the benefits they provide and to their high costs. Therefore, organizations have to plan for the long term when acquiring information systems and services that will support business initiatives. At the same time, firms have to be responsive to emerging opportunities. On the basis of long-term corporate plans and the requirements of various individuals from data workers to top management, essential applications are identified and project priorities are set. For example, certain projects may have to be carried out immediately to satisfy a new government reporting regulation or to interact with a new customer’s information system.

Other projects may be given a higher priority because of their strategic role or greater expected benefits.

Once the need for a specific information system has been established, the system has to be acquired. This is generally done in the context of the already existing information systems architecture of the firm. The acquisition of information systems can either involve external sourcing or rely on internal development or modification. With today's highly developed IT industry, companies tend to acquire information systems and services from specialized vendors. The principal tasks of information systems specialists involve modifying the applications for their employer's needs and integrating the applications to create a coherent systems architecture for the firm. Generally, only smaller applications are developed internally. Certain applications of a more personal nature may be developed by the end users themselves.

Acquisition from external sources

There are several principal ways to acquire an information system from outside the organization. Many firms have resorted to outsourcing their information systems. Outsourcing entails transferring the major components of the firm's systems and operations—such as data centres, telecommunications, and software development and maintenance—to a specialized company that provides its services under long-term contracts specifying the service levels (that is, the scope and the quality of service to be provided). In some cases the outsourcing entails moving the services abroad—i.e., offshoring in pursuit of the cost or expertise advantages. Responsibility for the acquisition of new applications then falls to the outside company. In other cases the company may outsource just the development or maintenance of their information systems, with the outside company being a systems developer.

Cloud computing is increasingly being adopted as a source of information services. It offers on-demand access via the Internet to services furnished by a provider that runs data centres with the necessary software and other resources. The services can be provided at one of three levels: as the infrastructure for running existing applications, as the platform for developing new applications, or as software-as-a-service (SaaS) to be used by the firm over the network. In particular, SaaS has become a cost-effective way to use enterprise systems. Generally, cloud computing is provided by external vendors, although some firms implement their own private clouds in order to share resources that employees can access over the network from a variety of devices, often including smartphones. Scalability and avoidance of capital expenditures are notable advantages of public clouds; the partial loss of control is a drawback.

Companies may choose to acquire an application by leasing a proprietary package from a vendor under a license and having the software customized internally or externally by the vendor or another outside contractor. Enterprise systems are generally leased in this way. An alternative is to deploy an open-source application, whose program code is free and open for all to modify under a different type of license that enforces the openness of the application in perpetuity. Generally, the costs of the use of open-source software include the technical support from specialized vendors.

Acquiring and Using Physical Resources

As a Team Leader you need to understand how to acquire and use physical resources.

Whenever resources are acquired it is important that the organisation's policies and procedures are followed. Some organisations have preferred suppliers

Acquiring Physical Resources:

of physical resources or services. Example: has an agreement with OfficeSupport to supply their office furniture. This agreement provides for a 10% discount on all furniture purchases. Often an organisation will have specific order forms, such as Purchase Order forms, that need to be completed when ordering physical resources. Using these forms will reduce the time and cost involved in administering the purchasing process. These forms and the process for completing them should be documented as part of the Policy and Procedures Manual.

Using Physical Resources:

Some organisations have procedures and systems in place to monitor the use of physical resources.

Example:

B&B online™ has a procedure in place where the use of stationary items is logged in a control book. This process allows the reordering of stationary items to occur in a timely manner. The same process is also used to help ensure that the stationary costs are posted to the appropriate cost centres.

It is important that the organisation's procedures and systems are followed to help ensure that the use of physical resources can be accurately monitored and controlled. Example:

Headsets are an important physical resource used in the operation of a Customer Contact Centre. Headsets are easily broken or lost and are very expensive to replace. Often Customer Contact Centres have a monitoring process in place to ensure that all headsets are accounted for. This type of process helps ensure that enough headsets are available and that operators are encouraged to look after the pair they have been allocated.

Self-check 2	Written test

Name…………………………………………… ID……………………….. Date……

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

LO #3-Monitor and review operational performance

LG #23	LO #3-Monitor and review operational performance
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 to assess progress
- Analyzing and interpreting budget and actual financial information
- Identifying solution recommending Areas of under –performance and taking promote action
- Planning and implementing system and providing mentoring and coaching
- Negotiating and approving recommendations for variations to operational plans
- developing and implementing systems to ensure procedures and records and managing documenting performance

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

- Develop monitor and reviewe performance systems and processes to assess progress
- Analyzie and interprete budget and actual financial information
- Identify solution recommending Areas of under –performance and taking promote action
- Plan and implemente system and providing mentoring and coaching
- Negotiate and approve recommendations for variations to operational plans
- develop and implemente systems to ensure procedures and records and managing documenting performance

Learning Instructions

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
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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 “Operation sheets
7. Perform “the Learning activity performance test” which is placed following “Operation

sheets" ,

8. If your performance is satisfactory proceed to the next learning guide,
9. 9.If your performance is unsatisfactory, see your trainer for further instructions or go back to "Operation sheets".

nformation Sheet-1	eveloping, monitoring and reviewing performance systems

	and processes to assess progress.

The performance management process is a collaborative, communication-based process where employees and management work together to plan, monitor and review the employee's objectives, long-term goals, job trajectory and comprehensive contribution to the company.

Performance management involves more than simply providing an annual review for each employee. It is about working together with that employee to identify strengths and weaknesses in their performance and how to help them be a more productive and effective worker. Learn how to develop a performance management system so that you can help everyone in your organization work to their full potential.

Performance management can be analysed at several levels in an organization: strategic, operational, team and individual. If the first one deals with the company's organizational objectives and the last two with the team's and each employee's performance results, the operational performance has a more functional purpose. Although aligned with the corporate strategy, it mainly focuses on how each department conducts its daily activities in order to contribute to the company's goals.

Definition of Monitoring:

The Periodic tracking (for example, daily, weekly, monthly, quarterly, annually) of any activity's progress by systematically gathering and analyzing data and information is called Monitoring. The target audience/beneficiaries must be defined along with what you are doing, and whether your activities are being implemented as planned or not.

