DAIRY PRODUCTION

LEVEL-III

Learning Guide -72

Unit of Competence: - Monitor Implementation of Work Plan/Activities

Module Title: - Monitoring Implementation of Work Plan/Activities

LG Code: AGR DRP3M 19LO1-LG 72

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LO 1: Monitor and improve workplace operations

Information sheet	Learning Guide #72

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

- Monitoring efficiency and service levels on an ongoing basis
- Supporting operations of overall enterprise goals and quality assurance initiatives
- Identifying and adjusting quality problems and issues promptly
- Changing procedures and systems in consultation with colleagues
- Consulting colleagues about ways of improving efficiency and service levels

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

- Monitor Efficiency and service levels on an ongoing basis.
- Operate in the workplace support overall enterprise goals and quality assurance initiatives.
- Identify promptly Quality problems and issues and make adjustments accordingly.
- Change Procedures and systems in consultation with colleagues to improve efficiency and effectiveness.
- Consult Colleagues about ways to improve efficiency and service levels.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described
3. Read the information written in the "Information Sheets 1". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the "Self-check 1 and proceed other turn by turn"

5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1 and do the same on other self-check of information sheet).
6. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to previous Learning Activity.
7. Submit your accomplished Self-check. This will form part of your training portfolio.

Information sheet-1	Monitoring efficiency and service levels on an ongoing basis

1.**1. Why Monitor Work Operations?**

According to a survey, **the average employee is productive for less than three hours** in an eight-hour day. Most office workers spend their time reading news websites, gossiping, checking their social media feeds or even searching for new jobs.

The modern workplace is full of distractions that keep your employees from getting work done. Taking a break every now and then is perfectly fine and is even recommended. However, if your team members are wasting hours on social media, it's time to do something about it

In addition to **distractions**, there are plenty of other things that can hurt employees' productivity and overall performance. Low team morale, limited access to technology and equipment, poor communication, workplace conflict and bad management are just a few examples. Each year, employee disengagement alone costs American farms **up to $550 billion in lost productivity**, as reported by Gallup. Taking time to monitor work operations can improve your farm's productivity and help you identify potential issues before they escalate

1.2. Make a Checklist for Items to Monitor

First of all, determine **what needs to be monitored**. Focus on areas of critical activity, such as those with high revenue streams. Also, identify any areas where things are not going as planned.

For example, if your project management team is constantly missing deadlines, try to figure out why that happens. If your customers are not satisfied with their experience, keep an eye on your customer service team.

Next, come up with a plan and decide what methods you're going to use to monitor work operations. Consider asking your customers for feedback after every interaction with your business. This will give you a better idea of how your customer service team is performing. Depending on the situation, you may use checklists, reports, benchmarking, surveys and other tools for monitoring change in the workplace and assessing employees' performance.

I. Set Realistic Business Goals and Objectives

A common problem for many startups and small businesses is having **unrealistic or unclear goals**. This creates a workplace culture where failure becomes expected.

Set realistic objectives for the next quarter or the next year and then communicate them to your team. Outline the steps needed to accomplish those goals and define milestones for each goal.

Consider offering incentives to your employees to boost their motivation and engagement. For example, you may offer additional training, bonuses or flexible work schedules. Recognize and reward your top performers with an additional day off or paid vacation. Provide constructive feedback and let your employees know when they are doing a good job.

II. Collect and Analyze Employee Feedback

Poor employee communication, misunderstandings and conflicts can have a dramatic impact on workplace operations. These problems affect employees' motivation, increase turnover and harm a farm’s reputation.

Collecting employee feedback is an effective way to monitor and improve workplace operations. Take time to talk one on one with your team members and hold regular team meetings. Consider placing a **suggestion box** in the office so your employees can provide anonymous feedback. Encourage them to share their ideas and express any concerns they may have.

Pay attention to **nonverbal cues** when walking around the office. Do you see tight faces or downcast eyes? Do your employees always seem like they are having a bad day? Are they constantly missing work or taking time off? These red flags indicate that something is wrong, so try to determine the cause and address any potential issues in a timely manner.

1.3. Monitoring work plan

Every business needs to **monitor workplace operations** so that they can develop strategies designed to improve procedures and protocols. As a business scales up in sales or in size, the task of **monitoring** becomes more **important**. **Monitoringoperations** requires management oversight, employee feedback and customer reviews

There are three major approaches to the study of meaning of work: the significance of work, the orientations of work and the coherence of work. As such, we can define the meaning of work in three ways.

1.4. The significance of work

The concept of "meaning of work" can be defined as the significance the subject attributes to work, his representations of work, and the importance it has in his life. This way of defining the meaning of work leads to identifying work definition models, as Meaning of Working International team members proposed it.

Work is central in many cultures, although every culture has its own values and conceptions about it. However, it seems that work is important and significant for a majority of people considering the time that individuals devote to work in their lives, the numerous functions which it accomplishes for them, and the fact that work is closely linked with other important aspects of daily life such as family, leisure, religion, and community life.The notion of "work" has several definitions, but they all share the idea of a purposeful activity. This notion generally refers to expending energy through a set of coordinated activities aimed at producing something useful. Work may be pleasant or unpleasant, and may or may not be associated with monetary exchanges.

1.5. The work values (orientations of work)

The concept "meaning of work" can also be defined as one's orientation or inclination toward work, what the subject is seeking in the work, and the intents that guide his actions. Super and Šverko have found 5 major orientations: autonomy, social advancement, self-achievement, social interactions and risk taking

Ros, Schwartz and Surkiss present a theory of work values, describing four axes: conservation, self-enhancement, openness to change and self-transcendence. Each axis is defined by basic individual values.

These researchers apply this model "to explore the significance of work as a vehicle for reaching cherished goals". Let's take an example. John values power, achievement and self-direction; his work would be meaningful to the extent it allows him to find social status and prestige, personal success and freedom in his life. Ros and her colleagues investigated this model in 155 samples from 55 countries. In sum, there are three types of work values that seem to reach the consensus: self-actualization (autonomy, learning, self realization, etc.), security (work conditions and benefits, safety, respect, etc.), and relations (social contact, social contribution, memberships, etc.).

Monitoring is the process through which the implementers of the project ensure that actual activities conform to the planned and intended ones. It is employed to make things happen in accordance with the plans, programmers and timeframes initially specified. It is a systematic effort to compare performance with laid-down objectives and standards in order to determine whether progress is in line with them. It also envisages the taking of remedial measures where slippages occur, the foreseeing of difficulties before they arise and making on-line corrections to keep the program me on track

Self-Check -1	Written Test

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

1. Why we Monitor Work Operations (8 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
____

Information sheet-2	Supporting operations of overall enterprise goals and quality assurance initiatives.

2.1. Definition of Operational Goals

To begin, let’s make sure we’re all speaking the same language. Depending on your farm’s internal vocabulary, operational goals can be called many different things: operational objectives, tactical objectives, team goals, or departmental goals. These goals populate work plans, which can also be called operational plans, action plans, or action registers. Regardless of the phrases you use, **operational goals are iteming an organization wants to accomplish over the course of one to two years.** They are (typically) defined by these characteristics:

- Limited to a single department or division
- Associated with a budget
- Tracked to see “what you get” with the budget you have
- Measurable and actionable
- Shorter time frames

For example, let’s say a marketing department has a work plan based on its two-year budget. One goal in the work plan is to improve brand awareness by 35 percent in key markets; the related tasks include attending three conferences, launching 15 campaigns, and developing 12 new partnerships. Over the course of the next two years, the marketing department will check off tasks and report on goal progress. To summarize, operational goals form the structure of a work plan. **When you create operational goals, keep your strategic goals in mind.** All goals should ladder up to the farm’s strategy, which is based on its mission and vision.

2.2. Linking Operational Goals to Strategic Goals

A strategy is a high-level plan to accomplish items of key importance for your organization over the course of three to five years. Strategic goals are the building blocks of a strategy. They can be organized in multiple ways: by **perspectives** (financial, customer, internal process, and people) or by division and department. At the enterprise level, an organization typically has seven to 25 goals. (There may be additional strategic goals for each division, but we’ll keep it simple for this example.) Let’s assume you have 12 goals across four perspectives:

- Write each strategic goal in a way that allows you to measure progress over time. Sometimes the goal is vague like "increase revenue" and "reduce waste." Other times, the measure is implied within the goal wording like "double revenue in five years" or "increase recycled materials by 40 percent by 2023."
- Next, create operational goals that are more tactical, one to two years in length, and tied to a realistic budget. These operational goals should link directly to your strategic goals. Think of them as the short-term method for achieving your strategy.

Operational goals should be ingrained in every area of your strategic plan. You won't be able to achieve your strategy otherwise. If you have too many operational goals tied to one strategic goal and not enough (or any) tied to another, consider shifting resources and prioritizing your operational goals differently. Also, you may have operational goals and plans aligned by department, such as a marketing operations plan, customer success plan, product development plan, etc. Check all your work plans to make sure they cover all your strategic goals. Your strategy won't be effective if you don't have those operational goals in place and on track. **Operational tactics and strategic vision have a reciprocal relationship.** Plus, if you're in a cost-cutting environment, it will be easier to defend your budget or work plan if it links closely to the strategy. You'll be able to clearly show that you're thinking strategically and using resources in a way that supports the strategy.

2.3. Ways to Improve Quality

Whether you sell a product or a service, these five steps will help you ensure that you are constantly improving the way you do business--to the delight of your customers.Every business owner likes to think that he or she has a commitment to quality. If that were truly the case, of course, no product would ever disappoint, and no service would result in a complaint. So how can you improve quality at your farm? Here are 5 steps you can take to put you on the right path.

I. **Make a commitment.**

W. Edwards Deming, the father of the quality movement, famously laid out 14 points for management—chief among them, the notion of "constancy of purpose."Deming argued that a farm's commitment to quality had to come from the top, and it had to be reinforced over and over again. Unless a business views quality as its single, non-negotiable goal, workers will inevitably feel the need to make tradeoffs and quality will slip."Constancy of purpose means that quality decisions are not situational," writes the operational expert Rebecca A. Morgan. "End of month quality is the same as beginning of month. It means that the long-term benefit of the organization is not sacrificed to hit quarterly targets."So are you ready to commit? If you are, you should tell your staff—and then think about how you will handle the first conflict between your stated objective and a pressing deadline or an attractive short cut.

II. Track mistakes.

If you are going to commit to quality, first you must define exactly what quality is. For manufacturers, this process involves statistical quality control, the process of setting a product's specifications and then sampling a small number of units from the production line to see how closely they measure up to those specs. Standards are set and, if too much deviation occurs (or if quality appears to be trending in the wrong direction), the manufacturing process is altered.Tracking quality is admittedly more difficult in a service business, and efforts by groups such as the International Organization for Standardization (known as ISO) to create meaningful benchmarks beyond manufacturing have had mixed results.

One way to gauge customer satisfaction (and, by extension, the quality of your service) is by tracking what is called a net promoter score. Devised by a Bain consultant named Fred Reichheld, a net promoter score keeps tabs on the number of customers who would recommend a business to their friends. A customer who answers 9 or 10 is seen as a promoter; a customer who answers 7 or 8 is seen as passive; and a customer who gives a farm a score of 6 or lower is seen as a detractor. By subtracting the number of detractors from thenumber of promoters, a farm arrives at its net promoter score.

III. Invest in training.

An old saw of the quality movement is that any business with a quality control department is doomed to poor performance, for it has demonstrated to every other employee that quality is not his or her chief concern. Instead, quality experts recommend that businesses train workers at all levels to look for ways to improve quality and to ameliorate problems.

Training takes on several dimensions. For starters, you should set up a new-employee initiation program that trains workers to focus on quality issues from their first day on the job. Different CEOs have different perspectives on how best to do this. Ralph Stayer, the quality-obsessed CEO of Johnsonville Sausage in Sheboygan Falls, Wisconisn, believes your existing employees should be put in charge of training new employees, because only they can provide a firsthand perspective on how your farm'soperations work. Ari Weinzweig, founder and CEO of the Zingerman's Family ofFarms in Ann Arbor, Michigan, takes a different approach: He personally leads all new-employee orientation training sessions (which last several days) because hebelieves an employer never has a better chance of instilling values and a sense ofpurpose than right after he or she has hired a new employee.

Whether you hand train duties to your employees, take them on personally, or some combination of the two approaches, it's important that you provide workers with a history of the farm through the lens of quality. Let them know what problems you have had in the past, how you corrected these problems, and where your farm stands with respect to its quality goals today. You should also go over your definition of quality in detail, and show them how you measure quality (see the previous section.) Finally, train workers to see the connection between their actions and, more broadly, their work ethic, and the farm's overall performance. By tying individual behavior to an overall system of work, and then showing where that system can, on occasion break down, you will be giving workers the information they need to be good stewards of your business

IV. Organize quality circles.

Your staff members may roll their eyes at the introduction of such a dated technique, but organizing employees into quality circles can be an effective way to identify and address problems. Simply put, quality circles are groups of employees who are encouraged to assess processes and recommend improvements, all with the goal of promoting quality, efficiency, and productivity. The concept was developed by Deming in post-war Japan, and made its way to the United States in the late 1970s. At one point, half of all large corporations had adopted quality circles, but then interest in them faded.

That's a shame. Quality circles, by any other name, are teams of workers who are given the authority and responsibility for making a business better. To succeed, experts say that participation in a quality circle should be voluntary; circles should draw members from all corners of a farm; and the circle should set its own agenda (rather than pursuing a farm owner's agenda.)

Once you have invited workers to join a quality circle, provide them with adequate resources to pursue their analysis, and schedule a time in the future at which they may present their findings. It is important that you act on their recommendations, even if the group's conclusion is not necessarily one you would have drawn yourself. Remember, the purpose of the exercise is less to solve a particular problem than it is to engage workers in the process of finding and addressing concerns. Moreover, you should be tracking customer complaints or product defects on a regular basis, so if the circle's recommendations do not produce the desired result, you'll know it, and be able to act

V. Have the right attitude.

Too many people turn the quest to improve quality into something oppressive. No less an authority than Deming rejected the idea that the quality management had to be dreary and involve a lot of negativity. "The prevailing system of management has crushed fun out of the workplace," Deming moaned in an interview in the 1990s.

This attitude is not necessarily easy to adopt and runs afoul of some of the basic management practices we take for granted. For example, Deming was not a fan of performance reviews, as the writer John Case has explained. "[I]f your evaluations are fair, you will determine that half your workers (by definition) are below average, and you will tell them so," Case writes. "Result: half the work force is instantly discouraged and demoralized, and any sense of common purpose is undermined."

Rather than pointing out inadequacy wherever it might be found, Deming believe that the job of managers was to frame the pursuit of quality as an interesting, noble, and worthwhile goal. If you are to truly improve quality at your business, whether you manufacture products, distribute goods, or perform a service for your clients, your first step (and also the hardest) is to resist the temptation to dwell on your farm's flaws and instead rally your team around the cause of rooting them out.