Monitoring of a program or intervention involves the collection of routine data that measures progress toward achieving program objectives. It is used to track changes in program outputs and performance over time. It provides regular feedback and early indications of progress (or lack of progress). Its purpose is to permit the management and stakeholders to make informed decisions regarding the effectiveness of programs and the efficient use of resources.

When should Monitoring Take Place:

M&E is a continuous process that occurs throughout the life of a program (PCM).

To be most effective, M&E should be planned at the design stage of a program, with all the resources (time, money, and personnel) that will be required calculated and allocated in advance.

Monitoring should be conducted at every stage of the program, with data collected, analyzed, and used on a continuous basis.

Usually about 7% of the total budget of the project is allocated to M&E

Evaluations are usually conducted at the end of programs. However, they should be planned for at the start because they rely on data collected throughout the program, with baseline data being especially important.

Types of Monitoring

Process Monitoring (Real Time Monitoring)

Progress Tracking

Progress Validation

Performance Monitoring

Process Monitoring:

Process monitoring is a key component of any M&E system. Process monitoring informs management and a donor about the actual implementation of project activities in the field. At the same time process monitoring let the project staff on ground know how well they implements the project and what improvement they can bring to the work they are doing in field.

Process monitoring is conducted using checklists and guidelines. Those checklists are developed jointly with project staff. The same checklists and guidelines are used by field staff while implementing project activities. Following the same checklists/guidelines by both the monitoring staff and the field staff help the M&E staff to identify and share gaps that are identified during the process monitoring. Participants were shared a sample of monitoring guidelines. In order to undertake process monitoring, a monitoring tool is required that capture the following information:

Purpose of the monitoring visit

Which activity does the visit covers

Methodology adopted for the visit

Key findings from the field

Feedback by the field staff

Debriefing points agreed

Deadlines and responsibilities

A sample tool for field level process monitoring was shared with participants. Participants were oriented on rating of process monitoring reports. It is important to quantify monitoring findings for better analysis. Traffic lights (Green, Amber, and Green) are usually applied for rating findings from the monitoring visits. The lights are explained below:

- Activity implemented as per agreed standards and guidelines
- Activity require minor improvement
- Activity is not implemented as per agreed standards and guidelines the activity needs serious attention

Progress Tracking

Every project has set output targets to be achieved. One of the key functions of any robust M&E system is to capture progress against those output targets. A tracking sheet is required to outline all output indicators for key activities along with target values for those output indicators. The targets could be divided into quarters/years. Progress is entered against those targets and the trackers automatically calculate deviation against the targets.

Progress is tracked for two reasons:

To see whether the project is on-track or off-track

To assess whether time-critical activities are taking place as per the calendar or not.

The information could be used by partners in writing and submitting progress reports to donors.

Progress Validation:

Progress validation is another important type of monitoring. Progress of key project activities are usually reported by the field staff. In order to validate the output progress reported, the M&E staff collect the Output Tracker and identify output indicators to be validated. Validation/verification is initiated by collecting of Means of Verification (MoV). Once MoV are collected, the M&E staff takes a sample out of those and physically verifies the activities. This is followed by assessing and verifying thoroughly the process being adopted by field staff while conducting that specific activity. At the same time, if the activity has been undertaken a while ago, performance and outcomes of the intervention is also assessed.

Output is validated in field using the same tool and guidelines used for process monitoring.

Performance Monitoring:

Participants were explained that projects are mainly designed and funded to achieve desired outcomes. Assessing those outcomes and changes are the key functions of M&E Unit. 'Value for Money' of a project is assessed through assessment of performance indicators.

Performance or outcome indicators are usually outlined from the project proposals and these are inserted into an M&E plan.

To assess progress for performance indicators, baseline is important. Baseline data shows the pre-project status of performance/outcome indicators. There are certain indicators which associated with behavior change. For those indicators KAP studies (Knowledge, Attitude and Practices' are conducted. Baselines/KAP studies are conducted through systematic process and methodologies. Once baseline data is collected, the values are inserted into the M&E plan. Based on the baseline data, realistic targets are set together with the project implementing staff. Once targets for the outcome/performance indicators are set, sources of data and methods of data collection for the indicator is identified. This enables the M&E staff to be aware of data collection sources and sampling to be followed. The M&E plan also provides information about frequency/timeline for each performance indicator to be assessed over a period of time.

Periodic assessments are conducted using the same methodology and tools of the baseline to track performance indicators. Like other M&E studies, periodic assessments are initiated by drafting a Concept Note. The Concept Note briefly outlines:

Purpose of the assessment

Scope and indicators to be tracked

Methodology, tools and sampling size

Type of tools to be used for the data collection

Who will participate in the data collection

When and where the data will be collected

How the data will be managed and analyzed

Reporting and timeline

Overview

This topic is action oriented. It requires you to effectively review an organisation's programs, systems and processes. You will do this by working through the various sections within this topic. You will establish strategies to monitor and effectively evaluate the performance of organisational key systems and processes and analyse supply chains and operational product and service delivery systems in order to identify improvement opportunities. You will use performance measures and assessment tools in order to undertake this analysis together with relevant performance reports. You will identify variances in key result areas of the organisation and analyse the impact of the business environment. Lastly you will obtain specialist advice in order to identify any technological and/or electronic business opportunities that may exist. Reviewing an organisation's programs, systems and processes (this topic) is the first step in the management of innovation and continuous improvement. Topic 2 will build on your work by supporting the systematic development of options for continuous improvement. Topic 3 will cover the implementation of innovative processes.

Organisational Systems and Processes

Now that you have a refreshed understanding of the key areas we will be referring to, let's start this topic by identifying those organisational systems and processes that are critical to its success and are within its control. As a simple example, an educational provider may include the systems of planning, marketing, administration, human resource management and finance and the processes of educational profiling, enrolment, student records, capability development and budgeting. An organisation's strategic plan or business unit plans typically provide a clue as to the critical success areas and their associated standards (measures). To determine performance, reports against the standards are usually compiled and tabled by the function or process owner/sponsor in a performance review report.

Employee-performance reviews are a way for companies to monitor and compare employee performance and effectiveness. The review process is generally used to determine wage increases, but it also provides the opportunity for a manager to give feedback on employee strengths, potential and areas for improvement. Many companies use a standardized template for performance reviews that includes a scored rubric, comments and goals. The reviewing manager completes this form for record-keeping purposes, and the information is shared with the employee in a one-on-one meeting.

Self-Check -1	Written Test

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

1. ----are arranged based on the sequence of operations required to produce a product or provide a service
2. **--------------** are created for primitive processes and some higher level processes on a data flow diagram

Part two short answer

3. What are the two general forms for Process specifications? Given an example

Note: **Satisfactory rating - 10 points** **Unsatisfactory - below 10 points**

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

Answer Sheet

Score = ___________
Rating: ____________

What is Budget Analysis

Budget analysis is a tool that helps you to understand how money in your organization is being managed and spent. It shows whether this is meeting the goals of the groups within your organization. Budget analysis is used by large and small businesses, charities, and governments. It helps evaluate any budget proposals to make sure funds are being spent in a productive manner, which further helps by recommending decreases and increases in certain areas of the budget where needed.

These statements are compiled from the annual budgeting model of a business. They are useful for estimating the financial results, financial position, and cash flows of a business as of various dates in the future. They are particularly useful when creating a new budget model, since one can view the impact of adjustments to the model on the budgeted financial statements. The management team then goes through several iterations of the model to bring the financial statements into line with its expectations and what the business is financially and operationally capable of achieving.

Budgeted financial statements are usually limited to a summary-level income statement and balance sheet, and are compiled within the budget model. Once finalized, the budget information is carried over into the budget field for each line item in the financial statements within a company's accounting software. The result is "budget versus actual" financial statements, usually accompanied by a column containing a variance between the budget and actual columns. In most businesses, this reporting format is confined to the income statement; there is no "budget versus actual" report for the balance sheet.

The accounting staff then examines the reasons for the reported differences, and includes the results of its investigations for the more material variances in a report that accompanies the financial statements.

four items before analyzing your budget numbers

If you don't recognize and understand these four budget items it's possible (even likely) that you won't properly understand your budget status and you may make wrong decisions based on misunderstanding.

The sponsor of your project has agreed to pay a certain amount of money for a certain solution. If that solution ends up costing more than anticipated, the solution may or may not be viable from a business perspective. That's why you need to manage the schedule and costs on your project.

Managing a budget is vastly different from company to company. In my experience of teaching and consulting in organizations around the world, many organizations (perhaps most) treat the budget as an abstract concept since they use internal resources for projects and don't have the accounting systems to track and report costs allocated to a specific project.

Let's assume that you work in an organization where you're held accountable for delivering within the project budget and you have the accounting information you need. You want to be in a position to know very quickly if you're trending over your budget. Before you can do the proper budget analysis you have to factor in a number of items.

Monthly spending. You rarely spend money at a constant rate. You can't just take a 12-month project budget and divide it into 12 equal installments. You need to first understand what you expected to spend during each month, as well as what you actually spent. This information is vital for making sure that you can make the proper budget analysis.

Reporting lag. In most companies, updated financial information is only available monthly and with an additional reporting lag. For instance, you might not know the financial status of your project for the current month until the second week of the following month when the budget reports are released. Some of the spending information may be up to six weeks old by that time. You should keep track of your large expenditures on a weekly basis to make sure there are no large surprises when you receive the budget reports.

Expense timing. You need to know when your company recognizes expenses. Your company might recognize an expenses when you receive an invoice, or perhaps not until you pay an invoice, which may be much later. If your company uses purchase orders, your project may get hit with a project charge when the purchase order is generated, even if the actual invoice is not paid for weeks. This may cause expenses to hit early and may make it appear that you are trending overbudget, when really you're not. The expenses are just hitting your budget earlier than you had planned.

Misallocations. It's common that expenses can get misallocated from one project to another. One of your first activities after you receive the latest budget numbers is to ensure that the details are correct. This requires the project manager (or a designee) to review each line item. You could have great accounting software, but if someone enters an incorrect project code, you may get charged for the expenses from someone else's project. If the project manager finds a potential problem, the matter can be brought to the attention of an accounting resource for correction. Of course, there are times when your project expenses may end up on someone else's project as well. You need to recognize this. Otherwise, you may get hit for an "unexpected" expense months later when the other project manager catches the error.

As a project manager, you must understand these four budget items. If you don't recognize and understand them it's possible (even likely) that you won't properly understand your budget status and you may make wrong decisions based on misunderstanding.

How to Make a Budget Analysis?

Step 1 – Revenue

Your first step is to look at all of your present income sources. Most budget analyses' are done on a monthly or quarterly basis, so add up your income as appropriate. Make sure you are only calculating your revenue and not your profit. Proft is what is left once expenses have been deducted.

You should go back over the past 12 months to help gather your information so that you can catch monthly changes and any seasonal patterns. This will help you to plan your budget for the months ahead.

Step 2 – Fixed Costs

Next, you will be subtracting your fixed costs. A fixed cost is anything that reoccurs and is necessary to operate your organization. These costs can occur yearly, monthly, weekly, and daily. Some examples of fixed costs are:

Payroll

Supplies

Rentals

Asset depreciation

Debt repayments

Insurance

Taxes

When you have your total fixed costs figure, subtract this from your income.

Step 3 – Variable Expenses

A variable expense is something that changes depending on how much or often you use a service, such as utilities. There are considered necessary for running your business. There are also other variable expenses that are desired but not considered a necessity, such as:

Marketing costs

Old equipment replacement

Salary for the business owner

Education/Professional development

When you have slower months, it will be the variable expenses that you adjust.

Step 4 – Unexpected Costs

It's important to have a contingency plan and some backup cash for those unexpected bills that can crop up, usually at the worst times. Make sure you budget surplus cash for those unexpected costs.

Step 5 – Profit and Loss

Your next step is to create a profit and loss statement. You do this by subtracting your expenses from your income to see if you have cash leftover (profit) or a lack of funds (loss).