Self-Check -2	Written Test

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

1. What are operational goals (4 points)?
2. What are the ways to improve qualities (4 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

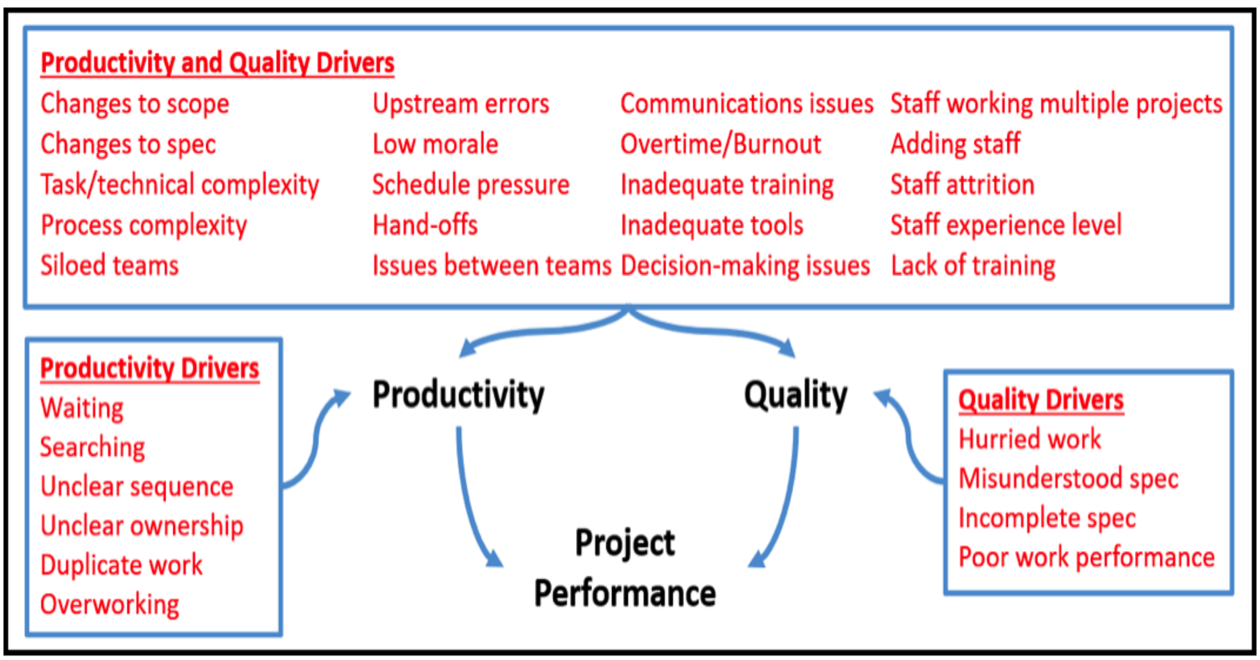
Name: _________________________ Date: _______________

Short Answer Questions

1. ____
   ____
2. ____
   ____

Information sheet-3	Identifying and adjusting quality problems and issues promptly

Quality problems can manifest in several ways. At the top of projects, quality problems can appear as complaints from internal teams and/or from the customer, or as schedule delays since work is being re-done and this rework wasn't part of the original project plan.Rework can in turn impact productivity because the project was staffed with resources intended to complete work, ***not rework***. So we are likely pulling resources away from completing work to handle rework.To learn why some of these symptoms occur, let's look upstream at some of the drivers of quality. The diagram below shows a list of drivers or causes that can influence quality.



3.1. Identifying quality requirement

There are two basis requirement tom implement quality management system

- Management Requirements
- Technical requirement

3.1.1. Management Requirements

1. Organization

In this Requirement ensures that the roles and responsibilities of the product, the management, and key personnel are defined.

Key points:

- An organizational structure, as well as responsibilities and tasks of both management and staff should be defined.
- The organizational structure should be such that departments having conflicting interests do not adversely influence the laboratory's work quality. Examples include commercial marketing or financing departments.
- A quality assurance manager should be appointed.
- All personnel should be free from any commercial or financial pressure that could adversely impact the quality of calibration and test results.

2. Management System

This Requirement describes how to ensure that a management system is implemented, maintained, and continually improved.

Key points:

- There should be policies, standard procedures and work instructions to ensure the quality of test results.
- There should be a quality manual with policy statements that are issued and communicated by top-level management.
- The effectiveness of the management system should be continually improved

3. General requirements

The organization shall establish, document, implement and maintain a quality management system andContinually improve its effectiveness in accordance with the requirements of this International Standard.The organization shall

a. Determine the processes needed for the quality management system and their application throughout the

b. Determine the sequence and interaction of these processes,

c. Determine criteria and methods needed to ensure that both the operation and control of these processes are effective,

d. Ensure the availability of resources and information necessary to support the operation and monitoring of these processes,

e. Monitor, measure (where applicable), and analyze these processes, and

f. Implement actions necessary to achieve planned results and continual improvement of these processes.

4. Documentation requirementsGeneral

The quality management system documentation shall include

a. Documented statements of a quality policy and quality objectives,
b.) A quality manual,
c. Documented procedures and records required by this International Standard, and
d. Documents, including records, determined by the organization to be necessary to ensure the effective Planning, operation and control of its processes

5. Quality manual

The organization shall establish and maintain a quality manual that includes

a. The scope of the quality management system, including details of and justification for any exclusion
b. The documented procedures established for the quality management system, or reference to them, and
c. A description of the interaction between the processes of the quality management system.

6. Control of documents

Documents required by the quality management system shall be controlled. Records are a special type of Document and shall be controlled.Control of documents shall be:-

- All official documents should be authorized and controlled.
- Documents should be regularly reviewed and updated if necessary. The review frequency depends on the document itself. Typical review cycles are between one and three years.
- Changes to documents should follow the same review process as for the Development of initial documents.

A documented procedure shall be established to define the controls needed

a. To approve documents for adequacy prior to issue,
b. To review and update as necessary and re-approve documents,
c. To ensure that changes and the current revision status of documents are identified,
d. To ensure that relevant versions of applicable documents are available at points of use,
e. To ensure that documents remain legible and readily identifiable,
f. To ensure that documents of external origin determined by the organization to be necessary for the Planning and operation of the quality management system are identified and their distribution controlled, and
g. To prevent the unintended use of obsolete documents, and to apply suitable identification to them if they are retained for any purpose.

Generally, this type of document control notation is located in the upper right-hand corner of each document page following the title page.

7. Control of records

Records established to provide evidence of conformity to requirements and of the effective operation of the quality management system shall be controlled.Records should be controlled and managed by assigning unique identifiers to individual record types. This ensures that they are traceable and retrievable. Appropriate systems must be in place and documented to manage records.The organization shall establish a documented procedure to define the controls needed for the identification, Storage, protection, retrieval, retention and disposition of records. Records shall remain legible, readily identifiable and retrievableIt is the responsibility of all Business Units to identify, collect, maintain, store, and dispose of quality

Records to demonstrate conformance to established requirements and the effective operation of the quality management system. Records shall remain legible, readily identifiable and retrievable.

Key points:

- There should be procedures for identification, collection, indexing, storage, retrieval, and disposal of records.
- Records should be stored such that their security, confidentiality, quality and integrity are ensured throughout the required retention time.
- For technical records such as test reports of analytical measurements, original observations should be retained, along with processing parameters that will allow tracking final results back to the original observations.
- Record format can be hard copies or electronic media. There should be procedures to protect and back-up electronic records and to prevent unauthorized access.
- Records can be corrected if there are mistakes. The original record should be crossed out, but still visible.
- When electronic record systems are used, the same principle applies. The laboratory should ensure that original records are not overwritten by the system and that corrections are recorded together with the original records.
- Using a system that prevents overwriting original records and stores changes in an electronic audit trail that can be viewed and printed is highly recommended
-

Quality records include:

- Records of customer contracts that require less stringent quality systems procedures;

- Management quality system reviews;
- Employee qualifications and training records;
- Design, development, and testing activities;
- Customer contract and / or purchase order reviews;
- Design inputs;
- Design reviews and resulting actions;
- Results of verification and validation testing, including any necessary actions;
- Changes during the development process;
- Supplier records;
- Qualified processes, equipment, and personnel as appropriate;
- Unique identification of the individual product or lot – when traceability is a specifies Requirement;
- Notification to the customer when customer property is lost, damaged, or is other with unsuitable for use;Calibration records and test software verifications;
- Quality system audits;
- Inspection plans / control plans and results, including, as applicable, receiving, in–process, and final;
- Records of nonconforming material transactions, including: inspection rejections, internal rejections, deviations, customer complaints, and return material;
- Corrective and preventive actions;

8. Internal Audits

Internal audits should verify that the product complies with ISO/ organization requirement and with internal technical and quality procedures. Internal audits are also an excellent preparation for external assessments and can help to continually improve the quality system

Key points:

- The laboratory should have a procedure and a schedule for internal audits. Internalaudits can either cover the whole laboratory and all elements of the quality system at one specific period of time or can be divided into several subsections.

- The schedule should be such that each element of the quality system and each section of the laboratory are audited yearly.
- The audit program should be managed by the quality manager.
- Audit findings related to the quality of test and calibration results should be reported to customers.
- Audit follow-up activities should include corrective and preventive action plans (CAPA). The effectiveness of the plans should be monitored.

9. Management Reviews

These Requirements describe how to ensure the continued suitability andeffectiveness of the quality system, policies, and testing and calibration procedures

Key points:

- There should be a schedule and procedure for periodic management reviews.
- Recommended review frequency is once a year.
- The management review should include a discussion about the outcome of recent internal audits and external assessments, corrective and preventive actions, results of proficiency testing, customer complaints and feedback, and any recommendations for improvements.
- Management should decide on follow-up activities. These activities should be monitored for effectiveness.

When the installed quality management system has been operating for three to six months, an internal audit and management review should be conducted and corrective actions implemented. The management reviews are conducted to ensure the continuing suitability, adequacy and effectiveness of the quality management system.

The review should include assessing opportunities for improvement and the need for changes to the quality management system, including the quality policy and quality objectives.The input to management review should include information on:

- Results of audits,
- Customer feedback,
- Process performance and product conformity,
- Status of preventive and corrective actions,
- Follow-up actions from previous management reviews,
- Changes that could affect the quality management system, and
- Recommendations for improvements

10. Purchasing Services and Supplies

This requirement describes how to ensure that services and supplies delivered by third parties do not adversely impact the quality and effectiveness of laboratory operations.

Key points:

- Suppliers should be selected and formally evaluated to ensure that services and Supplies are of adequate quality.
- Records of the selection and evaluation process should be maintained.
- The quality of incoming material should be verified against predefined specifications.

11. Service to the Customer

This requirement describes how to ensure that the laboratory continually meets customerRequirements.

Key points:

- The laboratory should communicate with customers to clarify requests and getCustomer input.
- The laboratory should have a formal program to collect feedback from customers on an ongoing basis.
- The laboratory should allow customers to audit the laboratory

12. Control of Nonconforming Testing and/or Calibration Work

Tests, calibrations, and other laboratory operations should conform to previously defined specifications such as laboratory specifications or client-defined specifications.This requirement describes how to ensure that nonconforming test and calibration results are adequately followed up, and that corrections are initiated.

Key points:

- There should be a policy and process that come into effect when results do not conform to procedures.
- Corrective actions should be taken immediately to avoid recurrence.
- The significance of nonconforming work should be evaluated, for example, the possible impact on other testing or calibration work.
- If necessary, customers should be notified.

13. Improvement

This requirement describes how to ensure that the effectiveness of the management system is continually improved.

Key points:

- Suggestions for improvements should be taken from audit reports, analysis of data, customer complaints and suggestions, corrective and preventive actions, and management reviews.
- Suggestions should be collected over time and reviewed by management for suitable actions

3.2. Quality inspection and test

Inspection and testing is carried out on completion of installation and maintenance activities, with results being documented. Should items not be acceptable against the agreed contract criteria they will be repaired, replaced or identified for a subsequent evaluation and decision? All repaired items are subject to a re-inspection to ensure acceptability.

3.3.1. Different forms of inspection

According to production flow, the inspection may be divided into:

a. Incoming inspection
b. In-process inspection
c. Final inspection

a. Incoming inspection

Incoming inspection concerns goods upon delivery from vendors and/or suppliers. Itconsists of inspection of raw materials, components, sub-assemblies and so on. Theaim of incoming inspection is to prevent goods that do not fulfill the quality requirementsfrom entering the production process. Incoming inspection is one of the following steps in the control of the quality of supplies:

- a buying specification is prepared, setting out exactly what quality of material has to be obtained;
- Possible suppliers are checked for their ability and willingness to provide this quality. This is called “vendor appraisal” or “supplier evaluation”;
- if the results of the vendor appraisal are sati farm, then the supplier is placed on an approved list and purchase orders are placed when goods are required;
- when goods are received, they are subjected to some form of goods inward inspection;
- The results of the inspection are used to give each supplier a numerical rating,

Showing how sati farm or otherwise his suppliers are. This is called “vendor rating”;

- The results at every stage are monitored and steps taken to improve or discontinue un sati farm suppliers.

b. In-process inspection

In-process inspection aims to prevent products of unacceptable quality from being manufactured. It provides data for making decisions on the product (accept or rework or reject), as well as on the process (run or stop). In-process inspection can take the form of:

- First-piece inspection
- Patrol inspection
- Operator inspection
- Last-piece inspection
- Stage inspection

Whenever a production run is started, it is prudent to check the first piece, the first assembly and so on before the main run commences. Many faults can be detected by checking the first piece off and this can prevent the whole batch from going wrong. For example:

- First-piece inspection can check whether the machine, jigs, fixtures, moulds, temperature and so on are correctly set up;
- First-piece inspection can discover whether the operator has fully understood his or her instructions;
- First-piece inspection can also identify any discrepancies between the drawing and the quality plan, which can be investigated to avoid any further damage.

While first-off inspection ensures that the job starts correctly, the purpose of patrol inspection is to help the operator to make the whole run correctly. From time to time, the patrol inspector visits the machine or operator and if the quality of the sample checked during the visit is wrong on any point, then this must be corrected as quickly as possible. If an operator goes wrong, he or she should be told quickly. The operator should be encouraged to regard the inspector as a friend assisting him in the task of keeping defective work to a minimum

Operator inspection means that instead of the inspector, the operator carries out the inspection at a predetermined time during manufacturing.Last-piece inspection is carried out on the last item manufactured in the lot. This allows action to be taken to rectify faults in the machine and/or tools before beginning the next lot. If these faults are only detected when the next lot has started, there will be a risk of production delays.