Step 6 – Looking Ahead

Your last step is to projects what will occur in your organization is the future, which can be guesswork for newer businesses. This is where you use all of the data from the past to create a budget for the future

Self-Check -2	Written Test

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

1. ----are arranged based on the sequence of operations required to produce a product or provide a service
2. **--------------** are created for primitive processes and some higher level processes on a data flow diagram

Part two short answer

3. What are the two general forms for Process specifications? Given an example

Note: **Satisfactory rating - 10 points** **Unsatisfactory - below 10 points**

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

Answer Sheet

Score = ___________

Rating: ____________

nformation Sheet-2	Identifying solution recommending Areas of under – performance and taking promote action.

Managing underperformance

Working at best practice

Why work at best practice?

What is underperformance?

What are the reasons for underperformance?

How to manage underperformance

Common performance issues

Checklist for employers when managing underperformance

For more information

Download the best practice guide:

Managing underperformance (PDF 298.2KB)

You may also be interested in taking our online course in managing employee performance. It has interactive activities and templates to help supervisors and managers promote good employee performance in the workplace and address underperformance when it occurs.

Take our online course:

Managing performance online learning course.

Working at best practice

Employers who work at best practice benefit from motivated staff that are performing at their best. These employers also understand that when issues concerning underperformance are not addressed and managed both appropriately and sensitively, it can lead to unhealthy and unproductive outcomes that may affect the entire workplace.

This best practice guide helps explain what is meant by underperformance and why this happens. It sets out an easy to follow five-step plan to help employers and employees address and manage issues about underperformance.

There is also a checklist to assist best practice employers.

This guide illustrates best practice when it comes to managing underperformance. For specific information regarding your minimum legal obligations, contact the organisations listed under the 'For more information' section at the end of this guide.

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Why work at best practice?

Establishing effective performance management systems can have significant benefits for your business, as it can lead to happier, more motivated and better performing employees. Reviewing, refining and implementing performance management systems are ways of helping achieve these significant benefits.

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What is underperformance?

Underperformance or poor performance can be exhibited in the following ways:

unsatisfactory work performance, that is, a failure to perform the duties of the position or to perform them to the standard required

non-compliance with workplace policies, rules or procedures

unacceptable behaviour in the workplace

disruptive or negative behaviour that impacts on co-workers.

Underperformance is not the same as misconduct. Misconduct is very serious behaviour such as theft or assault which may warrant instant dismissal. In cases of misconduct employers should seek specific advice about how to proceed before taking any action.

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What are the reasons for underperformance?

There are many reasons why an employee may perform poorly. Some of the common reasons include:

an employee doesn't know what is expected because goals and/or standards or workplace policies and consequences are not clear (or have not been set)

interpersonal differences

there is a mismatch between an employee's capabilities and the job they are required to undertake, or the employee does not have the knowledge or skills to do the job expected of them

an employee does not know whether they are doing a good job because there is no counselling or feedback on their performance

lack of personal motivation, low morale in the workplace and/or poor work environment

personal issues such as family stress, physical and/or mental health problems or problems with drugs or alcohol

cultural misunderstandings

workplace bullying.

Underperformance should be dealt with promptly and appropriately by an employer, as employees are often unaware they are not performing well and so are unlikely to change their performance. Best practice employers understand that issues that are not addressed promptly also have the potential to become more serious over time. This can have a negative effect on the business as a whole as it can affect the productivity and performance of the entire workplace.

Helpful hints

Dealing with underperformance can be challenging and confronting for employees and employers alike, but it does need to be addressed. Managers need clear procedures, organisational support and the courage and willingness to manage the issue.

Provide training to managers on how to handle underperformance issues. It may be helpful to include role play workshops in the training material so that managers can learn how to approach matters in real-life scenarios. Well trained managers are better able to identify and address issues of underperformance.

If performance problems arise, it is crucial that they be resolved early. The longer that poor performance is allowed to continue, the more difficult a satisfactory resolution becomes, and the more the overall credibility of the system may suffer.

Not every underperformance issue needs a structured process. Explore other options for improving performance, such as the use of continuous feedback.

Remember that for performance management to be successful, the culture of the business should be one which encourages ongoing feedback and discussion about performance issues in open and supportive environments.

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How to manage underperformance

A clear system for managing underperformance is good for both a business and its employees.

Best practice employers are aware that ineffective performance management can dramatically reduce the level of performance in a workplace. Employees that perform well can lose motivation if they have to carry the burden of poor performing colleagues. Also, most employees who are not performing well would like to improve.

Negative attitudes to performance management, or a lack of credibility with the process, can be an indication of an inadequate performance management system. A consistent approach to performance management provides opportunities to address problems and generate effective solutions. A successful performance management process is one that supports the workplace culture and is accepted and valued by employees.

Here is an easy to follow step by step guide to managing underperformance.

Step 1 - Identify the problem

It is important to understand the key drivers of performance or underperformance within the workforce.

It is also important to correctly and specifically identify the problem. Some common reasons for underperformance are identified later in this guide.

Step 2 - Assess and analyse the problem

The employer should determine:

how serious the problem is

how long the problem has existed, and

how wide the gap is between what is expected and what is being delivered.

Once the problem has been identified and assessed, the employer should organise a meeting with the employee to discuss the problem.

The employer should let the employee know the purpose of the meeting in advance so they can adequately prepare for the meeting.

The employee should be allowed to bring a support person of their choice or a union representative to the meeting. Employers working at best practice will inform the employee that they can bring a support person as a matter of process.

Step 3 - Meet with the employee to discuss the problem

It is important that the meeting takes place in private and in an environment that is comfortable and non-threatening, away from distractions and interruptions.

The employer should begin by holding a discussion with the employee to explain the problem in specific terms.

From this conversation, the employee should be able to clearly understand:

what the problem is

why it is a problem

how it impacts on the workplace, and

why there is a concern.

The employer should discuss the outcomes they wish to achieve from the meeting.

The meeting should be an open discussion and the employee should have an opportunity to have their point of view heard and duly considered. The employer should listen to the explanation of why the problem has occurred or to any other comments the employee makes.

When having this type of meeting, it may be useful in facilitating discussion to refer to recent positive things that the employee has done to show them that you also recognise and appreciate their strengths.

Key points for employers to remember when holding the meeting are to:

talk about the issue and not the person

explore the reasons why there is an issue

clarify details

stay relaxed and encouraging, and

summarise to check your understanding of the situation.