Stage inspection involves inspection of products after every operation or group of operations. Stage inspection points are located on the shop floor itself, wherecomponents are tendered for inspection. Jobs found to be unacceptable are returned for rectification if they are rectifiable, otherwise they are scrapped.

c. Final inspection

Final inspection and/or testing is done after manufacture has been completed, with the object of making sure that the goods concerned aresatisfactoryfor dispatch to the customer or maybe to another department for the next operation.Based on the product specifications, inspection instructions are prepared that lay down the details of the tests to be carried out, the measuring instruments or test equipment to be used and the criteria for deciding acceptance of the product with respect to each characteristic. Inspection instructions should also include details of the sampling plan such as size of sample and the criteria of acceptance to be followed. Measuring instruments or test equipment used for inspection should be calibrated periodically to verify their accuracy.

It is necessary to exercise suitable control over the movement of the product through the inspection area in order to avoid a mix-up of accepted and rejected products. Ways to exercise such control include:

- Provision of clear labels (preferably of different colures) for products awaiting inspection, accepted products, rejected products, products on hold awaiting the results of tests and/or inspection and so on;
- Separation of accepted and rejected products;
- Review of rejected products for rectification or repair or for sale as seconds;
- The accepted product should only be released to the next process or to the customer by a person who is authorized to do so.

Self-Check -3	Written Test

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

1. What means quality problems (4 points)?
2. List at least heights quality records (4 points)?

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

Score = ____________

Rating: _____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Information sheet-4	Changing procedures and systems in consultation with colleagues

Most organizations today are in a constant state of flux as they respond to the fast-moving external business environment, local and global economies, and technological advancement. This means that workplace processes, systems, and strategies must continuously change and evolve for an organization to remain competitive.

Change affects your most important asset, your people. Losing employees is costly due to the associated recruitment costs and the time involved getting new employees up to speed. Each time an employee walks out the door, essential intimate knowledge of your business leaves with them.

4.1. What is effective organizational change management?

A change management plan can support a smooth transition and ensure youremployees are guided through the change journey. The harsh fact is that approximately 70 percent of change initiatives fail due to negative employee attitudes andunproductive management behavior. Using the services of a professional changemanagement consultant could ensure you are in the winning 30 percent.In this article, **Pulse**Learning presents six key steps to effective organizational change management.

1. Clearly define the change and align it to business goals.

It might seem obvious but many organizations miss this first vital step. It's one thing to articulate the change required and entirely another to conduct a critical review against organizational objectives and performance goals to ensure the change will carry your business in the right direction strategically, financially, and ethically. This step can also assist you to determine the value of the change, which will quantify the effort and inputs you should invest.

Key questions:

- What do we need to change?
- Why is this change required?

2. Determine impacts and those affected*.*

Once you know exactly what you wish to achieve and why, you should then determine the impacts of the change at various organizational levels. Review the effect on each business unit and how it cascades through the organizational structure to the individual. This information will start to form the blueprint for where training and support is needed the most to mitigate the impacts.

Key questions:

- What are the impacts of the change?
- Who will the change affect the most?
- How will the change be received?

3. Develop a communication strategy.

Although all employees should be taken on the change journey, the first two steps will have highlighted those employees you absolutely must communicate the change to. Determine the most effective means of communication for the group or individual that will bring them on board. The communication strategy should include a timeline for how the change will be incrementally communicated, key messages, and the communication channels and mediums you plan to use.

Key questions:

- How will the change be communicated?
- How will feedback be managed?

4. Provide effective training.

With the change message out in the open, it's important that your people know they will receive training, structured or informal, to teach the skills and knowledge required to operate efficiently as the change is rolled out. Training could include a suite of micro-learning online modules, or a blended learning approach incorporating face-to-face training sessions or on-the-job coaching and mentoring.

Key questions:

- What behaviors and skills are required to achieve business results?
- What training delivery methods will be most effective?

5. Implement a support structure.

Providing a support structure is essential to assist employees to emotionally and practically adjust to the change and to build proficiency of behaviors and technical skills needed to achieve desired business results. Some change can result in redundancies or restructures, so you could consider providing support such as counseling services to help people navigate the situation. To help employees adjust to changes to how a role is performed, a mentorship or an open-door policy with management to ask questions as they arise could be set up.

Key questions:

- Where is support most required?
- What types of support will be most effective?

6. Measure the change process.

Throughout the change management process, a structure should be put in place to measure the business impact of the changes and ensure that continued reinforcement opportunities exist to build proficiencies. You should also evaluate your change management plan to determine its effectiveness and document any lessons learned.

Key questions:

- Did the change assist in achieving business goals?
- Was the change management process successful?
- What could have been done differently?

Is your business going through a period of organizational change? **Pulse**Learning can assist in managing the change process to meet business goals and minimize the associated impacts. **Pulse**Learning is an award-winning global learning provider experienced in change management consultancy and developing engaging and innovative eLearning and blended training solutions.

Self-Check -4	Written Test

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

1. What is effective organizational change management (4 points)?
2. What are six key steps to effective organizational change management (4 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Information sheet-5	Consulting colleagues about ways of improving efficiency and service levels

5.1. What is 'consultation' and why is it so important?

Consultation is a highly developed form of communication. It is defined as the process by which a community's input into matters affecting them is obtained.Consider the following question. Use what you have learned on this course so far and your own experience to help you with your answer. Then continue to reflect on our own thoughts.

Question: What do you think are the key benefits of consultation?

Consultation:

- Encourages full participation in the initial problem formulation, review process and solution generation
- Encourages people to act through choice, not under duress, and reduces the chance of community members feeling frustrated or angry that their opinions have not been heard
- Operates as a two-way process of information and exchange: it ensures all members of the community are well informed and that they have had good opportunities to share their ideas and perspectives, and provides you with an understanding of the cultural issues that will need to be understood and addressed
- Reduces the risk of misinformation and facilitates openness and honesty
- Enables you to identify likely collaborators who can work with you during the transition process
- Generates innovative ideas and solutions, and is likely to increase the rate of transition.

5.2. What does good consultation look like?

Many heads operate on the belief that if they can talk long enough and passionately enough about an issue, they will get buy-in from their colleagues. In fact,talking **at** people may do just the opposite. So, what does good consultation look like, and how does it differ from the more traditional 'information dissemination' model?Consider the following lists. The first consists of communication techniques which represent **dissemination** (i.e. uni-directional, designed primarily to give outinformation). The second presents techniques which represent **consultation** (i.e. encouraging participation and two-way discussion).

Dissemination

- Email communiqué
- Website notice
- Briefings
- Discussion paper
- Newsletter
- Large meeting with agenda, presenters, a chairperson and rows of seating

Consultation

- Group discussion of issue
- Brainstorming
- Think-tank
- Small group discussions and summarizing
- Group agenda setting
- Focus/task groups

These examples highlight the fact that there are many different forms of communication, but some of the traditional approaches that universities particularly enjoy are largely uni-directional. They are not designed to encourage good debate and robust discussion. Instead, they are intended to educate and inform the audience. Within each category, there are items that are more, and less, consultative: for example, a discussion paper is more consultative than a newsletter.So, how do you go about taking a more consultative approach? There are both practical and ideological guidelines to follow.

5.2.1. Practical guidelines

The following paragraphs outline some practical measures you can take when planning and undertaking consultation.

Step 1 of 6: Scope

Identify the key concerns that need to be explored and who should be involved. Aim for all relevant members – be inclusive, not exclusive.

Step 2 of 6: Timing

Allow sufficient time for the consultation. People need time to explore the context, think of options, weigh up solutions, challenge ideas, and build some consensus. A one-hour session will generate very few useful outcomes. Recognize that consultations may require several sessions, with the first operating as an 'opener' which allows further thinking and debate to occur before the subsequent sessions allow more informed debate.

Step 3 of 6: Location

Choose a good location – where small groups can talk and there is sufficient space to operate in different ways. Avoid setting up rows of seats that prevent good interaction. Circles are very effective in reducing hierarchical differences and increasing confidence in sharing thoughts.

Step 4 of 6: Launching the consultation

Clarify your expectations about the consultation and its outcomes. Be clear about the purpose and the process to be followed. Keep your introductions short. Make it clear that they are not here to listen to you, but rather, to offer their input and ideas and to share their expertise.

Step 5 of 6: During the consultation

Above all, be fair. Ensure the consultation is egalitarian and allows open and honest discussion. Think about your role carefully: in some cases (especially with particularly complex or controversial change) use an external party to lead the consultation: a skilled facilitator can provide valuable expertise as well as ensuring that you are not adopting too much 'control' over the proceedings (refer to the 'Useful advice' pod at the end of this section for further information). Also, take care to focus the discussions on the future, not the past. This reduces the power of the cultural web.

Step 6 of 6: Provide outputs and feedback

Capture the discussions – encourage notes to be taken and ensure all comments are considered carefully. Provide your contributors with feedback on their inputs and ensure they are treated respectfully.

Successful consultation operates from a number of key principles, including:

- Ensuring members have a deep understanding of the problem
- Facilitating important conversations between community members so that they learn from each other
- Clarifying the concerns, needs and wants of the community
- Exploring those concerns and identifying possible options to address them
- Providing opportunities for diversity of opinion and active engagement
- Creating an environment where innovative ideas are encouraged and shared
- Integrating the ideas of contributors into the solutions and plans that are selected.

Stepping out of your own shoes

During the consultation process it is important that you are able to think beyond your own personal experiences, feelings and priorities, and focus instead on two other levels:

- How others are feeling and responding as individuals
- How the overall process is affecting the larger group and its operations, and what improvements could be made to encourage diverse points of view and stronger outcomes.

To adopt both of these perspectives, you will need to separate yourself from your personal interests and adopt an analytical, detached and open approach

Self-Check -5	Written Test

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

1. What is 'consultation' and why is it so important(4 points)?
2. What are both practical and ideological guidelines to planning levels (4 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
   ____
2. ____
   ____

Reference

https://thethrivingsmallbusiness.com › implementing-organizational-change

https://www.epigeum.com › downloads › 03_culture › html › course files

DAIRY PRODUCTION

LEVEL-III

Learning Guide -73

Unit of Competence: - Monitor Implementation of Work Plan/Activities

Module Title: - Monitoring Implementation of Work Plan/Activities

LG Code: AGR DRP3M 19 LO2-LG 73

TTLM Code: AGR DRP3T TLM1219 -v1

LO2: Plan and organise workflow

Information sheet	Learning Guide #73

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

- Assessing current workload of colleagues accurately
- Scheduling work in manner of enhancing efficiency and customer service quality
- Delegating work to appropriate people with principle of delegation
- Assessing workflow against agreed objectives and timelines
- Assisting colleagues in prioritization of workload
- Providing input of appropriate management regarding staffing needs

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

- Assess accurately current workload of colleagues.
- Schedule work in a manner which enhances efficiency and customer service quality.
- Delegate work to appropriate people in accordance with principles of delegation.
- assess workflow against agreed objectives and timelines and assist colleagues in prioritization of workload.
- Input is provided to appropriate management regarding staffing needs.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described

3. Read the information written in the "Information Sheets 1". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the "Self-check 1 and proceed other turn by turn"
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1 and do the same on other self-check of information sheet).
6. If you earned a satisfactory evaluation proceed to "Information Sheet 2". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to previous Learning Activity.
7. Submit your accomplished Self-check. This will form part of your training portfolio.

Information sheet-1	Assessing current workload of colleagues accurately

Workload simply refers to the experience of how hard you are working, be that mental or physical. **Workload assessment** measures are used to **assess** the perceived demand of the task undertaken by the user.

1.1. Workload Assessment Method

Workload simply refers to the experience of how hard you are working, be that mental or physical. Workload assessment measures are used to assess the perceived demand of the task undertaken by the user. There are a number of potential reasons to assess task demand, such as:

- For design, to make equipment as easy to use as possible, to reduce error and improve effectiveness.
- For customer acceptance.
- For personnel selection or training.

There are three main types of workload assessment measures:

1. Performance measures or objective workload.
2. Physiological measures.
3. Subjective measures.

1. **Performance measures:** in workload assessment involve recording performance scores and using these as an indicator of task demand. Though certain versions of this technique are highly effective, they are difficult to use, especially in a working

setting due to their intrusiveness. The development and acceptance of performance measures can be difficult, as ideally, they should be defendable and obtainable within the bounds of the industry context. In addressing human performance assessment,Wreathall (see below) has suggested that human performance measures should have the following characteristics:

- ***Objective***: it should not be easily manipulable or involve judgments that can be arbitrary.
- ***Quantitative***: this allows it to be trended and compared with other measures.
- *Simple to understand and possess face validity*: the measure should represent a worthy goal which will tend to improve performance in itself.
- *Related to / compatible with other programs*: if possible, measures should be integrated into existing programs to affect efficiency as minimally as possible.

2. **Physiological measures:** in workload assessment involve recording what are believed to be the physical signs and symptoms of workload. For example, these could include postural or bio-mechanical analysis, heart rate variability, direction of pupil gaze and attention which can now be tracked using Eye Tracking or the body's maximum oxygen consumption (VO2 max) which has a strong correlation between the amount of oxygen consumed by the body and the amount of work performed or the Borg rating of perceived exertion (RPE). Physiological measures have the advantage of providing a relatively continuous record of data over time and are not obtrusive to task performance but can be obtrusive in a physical sense. See Physiological Bases of Human Performance During Work and Exercise for further reading (*also thanks to Gene Kay).*

3. **Subjective measures** in workload assessment involve recording user ratings of self-assessed workload and use rating scales such as Instantaneous Self-Assessment (ISA), the Bedford Rating Scale (BFRS) and the more commonly known NASA Task Load Index (TLX). An alternative to user ratings is the observer method, where the task is observed and rated by the observer.

1.1.1. Instantaneous Self-Assessment (ISA)

ISA is arguably the simplest subjective workload measurement technique available. It consists of a 5-point workload scale represented by 5 buttons contained within the ISA boundary, generally displayed to the user on a separate screen. Whilst performing the task in question, the user responds to flashing prompts at predefined intervals. Each button represents a particular level of demand from very low to very high.

1.1.2. NASA Task Load Index (NASA-TLX)

The NASA Task Load Index is one of the most commonly used forms of workload assessment. One that i have used on many occasions. The NASA Task Load Index is a multi-dimensional rating process that provides an overall workload score based on a weighted average of ratings on six subscales:

- **Mental Demands:** How much mental and perceptual activity was required (e.g. deciding, calculating, remembering, looking, etc.)? Was the task easy or demanding, simple or complex, exacting or forgiving?
- **Physical Demands:** How much physical activity was required (e.g., pushing, pulling, controlling, activating, etc.)? Was the task easy or demanding, slow or brisk, slack or strenuous, restful or laborious?
- **Temporal Demands:** How much time pressure did you feel due to the rate or pace at which the tasks or task elements occurred? Was the pace slow and leisurely or rapid and frantic?
- **Own Performance:** How successful do you think you were in accomplishing the goals of the task set by the experimenter (or yourself)? How satisfied were you with your performance?
- **Effort:** How hard did you have to work (mentally and physically) to achieve your performance?
- **Frustration:** How insecure, discouraged, irritated, stressed and annoyed versus secure, gratified, content, relaxed and complacent did you feel during the task?

1.1.3. Bedford Workload Rating Scale

The Bedford Workload Scale is a unidimensional scale that ranks whether it was possible to complete the task, if workload was tolerable for the task, and if workload was satisfactorywithout reduction. The Bedford scale was developed for pilots, but it could be used in similar contexts.

1.1.4. Subjective Workload Assessment Technique (SWAT)

SWAT data collection is intended to be as un-intrusive as possible, using only three simple descriptors for each of three factors that have been used to define workload. SWAT is divided into two distinct phases: Scale Development and Event Scoring. The Scale Development phase is used to train the subjects on the use of the descriptors. The Event Scoring phase is the experiment or test situation where the investigator is interested in obtaining information about the workload associated with task performance.

1.1.5. Computational Human Performance Modelling

There are software tools such as Micro Saint that use discrete event simulation methods for task modeling, which can include any combination of visual, auditory, cognitive or psychomotor activities and the associated workload and performance shaping factors. Computational models can be used where workload assessments are impractical or prior to being validated in real life. *Thanks to Jacques Hugo for this suggestion.*

Self-Check -1	Written Test

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

1. What mean workloads (4 points)?
2. What are three main types of workload assessment methods (4 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Information sheet-2	Scheduling work in manner of enhancing efficiency and customer service quality

Scheduling is the process of arranging, controlling and optimizing **work** and workloads in a production process or manufacturing process. **Scheduling** is used to allocate plant and machinery resources, plan human resources, plan production processes and purchase materials

Scheduling is the process of arranging, controlling and optimizing work and workloads in a production process. Farms use backward and forward scheduling to allocate plant and machinery resources, plan human resources, plan production processes and purchase materials.

- Forward scheduling is planning the tasks from the date resources become available to determine the shipping date or the due date.
- Backward scheduling is planning the tasks from the due date or required-by date to determine the start date and/or any changes in capacity required.

The benefits of production scheduling include:

- Process change-over reduction
- Inventory reduction, leveling
- Reduced scheduling effort
- Increased production efficiency
- Labor load leveling
- Accurate delivery date quotes
- Real time information

Production scheduling tools greatly outperform older manual scheduling methods. These provide the production scheduler with powerful graphical interfaces which can be used to visually optimize real-time workloads in various stages of production, and pattern recognition allows the software to automatically create scheduling opportunities which might not be apparent without this view into the data. For example, an airline might wish to minimize the number of airport gates required for its aircraft, in order to reduce costs, and scheduling software can allow the planners to see how this can be done, by analyzing time tables, aircraft usage, or the flow of passengers

2.1. Key concepts in scheduling

A key character of scheduling is the productivity, the relation between quantity of inputs and quantity of output. Key concepts here are:

- Inputs: Inputs are plant, labor, materials, tooling, energy and a clean environment.

- Outputs: Outputs are the products produced in factories either for other factories or for the end buyer. The extent to which any one product is produced within any one farm is governed by transaction cost.

Output within the farm: The output of any one work area within the farm is an input to the next work area in that farm according to the manufacturing process. For example, the output of cutting is an input to the bending room.

Output for the next farm: By way of example, the output of a paper mill is an input to a print farm. The output of a petrochemicals plant is an input to an asphalt plant, a cosmetics farm and a plastics farm.

Output for the end buyer: Farm output goes to the consumer via a service business such as a retailer or an asphalt paving farm.Resource allocation: Resource allocation is assigning inputs to produce output. The aim is to maximize output with given inputs or to minimize quantity of inputs to produce required output

How do you do scheduling?

Start with the 10 tips listed below.

1. Know Your Team. ...
2. Build Shifts Around Your Best Employees. ...
3. Establish A Team-Wide Communication Method. ...

4. Get the Schedule Out Quickly. ...
5. Honor Work Preferences and Time-Off Requests as Much as Possible. ...
6. Get Employees to Do Some of The Work Scheduling. ...
7. Let Employees Find Their Own Substitute.

Self-Check -2	**Written Test**

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

1. What is scheduling (4 points)?
2. What are the benefits of production scheduling(4 points)?

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

Score = ____________

Rating: _____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Information sheet-3	Delegating work to appropriate people with principle of delegation

Definition: The Delegation of Authority is a process through which a manager assigns responsibility to the subordinate to carry out the work on his behalf. Also, a certain authority is delegated to the subordinate to the extent, which is sufficient to accomplish the assigned responsibility

The process of assignment of specific work to individuals within the organization and giving them the right to perform those works is delegation. It is about entrusting someone else to do parts of your job. Delegation of Authority means division of authority and powers downwards to the subordinate

When you begin to think of yourself as a successful leader, you realize that there are more demands on your time than you can possibly fill. This is a common problem faced by many leaders. The solution to this challenge is developing a process of effective delegation. However, delegation is an important tool that many leaders hesitate to use, and it has been the downfall of many leaders. The biggest barrier to delegation is overcoming the attitude that you must do it all! It becomes a leader's curse when you adhere to the adage, "If you want something done right, do it yourself."

Delegation is very different from simply assigning someone a task or project that falls into his or her established job description or requirements. When you delegate, you give someone else one of your job tasks to complete with the authority and control to complete it properly. Delegation is not abdication. You share accountability for the assignment, which is why checkpoints are established to monitor overall progress. Just as the outcomes of your entire department are your responsibility, you are also responsible for the ultimate success of the delegation process.

When delegation is done properly and for the right reasons, it helps foster a climate of trust and creates growth opportunities for your employees.

3.1. Five Principles to Create an Effective Delegation Process.

1. Determine what you will delegate. Effective delegation begins with defining your responsibilities. Write down all of your activities and responsibilities. Review your master list and categorize all of the items into two secondary lists: things you alone must do and things that others could do or help you complete. Anything that falls into the second list presents an opportunity for delegation.

2. Choose the right person to delegate the task to. Andrew Carnegie said, "*The secret to success lies not in doing your own work, but in recognizing the right person to do it.*" The key to finding the right person to delegate an assignment to is matching skills and attitude to the task at hand.

3. Clarify the desired results. When the results are clear, it allows the employee to use his or her own creativity and resources to accomplish the task. An added benefit of effective delegation is the individual may find a better and more effective way to accomplish the task or achieve the desired results.

4. Clearly define the employee's responsibility and authority as it relates to the delegated task. Clearly communicate the expectation, responsibilities, and timeline. Be sure to ask the employee to share his or her understanding.

5. Establish a follow up meeting or touch points. The follow up meetings should be focused on two things-monitoring progress and determining the need for assistance. The number of follow up meetings will vary based on the scope of the task or project and whether the employee is new or a long-term member of the department.Once you have created a solid process for delegation, stick to it, and avoid *reversedelegation*. At times, a team member may try to dump the delegated task back to you, and you may feel tempted to take it back especially if he or she seems to be struggling. **Helping him or her stretch outside his or her comfort zone is all part of a positive growth and development. Use the scheduled follow up meetings to manage the delegation process, provide encouragement, and monitor the results!**

3.2. What is the purpose of delegation?

This accounting gives the person to whom the individuals report an account of their success or failure. **PURPOSE** OF DELEGATING Many managers have great difficulty delegating authority (power). **Delegation** is not giving away power. Power-motivated managers make their subordinates feel stronger through sharing their power

3.3. What is an example of a delegate?

Delegates can be chained together; for **example**, multiple methods can be called on a single event. Methods don't need to match the **delegate** signature exactly. Using a **delegate** allows the programmer to encapsulate a reference to a method inside a **delegate**

3.4. Principles of Delegation of Authority

Following are the guidelines that can be followed by the managers to practice anefficient delegation:

1. **Principle of Functional Definition:** An organization is comprised of different functional departments, each contributing to the organizational goals and, in turn, have their specific objectives.Thus, clearly defined objectives of each department, the expected results, the specific activities to be performed and intradepartmental relationships help the manager to determine the requirements of that specific position.
2. **Principle of Result Expected:** Before actually delegating the authority to the subordinate, the manager must know the purpose of such delegation and the results expected from it. The goals, targets and the standard of performance must be clearly defined to direct the actions of the subordinate towards the accomplishment of a given task in a required manner. This principle helps in determining the authority to be delegated which is sufficient for completing the responsibility.
3. **Principle of Parity of Authority and Responsibility:** This principle states that the responsibility and the authority co-exist. This means, if the subordinate is assigned certain responsibility, he must be given some level of authority i.e. power to perform his responsibility.Thus, both the responsibility and the authority shall be clearly defined to the subordinate, so that he knows what he is required to do within the powers delegated to him.

4. **Principle of Unity of Command:** According to this principle, every subordinate should have a single supervisor from whom he gets the authority and to whom he is solely accountable. This means the subordinate should get the instructions from a single superior and perform those responsibilities as assigned by him. In case, if the subordinate is required to report to more than one boss, then there may be a conflict and delay in the managerial operations.
5. **Principle of Absoluteness of Responsibility:** This principle asserts that responsibility cannot be delegated. This means even after delegating the authority to the subordinate to perform certain tasks on the manager's behalf; the manager will be solely responsible for the doings of the subordinate. In other words, whatever actions being taken by the subordinate, the manager will be accountable to his senior. Thus, the responsibility is absolute and remains with the superior.
6. **The Scalar Principle:** There are clear lines of authority in the organization, i.e. who is under whom. This helps the subordinate to know, who delegates the authority to him and to whom he shall be accountable. Also, to whom he shall contact in case things are beyond his control. Thus, this principle asserts, that there should be a proper hierarchy in the organization.
7. **Principle of Exception:** According to this principle, the subordinate shall be given complete freedom to perform his responsibilities under the purview of his authority. The manager should not interfere in between his work and must allow him to do even if he commits mistakes. But in some exceptional cases, the managers can interfere and even withdraw the authority delegated to the subordinate.Thus, a manager must comply with all these principles of delegation of authority to ensure that the task is accomplished in a manner it was intended.

Self-Check -3	Written Test

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

1. What is delegation (4 points)?
2. What are Five Principles to Create an Effective Delegation Process (4 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Information sheet-4	Assessing workflow against agreed objectives and timelines

What is monitoring in the workplace?

Employee monitoring allows a business to track employee activitiesand monitor worker engagement with workplace related tasks. A business using employee monitoring on a computer can measure productivity, track attendance, ensure security and collect proof of hours worked

What type of monitoring systems are used in the workplace today?

Here are common types of employee monitoring which farms use to keep an eye on their workers while they are using farm computers.

- Direct Monitoring.
- Network Monitoring. ...

- Email Monitoring. ...
- Virtual Private Networks (VPN) ...
- Software Monitoring.

4.1. Common Types of Employee Monitoring for Farms

Employee monitoring is a term that can apply to a number of different areas in relation to the workforce. Hours worked are monitored so that costs are kept down on overtime or for other reasons. It is not uncommon to see video cameras mounted in most places where money is transferred or valuable assets are worked with on a regular basis. Employee monitoring also entails keeping an eye on how farm computers and smartphones are being used.

Many farms handle large amounts of sensitive data on a regular basis. In the electronic age it is becoming difficult for some to keep client lists, employee information or trade secrets confidential. The ways that employees use the farm's computers can have a huge impact on whether or not the farm's network is infected by inadvertent malware or a virus. Employees might use email or other electronic means to intentionally leak secrets.

In addition to the benefits of monitoring farm computers for security purposes, monitoring employees on farm computers also involves knowing how productive employees are when using farm resources. Workers might be goofing off on the web, or they might be using bandwidth to steal music and video from pirated sources. Data entry, transcription, medical billing and other performance-based computer usage is monitored for the words that workers type per minute to measure how valuable any given employee's time is.

Here are common types of employee monitoring which farms use to keep an eye on their workers while they are using farm computers.

1. **Direct Monitoring**

Some farms do not rely heavily on farm computers to get most of the work done, but it is important that the computer is available for certain important tasks. Direct monitoring would involve keeping computers in an open location at the place of business so that anyone nearby would have a good idea about how that computer is being used. Another method of direct monitoring involves hardware that keeps logs of keystrokes.

2. **Network Monitoring**

Many businesses keep up with the traffic that comes and goes on their network. This involves a firewall or router that notices the addresses and content that is transmitted or received over the farm's network. Network monitoring can pick up on when a computer is infected if it is found to be making Internet requests that are out of the ordinary or frequently redundant. Network monitoring will also pick up on who is accessing which files and how those files are altered and transmitted. Farms with Wi-Fi access points will often have their own network zone that operates as a firewall for any guests that log on.

3. **Email Monitoring**

Many farms have their own website and email hosting services. Correspondence from workers at the farm usually come and go from *j.doe@farmwebsite.com* or something similar. This makes it easy for outsiders to verify that the correspondence is official, but it also means that farms are responsible for how workers portray themselves when using farm email. A farm that hosts their own email server will monitor that server to see the comings and goings of mail to and from their farm. Many farms will also cut down on bandwidth and security risks by filtering out spam before it reaches the in-boxes of any of their workers.

4. **Virtual Private Networks (VPN)**

Large farms will use what is called a VPN which allows for access to farm files only by those who are logged into their system. A VPN is a little like a website that contains all of the files and programs that workers use, and workers then access that website for their files and applications from wherever they are working from. This allows for system-wide security of the files while providing access for workers to contribute their part when handling farm information. VPN administration will run regular maintenance and backups and monitor the network for any irregularities or security breaches.

5. **Software Monitoring**

Software monitoring solutions such as Net Orbit are services that allow businesses to review logs of their workplace computers from a web portal from anywhere with an Internet connection. A farm that signs up for a Net Orbit account then installs the software monitoring tool to each of their farm computers. Software monitoring works across platforms on Windows and Mac computers and will even give accounts for Android smartphones and tablets. The software will update logs to the business's Net Orbit account so that the employer can review screenshot histories, file changes, website logs, messenger application contents and even determine the location of their farm computers and laptops through IP or GPS validation.

Every farm utilizes different tools for monitoring depending on the farm's size and the dynamics of how much technology is used in their place of business. Whenever any monitoring policies are in place, it is important for employees to be aware of monitoring practices in the farm handbook and also should sign off on acknowledgment of the procedures and guidelines whenever they are issued a farm device or computer.