And, when discussing shortfalls in any area, it is important to check that the employee:

is aware that it is a task that is required of them

has been shown what is required,

understands the gap between what is happening and what is required.

Step 4 - Jointly devise a solution

Where possible, it is important that a solution is jointly devised with the employee. An employee who has contributed to the solution will be more likely to accept and act on it.

When working out a solution, the employer should:

explore ideas by asking open questions

emphasise common ground

keep the discussion on track

focus on positive possibilities, and

offer assistance, such as further training, mentoring, flexible work practices or redefining roles and expectations.

A clear plan of action should be developed with the employee to implement the solution. This can be in the form of a performance agreement or action plan.

A performance agreement or action plan can:

reflect an understanding of performance expectations and what is to be achieved over the specified time period (performance improvement milestones)

clarify roles and responsibilities of the employee

include strategies for training and career development include timeframes for improvement (these may vary depending on the issue and needs of the business, however it is important to give an employee adequate time to improve their performance)

reinforce the value and worth of the role being performed.

A date should be set for another meeting with the employee to review progress and discuss the employee's performance against the agreed action plan.

The employer should keep a written record of all discussions relating to underperformance in case further action is required. Generally, it may also be used as evidence if legal action is taken about the matter.

Helpful hint

When devising a solution, make sure it is clear and easy to follow and does not rely on 'performance-management speak'. Use everyday language to avoid alienating both managers and employees. For example, if terms such as 'KPIs' (Key Performance Indicators) aren't part of everyday language, don't use them in performance discussions and agreements.

Step 5 - Monitor performance

The employer should monitor the employee's performance and continue to provide feedback and encouragement.

A meeting to review and discuss the employee's performance should be held even if there is no longer an issue. This enables both parties to acknowledge that the issue has been resolved. The employer should provide both positive and negative feedback to the employee and should work with the employee to ensure that performance improvements are sustained.

More serious action may need to be taken if the employee's performance does not improve including further counselling, issuing formal warnings and ultimately if the issue cannot be resolved, termination of employment.

Termination of employment

If an employee's performance does not improve to an acceptable standard, termination of their employment may be an option.

Employers cannot dismiss their employees in circumstances that are "harsh, unjust or unreasonable". What is harsh, unjust or unreasonable will depend on the circumstances of each case. However, it is important to be fair to employees particularly when it comes to termination of employment. They should be given reasons for dismissal and an opportunity to respond to those reasons.

Importantly, employers with fewer than 15 employees (based on a simple headcount) will be covered by special dismissal arrangements which are different to those that apply to larger businesses. The special arrangements that apply to employers with fewer than 15 employees are:

employees will need to have worked for the business for 12 months in order to be eligible to make a claim for unfair dismissal, and

if a small business employer strictly follows the Small Business Fair Dismissal Code and the dismissal of their employee is not harsh, unjust or unreasonable, then the dismissal will be deemed to be fair. It is best practice to follow the code and fill out the Small Business Fair Dismissal Code Checklist at the time an employee is dismissed and you should keep the Checklist with your records as it will assist you if an employee makes an unfair dismissal claim. A link to the code and Checklist is available at the 'For more information' section at the end of this guide.

You should also ensure that you provide the employee with their entitlements such as their notice of termination and any annual leave that they have accrued. For more information on the entitlements you may owe after termination, visit the Ending employment page or contact the Fair Work Infoline on 13 13 94.

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Common performance issues

The following provides a summary of common issues faced by employers and employees when managing performance and identifies key ways to improve performance management systems in the workplace.

Common performance issues

Issue:

Employee does not undertake work as required, showing signs of apathy and laziness.

Employee does not appear to understand job requirements or directions.

Possible Causes:

Job content and design

Inappropriate job fit

Personal or external issues.

Actions:

Begin with informal performance discussion

Be clear about the performance requirements and expected contribution of the role to the work of the business.

Focus on interest in work tasks, and how they might be improved.

Explore options for opportunities in other areas of the business, if possible.

Refer to counselling service if personal circumstances are impacting performance.

Issue:

Employee will not follow directions or perform tasks as required.

Possible causes:

Failure to understand what is required

Inability to perform tasks

Personal issues.

Actions:

Begin performance improvement process starting with informal discussions around what is required in the position. Look at possible options for training and development if a skill deficit is identified.

Commence formal performance management process if no improvement forthcoming.

Issue:

Employee fails to acknowledge they are underperforming.

Possible causes:

Performance issues have not been adequately explained

Process has not been adequate applied.

Employee does not accept management assessments.

Actions:

Re-establish expected outcomes, use evidence of how performance has failed to meet expected standards, explain the impact of this on the success of the business.

If necessary commence formal performance management process.

Issue:

Employee does not complete work tasks to the required standard.

Possible causes:

Lacks the required skills and capabilities.

Actions:

Identify training and development opportunities as a part of performance improvement plan.

If employee fails to develop required skills, progress through performance management process to possible options such as reassignment of duties, or transfer to another area to achieve a better job fit (if possible)

Review recruitment practices to ensure appropriate selection decisions are being made.

Issue:

Employee is cynical of work environment and tasks, bringing negative opinions to the work environment.

Possible causes:

Has become disillusioned with work environment

Fails to understand value of work being undertaken.

Actions:

Establish team culture based on respect and support.

Re-establish role of the position, and the value of outcomes delivered by the organisation.

If possible, explore opportunities for career transition and movement.

Issue:

Employee is regularly absent without cause.

Possible causes:

Job content and design

Inappropriate job fit

Management style

Personal or workplace issues.

Actions:

Identify cause behind absenteeism

Explore possible strategies for job redesign, job fit, changes to working arrangements, management of health issues.

Re-establish expectations of attendance.