4.2. There are five ways to monitor the actions of employees:

1. Watch employees work. One of the most effective ways to monitor an employee's performance is with your own eyes. ...
2. Ask for an account. ...
3. Help employees use self-monitoring tools. ...
4. Review work in progress on a regular basis. ...
5. Ask around a little

1. Watch employees work.

One of the most effective ways to monitor an employee's performance is with your own eyes. Watching an employee interact with a customer for a few minutes will tell you more about that employee's customer service performance than a batch of customer feedback surveys. That's why so many route-sales organizations encourage their managers to do ride-alongs with salespeople. So, the manager can actually watch the employee do his job. If you are having difficulties helping an employee succeed with a particular task, "shadow" that employee while he does the task. You'll find out exactly what he's doing and how he can do it better.

2. Ask for an account.

In every one-on-one conversation with every employee, ask for an account of what that person has done since your last conversation: "What concrete actions did you take? Did you meet the clearly spelled-out expectations?" Then listen very carefully, make judgments, and ask more probing questions. Asking for an account is the number one method for holding a person accountable for his actions. Then move on to discuss next steps. As long as you are consistently carrying out your one-on-one management conversations with every person on a regular basis, this element of monitoring performance will become routine.

3. Help employees use self-monitoring tools.

You can also ask employees to help you keep track of their actions by using self-monitoring tools like project plans, checklists, and activity logs. Employees can monitor whether they are meeting goals and deadlines laid out in a project plan, make notations within checklists, and report to the manager at regular intervals. Activity logs are diaries that employees can keep, noting contemporaneously exactly what they do all day, including breaks and interruptions. Each time the employee moves on to a new activity, he is asked to note the time and the new activity he is turning to.

4. Review work in progress on a regular basis.

Check your employees' work carefully in process along the way. If an employee is not responsible for producing a tangible end product, then watching that employee work is the same thing as reviewing work in progress. If she is responsible for an end product, spot-check it while she is working on it. For example, if the employee manages a database, spot-check the records. If the employee writes reports, look at drafts. If the employee makes phone calls, record them and listen to a random sample. If the employee makes widgets, check some half-done widgets and see how they look. You can't actually keep track of everything every employee does, but you can check random samples on a regular basis.

5. Ask around a little.

Gather intelligence. Ask customers, vendors, coworkers, and other managers about their interactions with specific employees. Always ask question about the employee's work, never about the person. Don't ask for evaluations, but ask for descriptions. Don't ask for impressions, but ask for details. And don't believe everything you hear; the unverified statements of third parties are simply hearsay. But the more you keep your ear to the ground, the more you know which sources can be trusted. So, ask around on a regular basis.

Self-Check -4	**Written Test**

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

1. What is monitoring in the workplace (4 points)?
2. What are five ways to monitor the actions of employees (4 points)?

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

Score = ___________
Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Information sheet-5	Assisting colleagues in prioritization of workload

5.1. Ways to Help Your Employees Manage Their Workload

In the modern-day workplace, a high level of productivity is what managers expect from their employees. The bar is set high because they have to work in an on-demand society. Businesses are forced to keep pace with the demands of their customers because competition is fierce, and if one business can't satisfy the appetite of the demanding and often fickle public, it won't survive.

The greatest asset any business has is its workforce, and if employees are overworked and overwhelmed, they may find it difficult to complete all of their assigned tasks. Here are eight ways you can help your employees manage their workload.

1. Throw the Idea of Multitasking Out of the Window

Unless you have a group of extremely organised employees, you should encourage them to avoid multitasking. The business community has taught and encouraged the art of multitasking for years, but if you are looking for work to be completed in a timely fashion, and to be done correctly the first time, multitasking can actually be counterproductive.

If you take the time to think about what multitasking actually is, you will realise that employees who choose to engage in multiple tasks simultaneously aren't doing any of them any justice. You wouldn't want someone texting and doing their makeup while they are behind the wheel of a car, so you shouldn't ask your employees manage more than one important assignment at a time.

2. Priorities the Work

Encourage your team members to sit down at the beginning of each workday and review all of the tasks they need to complete. Have them organize them by level of importance. There will always be things that will need to be handled at the beginning of the day, but there are also things that can wait until the end of the day.Prioritising tasks will provide a guide for employees to follow, and increase their efficiency.

3. Flexibility and Adaptability Will Serve You Well

One of the most important assets that an effective manager has is the ability to actively listen to those around them. If you are like most managers, you have stepped into your leadership role and your responsibilities are quite different from those of your subordinates.

The way that you might have approached the work may not be the most effective way for your employees. Ask for input from your employees and take their lead on the processes that work well and work with them to correct those identified as ineffective. Give your employees some room to get the work done, monitor their progress and step in and offer guidance as needed.

4. **Electronic Planning**

Think about investing in online people planner software to help your employees stay on track. Planning software will allow the details of the entire project to be seen by all members of the team. Because everything can be seen by all team members, online planning software provides the group the opportunity to collaborate with each other, share ideas and make suggestions or changes directly on the platform. This type of software also allows your team members to be set alerts encourages them to hold each other accountable.

5. **Communicate and be Clear**

One of the things that you must always be cognisant of is the way you communicate with your staff. You should always remember, not all communication is effective communication.When you are working on a large project and the clock is ticking, clear, concise communication could make the difference between you meeting your deadline or missing it. When giving directives be sure to clearly state what your expectations are in terms of timelines and the work product.

6. **Be Reasonable**

When you are working on a timeline there are things you have no control over, but as a manager you do have control over the weight of the workload you place on your workforce.Don’t set your expectations so high that you set yourself and your team up for failure. Think about each of your employees and what their capabilities are, and assign tasks and the complexity of the workload based on your assessments and each employee’s abilities.

7. **Keep the Door Open**

You should establish the kind of working relationship with your employees which allows them to feel comfortable coming to you to discuss the projects they are working on. If your employees feel they are overworked, overwhelmed and find you unapproachable, they are not going to be nearly as productive as you need them to be. Establish and maintain an open door policy with your staff.

8. Distribute the Difficult Tasks First

You have the ability as the manager to decide which tasks need to be completed and when. One of ways you can ensure that you staff stays productive and motivated is to assign the most time consuming and difficult tasks at the beginning of the day. Avoid assigning these types of tasks late in the day when staff may be mentally exhausted.Don’t let your employees stress affect their work and don’t let everything pile on top of them. By implementing some of the above methods, you’ll be helping them become a much more effective employee.

5.2. How would you provide effective support for your colleagues?

1. Make teamwork...
2. Pinpoint the issue. ...
3. Do not complain to management. ...
4. Ask for advice. ...
5. Communicate directly with them. ...
6. Engage the law of reciprocity

1. Make teamwork a priority by making it part of the performance managementsystem.

This begins with performance expectations when someone joins the organization, Weisman says. “I was speaking with a prospective client last summer who was complaining about this very thing--that their people were not working well together--so I asked her, ‘Well, do you assess their contribution to teamwork as part of your annual performance review process?’ She looked at me like a deer in headlights and responded as if it was a master stroke of genius.” If you don't measure it and give people the expectation at the very beginning of their role with the organization, it will not be seen as priority.

2. Pinpoint the issue.

"Explore your feelings and behavior toward your colleagues," says Parnell. "Social and professional relationships are inextricably symbiotic and interactive, and much of the communication that occurs is both subconscious and reactive." If your colleagues seem to be difficult, they may actually be reacting to the signals *you* are giving off – whether consciously or unconsciously. While this might be a bitter pill to swallow, you may be the very root of the problem and the first step toward recovery is discovering this.

3. **Do not complain to management.**

"Mommy, mommy! Jimmy isn't being nice!" isn't going to cut it here. In fact, it will just make things worse. "Going over someone's head to leverage them with authority is the best way to gain faux cooperation that is backed by insidious, Machiavellian game play," Parnell says. "Take whatever steps are necessary to remedy your situation first, and only turn to management as the last resort."

4. **Ask for advice.**

Again, you don't want to go to your boss or upper management to complain about a co-worker, but you *can* ask your supervisor for advice on how to improve your work relationships. "They will certainly appreciate the fact that you came to them first because you want to improve the team dynamic," Teach says. "This will help your supervisor see that you are truly a team player."

5. **Communicate directly with them.**

"I think that this is perhaps the most important factor when it comes to improving a work relationship," Teach says. "It's totally understandable why you and a co-worker don't work well together but the onus is on you to improve the situation."

If you complain to your boss, he or she will most likely just ask you to speak directly with your co-worker to try to improve the situation. So instead, ask your co-worker if they have some time to speak with you, maybe at the end of the day once all of your projects are completed. Just state your feelings in a non-accusatory way, tell your co-worker that you'd really like it if you can help each other in the future and work better together, and ask them what you can do to make this happen. “It's possible that they are not even aware of their shortcomings or perhaps they don't realize that there is a problem between the two of you so hopefully they will appreciate the fact that you are bringing this to their attention,” Teach says.

Parnell agrees. “I know this may be a cliché, but you should address the problem head on. If someone seems to be abrasive or even combative, relay your concerns to them and ask if there is something you can do to help.” It is uncomfortable, potentially embarrassing, and certainly not the easiest route; it is, however, the most effective, he says.

6. **Engage the law of reciprocity.**

“If you happily help people first, others automatically will feel a sense of obligation to return the favor,” Weisman says. When you have an extra free minute or two ask your co-workers if they need help with anything, or engage in another act of kindness. Maybe your colleagues will reciprocate, and thus improve the way you work together.

7. **Give your co-worker an incentive.**

You may present your case to a colleague as to why they need to work better with you--but without an incentive, they may not be accommodating,Teach says. Explain to them that by improving the work relationship between both of you, they will have more support from you, they will enjoy their work more, and they will get better results. Tell them that this can potentially lead to more appreciation and recognition from upper management, which hopefully will lead to a promotion and raise down the line—and that by not working well together, this scenario will be more difficult to achieve.

8. **Celebrate and reward great teamwork.**

Unfortunately, most employees won’t go out of their way to work well with others, unless there’s something in it for them, Weisman says. If you’ve already explained to your coworker how they can benefit from working with you better, and he or she *still* isn't doing it, talk to your boss about implementing some type of rewards or recognition program.

Shane believes employers should acknowledge workers regularly for their team efforts and loyalty, both in private and to the entire team. "Set up a 'Team Player of the Month Award' that the team votes on and reward that person with a dinner out, gift certificate or cash," she suggests.This should help motivate your colleagues to be better team players.

9. Go out to lunch or for a drink.

When colleagues don't get along or don't work well together, it simply might be that they don't really know each other, Teach explains. The best way to get to know a co-worker better is to spend some time with them away from the office. "Offer to take them out to lunch and just chat with them as an equal," he says. You can also ask to meet them after work for a drink, when he or she might be more relaxed and perhaps not as cautious when it comes to discussing your relationship. Use the time to find out what you have in common outside of work.

"Of course, use your social barometer to monitor the depth of your plumb, but dig deeper and add some foundation to your relationship," Parnell adds.

10. Find out their challenges and obstacles.

Don't always assume that the reason why a co-worker doesn't work well with you is because it's personal, teach says. It may be that they don't have the aptitude for the job or don't have the training necessary to do a great job. "If this is the case, offer to train them or to help them in any way. They will see you in a new light; as an asset and not a liability."

Self-Check -5	Written Test

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

1. Ways to Help Your Employees Manage Their Workload (4 points)?
2. What are Five Principles to Create an Effective Delegation Process (4 points)?

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

Score = ____________

Rating: _____________

Answer Sheet

Name: ___________________________ Date: ________________

Short Answer Questions

3. ____

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4. ____

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Information sheet-6	**Providing input of appropriate management regarding staffing needs**

What are staffing strategies?

Strategic staffing refers to a strategy of hiring smaller core numbers of permanent employees and using temporary employees for other, more specialized position. ... It is a process which defines and addresses the staffing implications of strategic and operational plans

What methods are used to determine staffing needs?

Two different ratio methods are used in human resource forecasting: staffing ratios and productivity ratios. Staffing ratios are used to predict hiring need based on established organizational form

6.1. Steps to an Optimal Staffing Plan

When your business is facing significant growth, it's crucial to get ahead of the need for talent. A staffing plan backed by a methodical process helps to ensure that your organization has the right people with the right skills to achieve your growing business objectives.A solid plan should go beyond changes in head count to identify the new skills and knowledge your business needs, remaining sensitive to the relationship between internal and external needs.Here are f***ive steps*** for creating a staffing plan that will assist your organization to keep up with its potential and ambitions.

1. Determine Your Goals

Simply put, the staffing plan must support the business plan. What is the organization's plan for growth? Does it need personnel to staff a new office or retail location? Is it hoping to multiply the size of its sales force to support a significant sales push? Does it intend to offer additional customer service or internal support to boost customer satisfaction?These objectives are typically outlined in the business's strategic plan, so look there first to set up an alignment between talent strategy and desired outcomes.

2. Identify the Factors Impacting Personnel Availability

Next, identify factors that could impact the availability of personnel. Large national organizations should first review relevant data from the U.S. Bureau of Labor Statistics, which provides helpful statistics on topics like numbers of job openings, unemployment rates and labor costs.Large and small farms alike should examine similar statistics for their state or local region. This information is available from local chambers, business publications and industry associations. As a bonus, these entities often synthesize the data to provide an overview of developments in the market. That can include new businesses or other larger employers increasing their hiring or laying off employees. All of these external factors have an effect on the pool of talent available.

3. **Determine the Organization's Functional Needs**

Keep in mind that not all personnel requirements necessitate hiring externally. Some of your organization's talent needs can be groomed internally. Others may possibly be met by outsourcing to consultants, freelancers or independent contractors. That's why it's smart to assess the specific skills and abilities you need and ascertain whether each group, department or division already has those capabilities either in-house or close at hand.

Ask whether training, mentoring or other development help current employees move up or over into the new or vacated positions. If so, what might this development look like? On the other hand, are these skills and personnel actually needed indefinitely, for the long term? Or, are the organization's needs more specific and short-term, like for a particular project, an initiative that calls for skillsets not found in-house or a time commitment simply not manageable for existing personnel?

4. Conduct Gap Analysis

In essence, a gap analysis compares what you have currently with what you need. The difference — or gap — is what needs to be filled. Are the gaps your analysis identifies due to training and development deficiencies? If so, incorporate more training for the applicable functions or positions into your plan. Are the gaps due to heavy workloads during high seasonal demand periods? If so, hire temporary workers or outsource to contractors.A gap analysis isn't quite the same as generally determining functional needs, and asking a series of questions like the ones above will allow you not just to determine the gaps but also potential solutions for filling those gaps.

5. Create the Plan

The final step is to roll all this information up into an actual, actionable talent plan. Your staffing plan should summarize all the assessment and analysis conducted in the previous four steps, outlining the decision-making process. The plan should span all applicable groups, departments and divisions. For larger organizations, this entire exercise may be broken down by division, with the subplans combined at the end.