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Checklist for employers when managing underperformance

Ensure employees clearly understand what is expected of them

Clearly identify and then assess the problem

Organise a meeting with the employee to discuss the problem

Give the employee time to prepare for the meeting

Allow the employee to bring a support person to the meeting

Conduct the meeting in a private, non-threatening, comfortable and quiet location

Define and explain your concerns to the employee in specific terms

Give the employee a genuine opportunity to respond before considering your actions

Where an employee's performance is suffering due to the employee's personal circumstances, refer the employee to professional help or counselling

Clearly outline the improvement required and the consequences of continued poor performance

Devise a solution with the employee to improve performance

Develop an action plan which includes performance improvement milestones and time frames for further review

Schedule another meeting to review the employee's performance against the agreed action plan

Document all discussions, including actions to be taken

Monitor the employee's performance and continue to provide feedback

Follow any steps set out in an applicable industrial instrument (such as a modern award or enterprise agreement), the employer's policies and procedures and the employee's employment contract concerning performance management

For small business, know and comply with the Small Business Fair Dismissal Code (available through the Fair Work website - see overleaf).

Self-check 3	Written test

Name…………………………………………… ID………………………… Date…….

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

Information Sheet-4	Planning and implementing system and providing mentoring and coaching.

Coaching and mentoring can be effective approaches to developing employees. Both have grown in popularity, with many employers using them to enhance the skills, knowledge and performance of their people around specific skills and goals.

This factsheet offers a definition of coaching and mentoring, distinguishing between the two and emphasising the need to link with overall learning and development strategy. It looks at those typically responsible for coaching, both internal and external to the organisation, and how to develop a coaching culture. Deciding when coaching is the best development intervention is key to harnessing its potential. Lastly, the factsheet considers the central role of line managers and people professionals in managing coaching and mentoring activities.

Coaching and mentoring are development approaches based on the use of one-to-one conversations to enhance an individual's skills, knowledge or work performance.

It's possible to draw distinctions between coaching and mentoring although in practice the two terms are often used interchangeably. While the focus of this factsheet is on coaching, much of it also applies to mentoring.

What is coaching?

Coaching aims to produce optimal performance and improvement at work. It focuses on specific skills and goals, although it may also have an impact on an individual's personal attributes such as social interaction or confidence. The process typically lasts for a defined period of time or forms the basis of an on-going management style.

Although there's a lack of agreement among coaching professionals about precise definitions, there are some generally agreed characteristics of coaching in organisations:

It's essentially a non-directive form of development.

It focuses on improving performance and developing an individual.

Personal factors may be included but the emphasis is on performance at work.

Coaching activities have both organisational and individual goals.

It provides people with the opportunity to better assess their strengths as well as their development areas.

It's a skilled activity, which should be delivered by people who are trained to do so. This can be line managers and others trained in coaching skills.

What is mentoring?

Mentoring in the workplace tends to describe a relationship in which a more experienced colleague shares their greater knowledge to support the development of an inexperienced member of staff. It calls on the skills of questioning, listening, clarifying and reframing that are also associated with coaching.

One key distinction is that mentoring relationships tend to be longer term than coaching arrangements. In a succession planning scenario, for example, a regional finance director might be mentored by a group level counterpart over a lengthy period to develop a sound approach to dealing with the board, presenting to analysts and challenging departmental budgets.

Mentoring relationships work best when they move beyond the directive approach of a senior colleague 'telling it how it is', to one where they both learn from each other. An effective mentoring relationship is a learning opportunity for both parties, encouraging sharing and learning across generations and/or between roles.

More information on mentoring approaches to develop individuals for key or leadership positions can be found in our succession planning factsheet and in our report Attitudes to employability and talent.

CIPD members can make use of their mentoring skills in helping young job seekers into work through our Steps Ahead Mentoring campaign. Our research published in Volunteering to learn: employee development through community action also demonstrates that such schemes and other volunteering opportunities can help build coaching and mentoring skills.

Coaching and mentoring programmes

Our report Learning and skills at work shows that L&D teams view coaching and mentoring programmes as a priority and are exploring how digital tools can help with this. Designing and managing coaching and mentoring programmes is a key part of the L&D specialist knowledge area of our Profession Map.

The aims of providing workplace coaching and mentoring programmes include::

Assisting performance management.

Preparing and supporting people through change.

Supporting self-directed learning and development.

Sharing curated resources.

Although coaching and mentoring programmes are widespread within organisations, there are challenges about how best to manage and deliver them. There's often confusion over exactly what each involves, how best to manage the stakeholders in the process, when coaching is (or is not) an appropriate intervention for poor performance issues, and how to work effectively with a complex external coaching industry. While some organisations hire external coaches, particularly when coaching those in very senior management or leadership positions, external mentors can also be an expensive option. Line managers are often expected to operate internally in a coaching capacity in the workplace. Peer coaching, particularly by those with a known specialism, is also an option.

Your coaching or mentoring program is now well designed. You've spent time on the details and the program has taken shape. Don't jeopardize your success by forgetting to carefully plan the implementation of the program. In this step, you'll need to look at marketing, selection, training, and scheduling. You may have planned some of this in your design stage, but let's discuss some general tips in each of these areas to ensure a smooth rollout.

One of the most important pieces of implementation is the marketing of a program. Just as your organization markets its products and services to its clients, you must market your coaching program to your clients. And, as with other developmental programs, the sell is not always easy. First, determine who your target audience will be for both coaches and proteges. If the entire organization makes the cut, focus your marketing on the benefits for the organization, the coaches, and the proteges. Consider a training program rollout as a comparison.

The quickest way to sink a new program is to simply put it out there and tell the organization that it was needed and ordered. Think about your coaching program in the same marketing terms. Why is the organization adopting the program? What can the organization expect to gain from the program? What can coaches, mentors, and proteges gain from taking the time to become a part of the program? Use your mission statement and objectives to frame and develop your marketing.

The marketing may get the attention of prospective coaches and mentors, and even participants. But when they find out the level of commitment they may have to have, a few might fall out. This is a good problem to have, but be sure that your training effectively explains the program and expands on the benefits that are mentioned in the marketing. Your training should not focus solely on the definition of mentoring and the steps to take to become a coach. Your training should, in effect, create a mentoring and coaching environment for mentors and coaches.

It should be interactive, focus on benefits, and truly convince the people involved that they've made a good decision both personally and professionally. Choose your instructors wisely, as well. Perhaps now is the time to consider using "guest" instructors, that is, organizational members who are not part of the training and development staff. Successful managers, that is, those that have the respect of peers, direct reports, and cross-functional areas, sometimes make the best coaches. For this reason, these people may make the best coach-instructors.