Crafting a truly high-quality staffing plan involves organizational leadership, hiring managers and HR leaders. It's an organization-wide effort, not unlike — and even overlapping with — budgeting. So clear communication across functions and departments is key to crafting a plan that accounts for the needs of all and works for everyone.

What methods are used to determine staffing needs?Two different ratio methods are used in human resource forecasting: staffing ratios and productivityratios. Staffing ratios are used to predict hiring need based on established organizational form.

6.2. Formula for Calculating Staffing Needs

Calculating staffing needs is part of human resource planning, the process of analyzing and identifying staffing gaps and surpluses. Various formulas are used to estimate and predict staffing needs, based on the farm's historical and estimated performance data such as sales and production numbers. Human resource planning focuses on staffing the organization with the right number of personnel with the required skills when needed to meet business objectives in the short and long term

1. Rule of Thumb Method

The rule of thumb method of calculating staffing needs is based on general organizational structure. For example, if the organization has set up its structure to have one operations manager per five-line supervisors, then short term staffing will include keeping the same number of supervisors when there is turnover. Long term staffing will include planning five supervisors for every manager added. The rule of thumb calculation is not exacting or based on in-depth analysis, but on maintaining the organizational structure.

2. Employing the Delphi Technique

The Delphi Technique is a method of human resources forecasting that uses input from a group of experts to analyze staffing history and staffing planning. A group of senior managers, business consultants or a combination of related business people familiar with the organization's staffing history answers questions about staffing, and their answers are compiled and used for the group to review individually.The group doesn't get together physically, but is coordinated by a facilitator who distributes the questionnaires, compiles answers and returns the information to the panel participants for further review until there is a refinement of the staffing forecasting needs. The experts are kept anonymous from each other to prevent bias and group-think and get information that is as objective and accurate as possible.

3. Understanding Ratio Methods

Two different ratio methods are used in human resource forecasting: staffing ratios and productivity ratios. Staffing ratios are used to predict hiring need based on established organizational form. For example, if the farm has an administrative pool of five secretaries for every 20 senior managers, that ratio is used to estimate recruiting for secretaries.

Productivity ratios use estimates of units produced per employee and applies them to sales forecasts for hiring needs. A farm that sells 2 million widgets per year and employs 25 production workers needs to hire more production workers if an increase in sales is expected, or must at least maintain a staff of 25 production workers to meet current sales.

4. Statistical Regression Analysis

Statistical regression analysis compares relationships in historical data for forecasting staffing needs. Gross sales per year over the past five years and staffing during that time are analyzed as sufficient or insufficient to support sales in the next five years

Self-Check -5	Written Test

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

1. What are staffing strategies (4 points)?
2. What methods are used to determine staffing needs (4 points)?

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

Score = ____________
Rating: _____________

Answer Sheet

Name: ____________________________ Date: _________________

Short Answer Questions

1. ____
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2. ____
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Operation Sheet-1	**Delegating work to appropriate people with principle of delegation**

1. **Create an Effective Delegation Process.**

   Steps 1: Determine what you will delegate.

   Steps 2: Choose the right person to delegate the task to.

   Steps 3: Clarify the desired results.

Steps 4: Clearly define the employee's responsibility and authority as it relates to the delegated task.

Steps 5: Establish a follow up meeting or touch points.

LAP Test	Practical Demonstration

Name: ______________________________ Date: ________________

Time started: ________________________ Time finished: _____________

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within

Task 1- Delegating work to appropriate people with principle of delegation

Reference

https://www.ergonomicsblog.uk › workload-assessment

https://en.wikipedia.org › wiki › Scheduling_(production_processes)

https://gethppy.com › productivity › 8-ways-to-help-employees-manage-th.

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DAIRY PRODUCTION

LEVEL-III

Learning Guide -74

Unit of Competence: - Monitor Implementation of Work Plan/Activities

Module Title: - Monitoring Implementation of Work Plan/Activities

LG Code: AGR DRP3M 19 LO3**-**LG 74

TTLM Code: AGR DRP3T TLM 1219-v1

LO3: Maintain workplace records

Information sheet-	**Learning Guide #74**

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

- Completing and submitting workplace records within required timeframes
- Delegating and monitoring appropriate completion of records prior to submission

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

- Complete and submit accurately Workplace records within required timeframes.
- Delegate and monitor Where appropriate completion of records prior to submission.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described
3. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 1 and proceed other turn by turn”
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1 and do the same on other self-check of information sheet).
6. If you earned a satisfactoryevaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to previous Learning Activity.
7. Submit your accomplished Self-check. This will form part of your training portfolio.

Information sheet-1	**Completing and submitting workplace records within required timeframes**

1. Basic record keeping requirements

Setting up the right record keeping system for your business will help you work efficiently, meet legal requirements and strengthen customer and staff relationships.

There are certain record keeping requirements for businesses in Queensland, and there may be specific laws and requirements related to your industry sector. It's a good idea to protect yourself by seeking expert advice before setting up a record keeping system for your business.Laws that apply to your business will determine how long you need to keep records for. If you use an electronic record keeping system, you must also be able to produce a hard copy of a record if the Australian Taxation Office (ATO) or Australian Securities and Investments Commission (ASIC) request it.For financial reporting,ASIC's Regulatory index - financial reporting breaks reporting requirements down bybusiness type.Personal financial records must be kept for 5 years, whereas the following records must be kept for 7 ears:

- financial records for your farm
- most employee records
- all records of fringe benefits and capital gains.

1.2. Benefits of Accurate Farm Record Keeping

Below are just some of the benefits of keeping farm records accurate and up to date.

- Measure efficiency and progress
- Easier to prepare accounts at year end
- Help plan for GST/HST payments
- Avoid over/under tax payments
- Identify strengths and weaknesses in the farm business
- Help manage changes and improvements in the agribusiness
- Make productivity projections
- Help maximize the expenses you claim and minimize tax burden
- Make it easier to pay employees and creditors and see what is owed
- Simplify process if you want to get a loan or sell the business
- Easier to distribute profits to shareholders (dividends)
- Quicker for partnerships to view profits and losses
- Make it easier should the business get audited by Canadian Revenue Agency

1.3. Basic records

To meet basic legal requirements, you must keep the following:

- **a cash book or financial accounting program** - that records cash receipts and cash payments

- **bank accounts** - cheque books, deposit books and bank statements
- **employment records** - hours of work, overtime, remuneration or other benefits, leave, superannuation benefits, termination of employment, type of employment, personal details of workers, employee personal contact and employment details
- **occupational training records** - for both you and employees to comply with work, health and safety laws including evacuation and emergency training attendance
- **sales records** - invoice books, receipt books, cash register tapes, credit card documentation, credit notes for goods returned and a record of goods used by the business owner personally
- **proof of purchases** - cheque butts (larger purchases), petty cash system (smaller cash purchases), receipts, credit card statements, invoices, any other documents relating to purchases including copies of agreements or leases
- **work, health and safety (WHS) records** - workplace incidents, risk register and management plan, names of key WHS people (e.g. WHS representative, Trained Safety Advisor (TSA), first aid attendant), chemical storage records, first aid incident register, workplace assessments, Material Safety Data Sheets (MSDS).

It is a good idea to keep personal and business records separate, to simplify business reporting and tax returns. For example, using a dedicated business credit and debit card for business expenses will make it easy to separate business and personal expenses.

1.4. End of financial year records

To meet legal requirements, maximize your tax return or minimize your tax bill at the end of the financial year, keep the following records:

- **details of stock on hand** - at the beginning and end of the financial year
- **a list of debtors and creditors** - for the entire financial year
- **capital gains details** - records of asset purchase dates and agreements, records of sale, disposal and proceeds received, details of commissions paid or

legal expenses, improvements made to an asset and any other records relevant to how you calculate your capital gain or capital loss

- **depreciation details** - original purchase agreements or tax invoices, a depreciation schedule, the cost of transporting the items to your business (if applicable), installation costs (if applicable)
- **expense records** - cheque butts, receipts, cash register tapes, copies of statements and invoices, credit card documentation, details of payments by cash and log books
- **staff and wages details** - full details of wages, employment contracts, tax deducted, fringe benefits, superannuation, sick pay, holiday pay
- **basic accounting records** - stock records, accounts receivable, accounts payable, other records
- **agreements** - sales and purchase contracts, loan agreements, rental agreements, lease agreements, franchise agreements, sale and lease back agreements, trading agreements with suppliers, legal documentation
- **other documents** - deposits with utilities, contracts with telephone farms, your business name registration certificate, capital gains records.

1.5. Best practice and record keeping

Depending on your industry, keeping the following records may be a legal requirement, but it is best practice to keep them for 5-7 years:

- **employee accreditation certificates and licences** - copies of permits, registrations and licences employees need to do their jobs
- **employee resumes and job applications**
- **performance reviews** - including assessments of staffperformance and agreements between you and your employees
- **position statements and job advertisements**
- **customer records** - personal details, products purchased and product enquiries that are useful for finding new customers

- **customer complaints** - details of complaints about products, service, staff or anything else, and steps taken to resolve them
- **details of any disputes with other businesses** - including how you went about resolving disputes
- **quotes given and won** - specifics of jobs and time spent on them to help with future quoting
- **details of advertising campaigns and success** - to make it easier to repeat advertisements and plan future advertising campaigns
- **insurance policies** - regularly review and update your business insurance, especially when your business grows or changes.

Self-Check -1	**Written Test**

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

1. What is basic record keeping requirements, (4 points)?
2. What are benefits of accurate farm record keeping needs (4 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

Name: ___________________________ Date: ________________

Short Answer Questions

1. ____
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2. ____
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Information sheet-2	**Delegating and monitoring appropriate completion of records prior to submission**

2.1. Defining Delegation

Delegation involves transferring to an AHA the authority to perform a selected task in a selected situation. AHAs may only conduct activities that have been delegated by their designated AHP/s. In delegating to the AHA the AHP remains responsible for the outcome of the activity. As such AHP must ensure the AHA is competent to perform the activity safely and that the activity is within the scope of practice of the AHA. The AHP is required to evaluate the required elements of the activity, the AHA's competency and the context before proceeding with a decision to delegate. Delegation relating to a client specific activity also requires triangulation of consent between the Designated AHP, the AHA and the client/ individual.

2.1. The process of delegation has three phases:

1. Delegating the Task
    - Identify task to be delegated
    - Determine if the task can be appropriately delegated
    - Delegate the task.
2. Monitoring the Delegated Task
    - Monitoring of task being delegated
    - Provision of feedback
    - The tracking of the delegated activity to ensure that it is being conducted appropriately within the prescribed guidelines.
    2. Evaluate the delegation.

2.2 Principles of Delegation

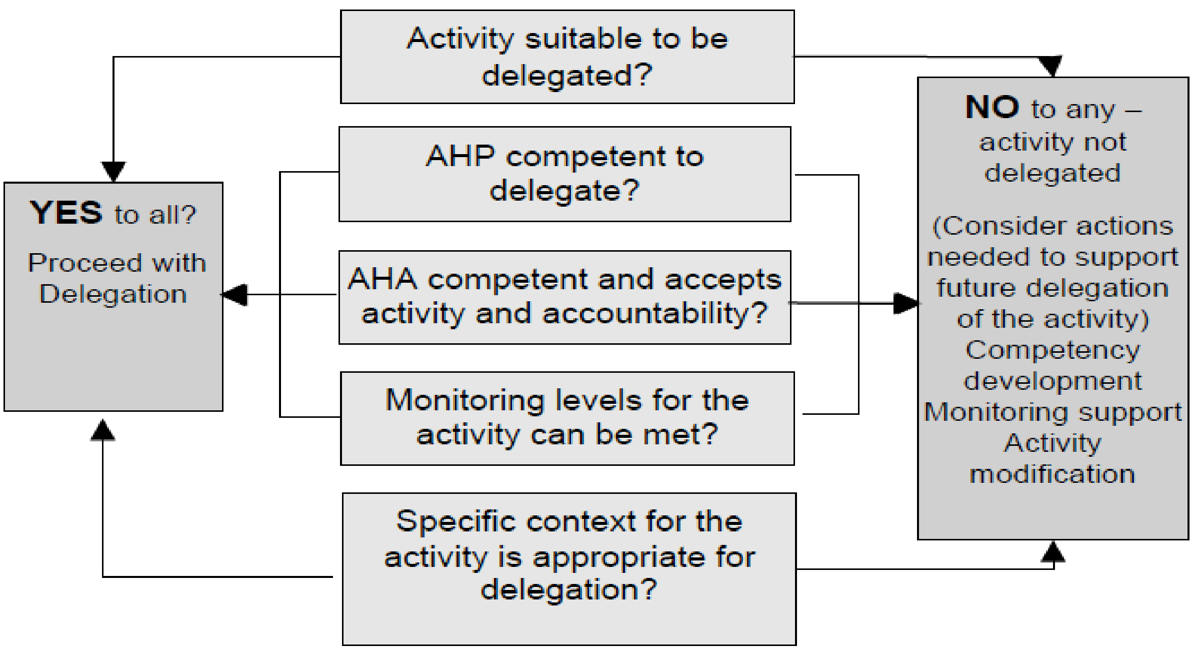
To support AHPs to delegate tasks to AHAs the WACHS AHA Delegation Guideline outlines eight principles of delegation. These principles should guide the final decision on delegation of activities to an AHA. Principles are to be applied to demonstrate transparency of the reasoning behind delegation. The principles include:

- The primary motivation for delegation of an activity is to serve the best interests of the client.
- AHP are to only delegate activities that are within the scope of their professional practice and that they are competent to assess, plan, implement and evaluate.
- AHP must only delegate activities that are within the scope of practice of an AHA.
- There are well-defined lines of accountability for the activity (or specific aspects of the activity) when more than one professional is involved in delegating an activity.
- The AHA has the appropriate role, level of experience, competence and confidence to carry it out the activity.
- The AHA shares responsibility for raising any issues and requesting additional support throughout the delegation and monitoring process.

- The delegating AHP is able to provide the type and frequency of monitoring the activity requires.
- The activity will only be conducted by the AHA in a context in which they are able to demonstrate competency.

2.3. Delegation Decision Making

Once the task for delegation has been identified, the next stage of the delegation process involves decision-making with regards the appropriateness of delegation of the task to the AHA. The Delegation Decision Making Framework below has been designed to assist AHPs in the decision-making process, and should be used in addition to the principles of delegation outlined previously.



2.4. Defining Monitoring

Monitoring describes the process of ensuring the delegated activity is being completed safely and competently in the manner that is required. Monitoring the AHAs performance of delegated activities allows AHPs to

1. ensure the AHA is competent to undertake that activity,
2. ensure that the activity is being completed appropriately and is compliant with instructions,

3. modify the activity and/or instruction as required,
4. to determine where the AHA may need further support or development,
5. and to ensure the outcomes of the activity are appropriate.