When you begin your selection process, which is a big part of implementation, be certain that criteria for becoming a coach or mentor as well as that of becoming a proteges are clear, measurable, and non-biased. Just as Human Resources must make these types of selections when choosing job candidates, you must make solid selections of both coaches and proteges. Don't get caught in the trap of trying to find "warm bodies" or simply selecting popular managers. Use the criteria, goals, and measurements you've spent time developing in order to choose the right people for the program. And be certain that any decisions can be backed up factually. When you pay this close attention to your selection process, you'll be steps ahead of the curve when the program first rolls out.

Finally, think about the scheduling aspect of the coaching or mentoring program. Aside from training coaches or mentors, are you going to require regular meetings of coaches and proteges, as well as separate groups of coaches and proteges? If your program is more informal, decide if business-hours meetings are called for. In cases such as these, you may have to confine meetings of informal mentors and coaches to after- or before-hours times. On the other hand, if the coaching program is formal and expected to be part of an overall development path or curriculum, consider how scheduling meetings should be handled. The key here is to make plans for scheduling before you start doing it. This way, your implementation will be clean from start to finish.

After the implementation, let your program run for a set amount of time. You can decide what time frame is appropriate, as well. After that time frame runs, it will be necessary to go back and measure effectiveness.

Self-check 4	Written test

Name………………………………………… ID………………………… Date…….

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating: ____________

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

formation Sheet-5	egotiating and approving recommendations for variations to operational plans.

How to Negotiate the Price of Furniture

Buying a floor model and paying cash are only two of the many techniques that can help you negotiate the price of furniture. A 2013 Consumer Reports survey showed that 91 percent of shoppers who haggled for furniture got a price reduction at least once. However, more than half of furniture customers didn't even try to negotiate. Those who haggled and succeeded saved an average of $300. Not all retailers are willing to lower prices, and you'll typically have the best luck at small furniture stores where you can speak to the owner.

Understand Commissions

Furniture stores typically pay their sales staff on commissions that generally range from 4 to 10 percent of sales. Some stores require someone to sell a minimum dollar amount before she gets any commissions at all, according to Market Watch. Let salespeople know that you aren't willing or able to pay full price. Then the commission system gives them a motive for negotiating.

Know Prices and Sale Dates

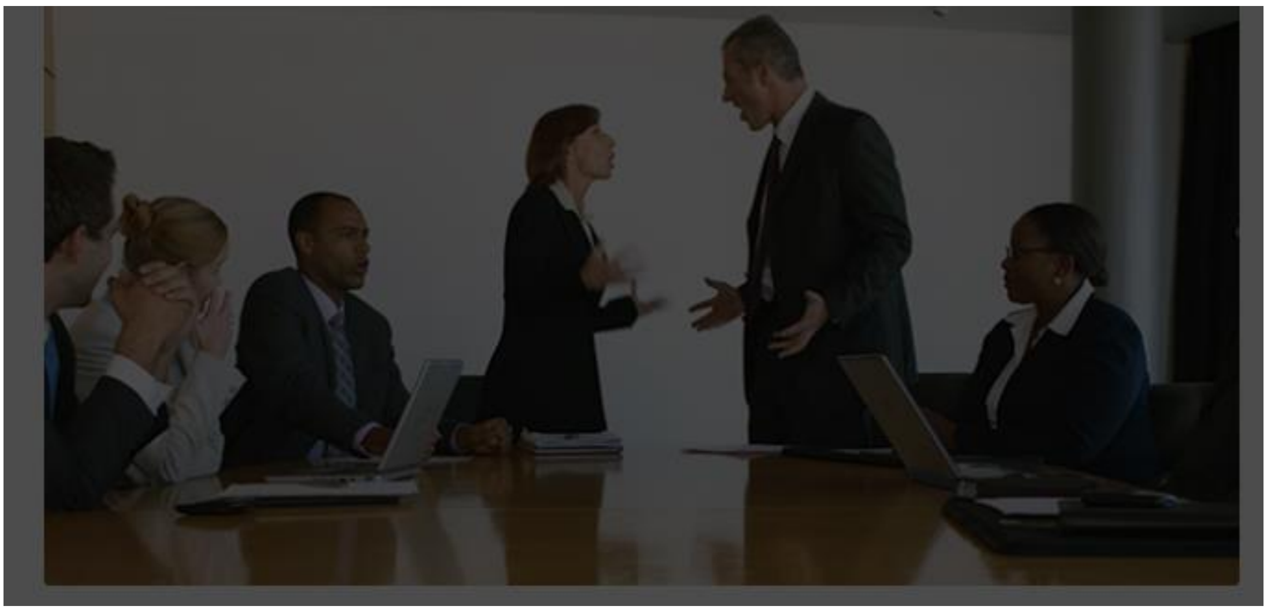
Furniture prices aren't set in stone. The typical markup is 80 percent or more, according to Market Watch, so prices usually leave a margin for negotiation. Even if a item already is discounted, ask for an additional reduction.

Study print advertisements, and price furniture online before you go to the store. For the best deals, plan your purchases during the major furniture sales, which usually start during the first week in January. If you can't wait that long, ask the store staff when the next sale is coming up.

Negotiate for Extras

Extra services such as delivery, assembly and fabric protection can run up the base price on a furniture purchase, so savvy customers negotiate these also. For example, ask for free delivery. If free delivery is included and you're able to pick up the furniture yourself, ask for a price reduction instead. If you're buying a sofa or chairs, ask for free fabric treatment, or ask the salesperson to include the extended warranty at no charge.

Customers are core for any business”. Companies manufacture products to fulfill their needs. Every company would like to increase their market share through sales by beating their competitors. In order to achieve this, one should have efficient and effective marketing plan. The most vital element of a successful marketing plan knows your customers likes, dislikes and expectations. Basing on these factors a marketing strategy could be developed which allows you to fulfill customer’s needs by understanding your competitors and identify changes in market place. The every purpose of marketing plan is to outline a strategy to attract and keeping customers. This could be done by defining your market, identifying your customers and competitors.



The Value of Negotiation Skills

Without negotiation skills, you might simply give in or give away more than was necessary, causing your agency and staff to suffer the consequences of your being intimidated. By learning negotiation skills,

Gain a competitive advantage.