Supervision within the monitoring process describes the direct observation of the AHA performing a clinical activity by the designated AHP. Supervision by this definition allows AHPs to

1. Monitor the performance of an activity for safety and quality purposes,
2. assess the AHA competency to complete a delegated activity, and
3. when necessary, provide immediate feedback and demonstration of aspects of an activity to improve performance.

2.5. Why People Don't Delegate

To figure out how to delegate properly, it's important to understand why people avoid it. Quite simply, people don't delegate because it takes a lot of up-front effort.

After all, which is easier: designing and writing content for a brochure that promotes a new service you helped spearhead, or having other members of your team do it? You know the content inside and out. You can spew benefit statements in your sleep. It would be relatively straightforward for you to sit down and write it. It would even be fun! The question is, "Would it be a good use of your time?"

While on the surface it's easier to do it yourself than explain the strategy behind the brochure to someone else, there are two key reasons that mean that it's probably better to delegate the task to someone else:

- First, if you have the ability to spearhead a new campaign, the chances are that your skills are better used further developing the strategy, and perhaps coming up with other new ideas. By doing the work yourself, you're failing to make the best use of your time.

- Second, by meaningfully involving other people in the project, you develop those people's skills and abilities. This means that next time a similar project comes along, you can delegate the task with a high degree of confidence that it will be done well, with much less involvement from you.

Delegation allows you to make the best use of your time and skills, and it helps other people in the team grow and develop to reach their full potential in the organization.

2.6. When to Delegate

Delegation is a win-win when done appropriately, however, that does not mean that you can delegate just anything. To determine when delegation is most appropriate there are five key questions you need to ask yourself:

- Is there someone else who has (or can be given) the necessary information or expertise to complete the task? Essentially is this a task that someone else can do, or is it critical that you do it yourself?
- Does the task provide an opportunity to grow and develop another person's skills?
- Is this a task that will recur, in a similar form, in the future?
- Do you have enough time to delegate the job effectively? Time must be available for adequate training, for questions and answers, for opportunities to check progress, and for rework if that is necessary.
- Is this a task that I should delegate? Tasks critical for long-term success (for example, recruiting the right people for your team) genuinely do need your attention.

If you can answer "yes" to at least some of the above questions, then it could well be worth delegating this job.

Tip:Other factors that contribute to the delegability of a task include:

1. The project's timelines/deadlines.
    - How much time is there available to do the job?

- Is there time to redo the job if it's not done properly the first time?
- What are the consequences of not completing the job on time?

2. Your expectations or goals for the project or task(s), including:

- How important is it that the results are of the highest possible quality?
- Is an "adequate" result good enough?
- Would a failure be crucial?
- How much would failure impact other things?

That being said, having all these conditions present is no guarantee that the delegated task will be completed successfully either. You also need to consider to whom you will delegate the task and how you will do it.

2.7. Keeping Control

Now, once you have worked through the above steps, make sure you brief your team member appropriately. Take time to explain why they were chosen for the job, what's expected from them during the project, the goals you have for the project, all timelines and deadlines and the resources on which they can draw. And agree a schedule for checking-in with progress updates.

Lastly, make sure that the team member knows that you want to know if any problems occur, and that you are available for any questions or guidance needed as the work progresses.We all know that as managers, we shouldn't micromanage. However, this doesn't mean we must abdicate control altogether: In delegating effectively, we have to find the sometimes-difficult balance between giving enough space for people to use their abilities to best effect, while still monitoring and supporting closely enough to ensure that the job is done correctly and effectively.

The Importance of Full Acceptance

When delegated work is delivered back to you, set aside enough time to review it thoroughly. If possible, only accept good quality, fully-complete work. If you accept work you are not satisfied with, your team member does not learn to do the job properly. Worse than this, you accept a whole new tranche of work that you will probably need to complete yourself. Not only does this overload you, it means that you don't have the time to do your own job properly.

Of course, when good work is returned to you, make sure to both recognize and reward the effort. As a leader, you should get in the practice of complimenting members of your team every time you are impressed by what they have done. This effort on your part will go a long way toward building team member's self-confidence and efficiency, both of which will be improved on the next delegated task; hence, you both wins.

Key Points

At first sight, delegation can feel like more hassle than it's worth, however by delegating effectively, you can hugely expand the amount of work that you can deliver.When you arrange the workload so that you are working on the tasks that have the highest priority for you, and other people are working on meaningful and challenging assignments, you have a recipe for success.To delegate effectively, choose the right tasks to delegate, identify the right people to delegate to, and delegate in the right way. There's a lot to this, but you'll achieve so much more once you're delegating effectively!

Self-Check -2	Written Test

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

1. What is Delegation (4 points)?
2. Define Monitoring (4 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Reference

https://www.business.qld.gov.au › finances-cash-flow › records › requirem

https://www.mindtools.com › Team Management › Delegating Effectively

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MINISTRY OF AGRICULTURE

DAIRY PRODUCTION

LEVEL-III

Learning Guide -75

Unit of Competence: - Monitor Implementation of Work Plan/Activities

Module Title: - Monitoring Implementation of Work Plan/Activities

LG Code: AGR DRP3M 19 LO4-LG 75

TTLM Code: AGR DRP3T TLM1219 -v1

LO4: Solve problems and make decisions

Information sheet-	Learning Guide #75

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

- Identifying and considering workplace problems from
  - Operational perspective
  - Customer service perspective
- Initiating short term actions of resolving immediate problem
- Analyzing problems long term impact
- Assessing potential solutions of consultation with relevant colleagues
- Encouraging participation of team members solving of raised problem
- Taking follow up action of monitoring effectiveness of solutions in the workplace

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

- Identify and consider promptly Workplace problems from an operational and customer service perspective.
- Short term action to resolve the immediate problem where appropriate.
- Analyze Problems for any long-term impact and potential solutions are assessed and auctioned in consultation with relevant colleagues.
- Raise Where problem by a team member, they are encouraged to participate in solving the problem.

- Taken Follow up action to monitor the effectiveness of solutions in the workplace.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described
3. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 1 and proceed other turn by turn”
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1 and do the same on other self-check of information sheet).
6. If you earned a sati farm evaluation proceed to “Information Sheet 2”. However, if your rating is natiform, see your teacher for further instructions or go back to previous Learning Activity.
7. Submit your accomplished Self-check. This will form part of your training portfolio.

Information sheet-1	Identifying and considering workplace problems from

1.1. How to Deal with Problems at Work

Work problems can cause a lot of stress in your life, and are important to resolve since so much of your time is spent in the workplace. Some of the most common work problems are issues with your job itself--too much work, for example, or feeling ill-equipped to perform the tasks---and managing day-to-day stress at work. Other common problems deal with getting along with coworkers and communication issues. Remember that in all cases, it is helpful to be clear and professional with your coworkers. Whether you are discussing a poor performance review with your supervisor or an etiquette issue with your coworker, directly stating the problem in a friendly, professional manner is a great start toward solving it

1. **Be polite and direct.** Don't beat around the bush when you have a problem with your coworker. It is usually easier to address the problem as soon as it comes up, rather than stew over it or get someone else involved.
   - Be informal about it the first time you address the person. You could say, "Hey, Jack, I've been noticing that you've been returning the truck almost on empty lately. Could you remember to bring it back with a full tank next time?"
   - If the behavior continues after you have informally addressed your concern, you may need to ask your supervisor to intervene. Follow your farm's rules on handling employee conflict resolution

2. **Use "I" language.** It is important to listen to your coworkers needs respectfully and to try to see their point of view. It is also important to express yourself in a respectful manner. When discussing issues with a coworker, make sure you don't make them feel defensive when you speak to them. You can do this by using "I" statements. The other person hears your reactions to the situation, not your accusations.
   - Instead of saying, "We are always waiting on you to get your portion of the work done," you could use "I" language and say, "When the work isn't in on time, I get really stressed out. I end up needing to work later to get caught up. So it's really helpful to me if everyone can get the project back on the agreed-upon day."
   - You could say, "While I appreciate feedback, your comment on my work the other day felt very personal and upset me."
3. **Communicate your needs to your boss.** You may or may not get along well with your supervisor, but keep the lines of communication open between the two of you as best you can. Remember that it is part of your boss' responsibility to ensure that you are in an environment that enables you to get your work done, so do not feel like you need to keep concerns from them.[4]
   - Remember that you and your boss do not need to be friends, you just need to be able to work together. (This goes for all of your coworkers, too.) It's okay to maintain a professional distance from the person if you don't really care for them.
   - If you are having a difficult time communicating and getting along with your boss, you may wish to bring your concerns to your HR department or, if you don't have an HR department, talk to your boss' supervisor. You could say, "Ms. Jones, I'm coming to you because I've been having some problems working with Mr. Roberts lately. I'm hoping you can help me figure out what to do."
   - If your boss doesn't have a boss (for example, they run a small business), and you are having a difficult time working with them, it may be best you begin looking for another job.
4. **Keep records of any ongoing problems you may have with a coworker.** If you are dealing with a coworker bullying or harassing you, be sure you are keeping track of all incidents with that person. Record the date, time, what happened, and if there were any witnesses.

- Be sure to find out what your employer's protocol is in dealing with coworker conflict, bullying, and/or harassment. Your employee handbook or human resources representative would be a good source of information.
- Research laws protecting your rights when you are being bullied or harassed by a coworker.

5. **Find a support network at work.** You spend a lot of time with the same group of people at work; why not get to know some of them better? Try to make some good connections with others, and develop a network of friends who can help you through your work (and life) frustrations.
    - Spend your lunch break with your coworkers and get to know them better away from work.
    - Spend a few minutes chatting with your coworkers each day.
    - Invite them to get together after work. You could say, "Would you like to grab dinner after work tomorrow?" This can be a good way to get to know your colleagues better. If you feel comfortable doing so, then you might even invite them to happy hour with you to grab a drink after work.
6. **Look at conflict as an opportunity.** If you and a coworker are disagreeing on how a project needs to proceed, refuse to take the disagreement personally. Instead, look at the conflict as an opportunity to learn from the other person.[7]
    - You could say, "Kristin, I have to admit that I don't understand your approach. Could you tell me more about why you want to go in this direction?"
    - Avoid getting personal when giving feedback to a colleague. For example, it would be better to say, "I think we need more detail in this section," rather than "If you hadn't waited until the last minute to get this in, you could have given us more information."

1.2. What are common problems in the workplace?

Common workplace issues that employees face include:

- Interpersonal conflict.

- Communication problems.
- Gossip.
- Bullying.
- Harassment.
- Discrimination.
- Low motivation and job satisfaction.
- Performance issues.

1.3. Tools & Techniques to Identify Problems in the Workplace

The workplace contains a hub of activities that can either produce desirable or business-wrecking performances. Good relations and equipment in an office can boost a firm's performance. On the other hand, bad office relations and bad equipment can mother problems that result in detrimental performances. Using the right tools and techniques to identify these issues can help you solve problems in the workplace and help grow your business

I. Employee Reviews

Conducting employee performance reviews is an effective technique used to identify problems in the workplace. The worker should be the most likely person to identify potential issues that need to be dressed. Some of the methods that can be used to collect this information include questionnaires, surveys and oral interviews. This information can then be used to identify or predict workplace issues, such as health and job safety concerns, discrimination, harassment, work-life balance and remuneration, among others. For instance, health hazards in the workplace can be identified more effectively when performed informally by supervisory and non-supervisory employees during the course of daily work activities with technical assistance from safety and health professionals.

II. Employee Safety

Healthy employees are more active and productive compared to their sick counterparts. It is vital that a business owner knows his workplace well enough to offer his employees information on the hazards associated with their line of work. One way of achieving this is by ensuring that office equipment is safe for use and meets standards. Reviewing

Occupational Safety and Health Administration regulations can help you determine whether your equipment meets the standards. Additionally, employers can warn workers of areas where accidents are more prone to occur.

III. Group Assessments

Putting your employees together in small groups may help when trying to diagnose problems within the office. The groups should consist of staff from the same department working toward acknowledging a common problem. A moderator who is unknown to the employees makes it easier for the employees to mention problems they frequently encounter. Peer-group assessment helps the farm identify numerous problems within the firm's departments.

IV. Risk Assessment

Risk assessment is a practical activity that involves a thorough review of the workplace structure to identify the situations or processes that may cause harm to the people. Risk assessment is not only limited to collecting information from employees. Other risk factors, such as the construction design of the workplace, safety of power, lighting systems, and office equipment or machinery, are also assessed. After identification of risk-enhancing factors is made, evaluation is done to estimate the likelihood of occurrence and severity of the potential risk in order to decide what strategies should be in place to effectively prevent or control the harm from happening.

Self-Check -1	Written Test

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

1. What are Problems at Work (4 points)?
2. What are Tools & Techniques to Identify Problems in the Workplace (4 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Information sheet-2	**Initiating short term actions of resolving immediate problem**

2.1. Seven Steps for Effective Problem Solving in the Workplace

Problem-solving and decision-making. Ask anyone in the workplace if these activities are part of their day and they answer 'Yes!' But how many of us have had training in -problem-solving?We know it's a critical element of our work, but do we know how to do it effectively?People tend to do three things when faced with a problem: they get afraid or uncomfortable and wish it would go away; they feel that they have to come up with an answer and it has to be the right answer; and they look for someone to blame. Being faced with a problem becomes a problem. And that's a problem because, in fact, there are always going to be problems!

There are two reasons why we tend to see a problem as a problem: it has to be solved and we're not sure how to find the best solution, and there will probably be conflicts about what the best solution is. Most of us tend to be "conflict-averse". We don't feel comfortable dealing with conflict and we tend to have the feeling that something bad is going to happen. The goal of a good problem-solving process is to make us and our organization more "conflict-friendly" and "conflict-competent".

There are two important things to remember about problems and conflicts: they happen all the time and they are opportunities to improve the system and the relationships. They are actually providing us with information that we can use to fix what needs fixing and do a better job. Looked at in this way, we can almost begin to welcome problems! (Well, almost.)Because people are born problem solvers, the biggest challenge is to overcome the tendency to immediately come up with a solution. Let me say that again. The most common mistake in problem solving is trying to find a solution right away. That's a mistake because it tries to put the solution at the beginning of the process, when what we need is a solution at the end of the process.

2.2. Here are seven-steps for an effective problem-solving process.

1. Identify the issues.

- Be clear about what the problem is.
- Remember that different people might have different views of what the issues are.
- Separate the listing of issues from the identification of interests (that's the next step!).