This isn’t about determining a loser and a winner. It’s about managing your agency’s interests with those of the client. If you have negotiation skills, you limit the inequalities between your agency and the client

Increase your confidence in business deals.

It feels like the client has all the power once you send the contract or proposal over. You simply have to wait for a decision. When the client finally calls, you sound desperate. You want to win this account -- badly. It's a blue chip brand that will push your creative limits. When the client starts asking you to cut this price or change this timeline, you do so because you don't want to lose the account. Ultimately, you get the account, but the love has soured into resentment because you feel taken advantage of. If you know where you real power lies in the relationship, you can negotiate and collaborate with the client.

Counter intimidation tactics.

How many times have you been afraid to tell a client that something is out of scope? You rationalize that you don't want to ruin the relationship or seem like you are analyzing every line item. You'll just take the hit on this one. This avoidance of the issue is causing your agency's profitability to plummet. Remember that confidence breeds respect, and mutual respect means you have a partnership.

Preserve relationships by managing conflict.

Healthy relationships are give-and-take. But it is also about appearances. By understanding how to be an active listener, how to provide reassurance in a conversation, and other negotiations skills, you can manage your image and the response of clients during difficult conversations.

Negotiation is the act of balancing competition with cooperation to get a result where both parties are satisfied. And to do this, you need to know your client's BATNA, or best alternative to a negotiated agreement.

Outlining the Client's BATNA

Defining your client's BATNA (Best Alternative To a Negotiated Agreement) will help you determine what power you have in the negotiation, when the client would accept the negotiated contract, and when he would end negotiations.

It's about what the client's alternatives are. If the client fails to sign the contract because your agency won't concede on a specific point, will the client fail to meet his quarterly goals? Will he have to start another three-month search for a new agency? Can he find another agency with your expertise and experience at the price he wants to pay?

You can also use this information when approaching a client about work that is out of scope. If the client doesn't want to pay for out of scope work, what will he do? Will he fire your agency mid-contract? Will he concede and determine the out of scope work requested is not really necessary?

To determine the client's BATNA in a contract situation, you should ask yourself:

If the client doesn't sign the contract because you failed to concede to his terms, what will he do?

Figure out a list of possible options, and create reasonable responses or points to counter the client's decision. If you understand all the options available to the client, you can better prepare yourself for negotiations and retain some perspective during conversations.

What are your limits for the negotiation**?**

Practice the same approach from the client's point of view. Define where you can compromise and what you ultimately want in the situation. Outline your alternatives. While it might seem like the only alternative is to lose the account, that's not the case. If the client doesn't become a client, what are your alternatives? One might be that you will continue to go after profitable accounts -- you won't lose money by accepting a client who can't pay your fees.

Clients have a lot of power. (Obviously ... they're the ones sending the check.) But if you want to be able to negotiate with any authority, you have to establish a position and stick with it.

7 Techniques for Negotiating Like a Pro

1) Practice being an active listener.

Listening is a key skill; one that requires you to hone your verbal and non-verbal communication skills. Your posture, facial expressions, and head movements all signal that you are -- or are not -- listening to the speaker. And during negotiations, the person on the opposite side of the table needs to feel that you are not only hearing but also understanding, what he is saying.

To be an active listener, you should maintain eye contact. When agreeing with points, acknowledge this with a "yes" or "I agree." Don't interrupt the speaker, but take the opportunity to paraphrase what the person has said, and repeat it to make sure you understand. Ask questions that prompt the speaker to clarify information.

2) Ask open-ended questions.

Consider these two questions:

What price would work for you?

Tell me: Why is this price seems too high? Is it because of the results you have seen in the past?

If you start with the second question, the dialogue about price becomes a way for you to emphasize the results your previous clients have seen.

3) Set high goals.

Researchers at DePaul University found that when negotiators set specific, challenging goals, they were able to secure better deals than those with undefined or lower goals. Even if you go into a negotiation with a client knowing you can reduce the final project cost by 20%, attempt to negotiate a higher price or negotiate a change in timeline as well as a price cut. Give yourself a goal.

4) Play to the client's emotions.

People, for the most part, buy based on emotions. This is especially true when deciding between competing brands. (For example: "My mom used Tide, so I should buy Tide even though the next brand is on sale.")

The same applies to the professional services industry. Emphasize your existing relationship or the excitement of your team about working with the client. CMOs love to hear how their brand is inspiring a creative team.

5) Be confident that you are the best option.

If you did your job in qualifying the prospect, you know this client would benefit from working with your agency.So if things broke down during the contract phase, and you are negotiating the terms, you can be assured that the client ***wants*** to work with you. It might just be a matter of securing his confidence. Emphasize that you understand the client's marketing challenges, have the experience they are looking for, and even offered a plan that was better than your competitors.

6) Emphasize the urgency.

During the proposal phase, you found out what the cost to the client would be if he didn't increase leads, drive sales by X percentage, and so on. You also should have determined how the timeline for the project would affect year-end or quarterly goals. Remind the client of the consequences of delaying the project.

7) Be gracious.

Hopefully, you and the prospect will get past this phase. Then, he will be a client -- someone you want to build a strong relationship with. That means you want the client to be satisfied with the results of the negotiation, which actually means you should seem not satisfied -- or not as satisfied as you might be -- with the results of negotiation. The client should feel that you both made concessions and are happy with the path forward, not that one party exploited the othe.The goal of negotiation is not to get everything you want. It's about how you communicate and cooperate with a client so that both groups enter a relationship on equal standing. The result is a stronger, more equal path to partnership.

Self-check 5	Written test

Name…………………………………………… ID………………………… Date…….

Directions: Answer all the questions listed below. Examples may be necessary to aid some explanations/answers.

Test I Short Answer Questions

1.

2

Test II Write true if the statement is correct and false if statement is incorrect

1.

2

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

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

Answer Sheet

Score = ___________

Rating:

Name: _________________________ Date: _______________

Test I

1.____

2.____

Test II

1.____

2.____

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Adviser during developing this *outcome based* curriculum

No	Name	Profession	Mob. No	College	Email
01					

This out Come Based Curriculum was developed on Jan, 2021 G.C at Adama, Ethiopia