2. Understand everyone's interests.

- This is a critical step that is usually missing.
- Interests are the needs that you want satisfied by any given solution. We often ignore our true interests as we become attached to one particular solution.
- The best solution is the one that satisfies everyone's interests.
- This is the time for active listening. Put down your differences for awhile and listen to each other with the intention to understand.
- *Separate the naming of interests from the listing of solutions.*

3. List the possible solutions (options)

- This is the time to do some brainstorming. There may be lots of room for creativity.
- *Separate the listing of options from the evaluation of the options.*

4. Evaluate the options.

- What are the pluses and minuses? Honestly!
- *Separate the evaluation of options from the selection of options.*

5. Select an option or options.

- What's the best option, in the balance?
- Is there a way to "bundle" a number of options together for a more sati farm solution?

6. Document the agreement(s).

- Don't rely on memory.
- Writing it down will help you think through all the details and implications.

7. Agree on contingencies, monitoring, and evaluation.

- Conditions may change. Make contingency agreements about foreseeable future circumstances (If-then!).
- How will you monitor compliance and follow-through?
- Create opportunities to evaluate the agreements and their implementation. ("Let's try it this way for three months and then look at it.")

Effective problem solving does take some time and attention more of the latter than the former. But less time and attention than is required by a problem not well solved. What it really takes is a willingness to slow down. A problem is like a curve in the road. Take it right and you'll find yourself in good shape for the straightaway that follows. Take it too fast and you may not be in as good shape.

Working through this process is not always a strictly linear exercise. You may have to cycle back to an earlier step. For example, if you're having trouble selecting an option, you may have to go back to thinking about the interests.This process can be used in a large group, between two people, or by one person who is faced with a difficult decision. The more difficult and important the problem, the more helpful and necessary it is to use a disciplined process. If you're just trying to decide where to go out for lunch, you probably don't need to go through these seven steps!

Self-Check -2	Written Test

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

1. What are Steps for Effective Problem Solving in the Workplace (4 points)?
2. What are two reasons why we tend to see a problem as a problem(4 points)?

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

Score = ____________

Rating: _____________

Answer Sheet

Name: _____________________________ Date: _________________

Short Answer Questions

1. ____
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2. ____
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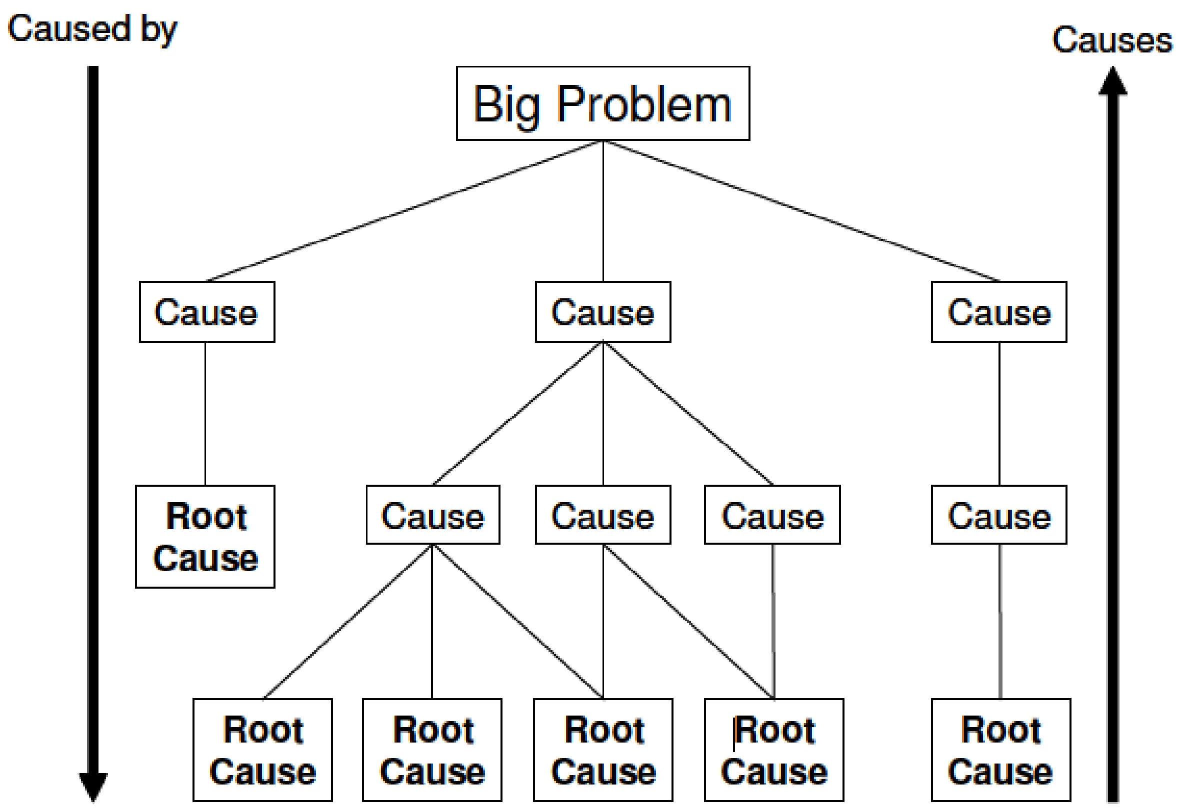
Information sheet-3	Analyzing problems long term impact

3.1. Analytical techniques

We will look at two specific techniques – Cause & Effect Analysis, BPR 20 questions - that mayhelp us in certain situations. There is no magic in these, or any, techniques. However, only byunderstanding and mastering techniques can we:

- get the most out of them
- determine their suitability for the task at hand

3.2. Cause and effect analysis



This technique is most useful when analyzing big problems or seemingly complicated issueswhere all factors seem to be inter-related.

Principle:

- Problems don’t just happen (cause)
- One thing leads to another (effect)

Example:

‘Systems take too long to develop’

- Is this the problem or the effect of many other problems?

The *Cause and Effect Analysis* tool uses a hierarchy to rationalize the factors that contribute to themanifestation of a problem. It is a simple way of making sense out of what may be a confusing setof inter-relating factors.

3.3. Steps to Critical Thinking as It Relates to Problem Solving:

1. **Identify the Problem.** The first task is to determine if a problem exists. Sometimes when you think this point through, you may come to the conclusion that there really isn't a problem, just a misunderstanding. If that's the case, fine. If not, and you determine that there is indeed a problem, you need to identify exactly what it is. According to Barry Lubetkin, a New York clinical psychologist, how systematically someone weighs the pros and cons of a problem and how clearly the person can define and state it, is also an indication of highly developed intelligence.
2. **Analyze the problem, look at it from different angles.** Once you've determined the problem, analyze it by looking at it from a variety of perspectives. Is it solvable? Is it real or perceived? Can you solve it alone or do you need help? Sometimes by looking at it from many angles you can come up with a resolution right away. You may also reveal a bias or narrow point of view that needs to be broadened
3. **Brainstorm and come up with a several possible solutions.** Problems can be solved in many ways. Brainstorm a list of several possible solutions. Put down anything that comes to mind and then go over the list and narrow it down to the best possibilities. Having several viable options leads to obtaining the best results.
4. **Decide which solution fits the situation best.** Go over your list of possible solutions. Different situations call for different solutions. Quite often what works in one situation, may not work in a similar one. Take time to determine what will work best for the problem at hand. One solution usually does not fit all.
5. **Take action.** Implement your solution. Every problem has a solution; even if it is to accept the situation and move on. Instead of approaching problems and challenges as insurmountable obstacles, we can view them as opportunities to hone our critical thinking and problem-solving skills.

Every problem we are able to resolve increases self-confidence and self-worth. Thinking critically not only helps us handle future challenges more skillfully, italso broadens our life experience and helps us gain perspective.

3.4. Problem analysis checklist

The following checklist can be helpful in the review of problem analysis work:

1. Were any problems positively identified by managerial or supervisory staff?
2. Is there any evidence of procedural difficulty?
3. Are procedures and documentation satisfactory?
4. Is there any duplication of effort or information?
5. Are any processes redundant?
6. Does the workload exhibit peak and troughs? If so, are these in regular cycles?
7. Are the bottlenecks in the system?
8. Are any facilities under-employed?
9. Are controls satisfactory?
10. Would auditing the system be difficult?
11. Does the system cope with exceptions?
12. Are exceptions, inaccuracies and omissions excessive?
13. Are files accurate and up-to-date? Do they need to be?
14. If files are not up-to-date, what problems does this cause?
15. Are there delays in the completion of work and in the production of information?

3.5. **Information systems**

The preceding examples show methods of analyzing existing systems. Frequently, however, newsystems are concerned with the provision of Management Information. The analytical task then isto determine whether the information being requested is relevant. Typical questions to be asked are:

- For what purpose is the information needed?
- How will it be interpreted?
- What decisions will be based on this information?
- Could *exception reporting* be used?
- What response time is necessary?
- How accurate and up-to-date must the information be?
- Is the reproduction of data for comparisons with previous periods justified?
- Is it relevant?

• Do the information requirements pass the 'so what' test?Let's not forget that many systems produce more information than users can realistically use.Users and managers also often ask for information to be made available without too much thoughtas to how exactly it will be used. When we ask the right questions, we may uncover more effectiveprocesses.

Self-Check -3	**Written Test**

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

1. Discuses cause and effect analysis (4 points)?

2. **what are Steps to Critical Thinking as It Relates to Problem Solving (4 points)?**

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

Score = ___________

Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Information sheet-4	**Assessing potential solutions of consultation with relevant colleagues**

4.1. The Nature of Problems

So, what is a problem? It can be a lot of things. We know in our gut when there is a problem, whether or not we can easily put it into words. Maybe you feel uncomfortable in a given place, but you're not sure why. A problem might be just the feeling that something is wrong and should be corrected. You might feel some sense of distress, or of injustice.

Stated most simply, a problem is the difference between what *is*, and what *might or should be*. "No child should go to bed hungry, but one-quarter of all children do in this country," is a clear, potent problem statement. Another example might be, "Communication in our office is not very clear." In this instance, the explanation of "what might or should be" is simply alluded to.

As these problems illustrate, some problems are more serious than others; the problem of child hunger is a much more severe problem than the fact that the new youth center has no exercise equipment, although both are problems that can and should be addressed. Generally, problems that affect groups of people - children, teenage mothers, the mentally ill, the poor - can at least be addressed and in many cases lessened using the process outlined in this Chapter.

Although your organization may have chosen to tackle a seemingly insurmountable problem, the process you will use to solve it is not complex. It does, however, take time, both to formulate and to fully analyze the problem. Most people underestimate the work they need to do here and the time they'll need to spend. But this is the legwork, the foundation on which you'll lay effective solutions. This isn't the time to take shortcuts.

Three basic concepts make up the core of this chapter: clarifying, deciding, and analyzing. Let's look at each in turn.

4.2. Clarifying the Problem

If you are having a problem-solving meeting, then you already understand that something isn't quite right - or maybe it's bigger than that; you understand that something is very, very wrong. This is your beginning, and of course, it makes most sense to...

- **Start with what you know**. When group members walk through the door at the beginning of the meeting, what do they think about the situation? There are a variety of different ways to garner this information. People can be asked in advance to write down what they know about the problem. Or the facilitator can lead a brainstorming session to try to bring out the greatest number of ideas. Remember that a good facilitator will draw out everyone's opinions, not only those of the more vocal participants.
- **Decide what information is missing**. Information is the key to effective decision making. If you are fighting child hunger, do you know which children are hungry? *When* are they hungry - all the time, or especially at the end of the month, when the money has run out? If that's the case, your problem statement might be, "Children in our community are often hungry at the end of the month because their parents' paychecks are used up too early."

- **Gather information on the problem**. You might collect any of several types of information available. Most commonly, what you hear or read will fall into one of the following categories:
    - Facts (15% of the children in our community don't get enough to eat.)
    - Inference (A significant percentage of children in our community are probably malnourished/significantly underweight.)
    - Speculation (Many of the hungry children probably live in the poorer neighborhoods in town.)
    - Opinion (I think the reason children go hungry is because their parents spend all of their money on cigarettes.)

When you are gathering information, you will probably hear all four types of information, and all can be important. Speculation and opinion can be especially important in gauging public opinion. If public opinion on your issue is based on faulty assumptions, part of your solution strategy will probably include some sort of informational campaign.

For example, perhaps your coalition is campaigning against the death penalty, and you find that most people incorrectly believe that the death penalty deters violent crime. As part of your campaign, therefore, you will probably want to make it clear to the public that it simply isn't true.

Where and how do you find this information? It depends on what you want to know. You can review surveys, interviews, the library and the internet.

- *Define the problem*. With the information in front of you, you're ready to write down a "problem statement" - a comprehensive definition of the problem. Before you do, remember two general principles:
    - Define the problem in terms of needs, and not solutions. If you define the problem in terms of possible solutions, you're closing the door to other, possibly more effective solutions. "Violent crime in our neighborhood is unacceptably high," offers space for many more possible solutions than, "We need more police patrols," or, "More citizens should have guns to protect themselves."
    - Define the problem as one everyone shares; avoid assigning blame for the problem. This is particularly important if different people (or groups) with a history of bad relations need to be working together to solve the problem. Teachers may be frustrated with high truancy rates, but blaming students uniquely for problems at school is sure to alienate students from helping to solve the problem.

You can define the problem in several ways; The facilitator can write a problem statement on the board, and everyone can give feedback on it, until the statement has developed into something everyone is pleased with, or you can accept someone else's definition of the problem, or use it as a starting point, modifying it to fit your needs.

After you have defined the problem, ask if everyone understands the terminology being used. Define the key terms of your problem statement, even if you think everyone understands them.

4.3. Deciding to Solve the Problem

At this point, you have already spent a fair amount of time on the problem at hand, and naturally, you want to see it taken care of. Before you go any further, however, it's important to look critically at the problem and decide if you really want to focus your efforts on it. You might decide that right now isn't the best time to try to fix it. Maybe your coalition has been weakened by bad press, and chance of success right now is slim. Or perhaps solving the problem right now would force you to neglect another important agency goal. Or perhaps this problem would be more appropriately handled by another existing agency or organization.

You and your group need to make a conscious choice that you really do want to attack the problem. Many different factors should be a part of your decision. These include:

Importance. In judging the importance of the issue, keep in mind the f*easibility*. Even if you have decided that the problem really is important, and worth solving, will you be able to solve it, or at least significantly improve the situation? The bottom line: Decide if the good you can do will be worth the effort it takes. *Are you the best people to solve the problem?* Is someone else better suited to the task?

Self-Check -4	**Written Test**

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

1. What are problems (4 points)?
2. **Discusses how to clarifying a problem (4 points)?**

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

Score = ___________
Rating: ____________

Answer Sheet

Name: ___________________________ Date: ________________

Short Answer Questions

1. ____
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2. ____
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Information sheet-5	**Encouraging participation of team members solving of raised problem**

5.1. ways to Become Better Problem-Solvers

The better they are at their jobs, the more likely your business is to succeed, but one of the most important qualities for a worker is also one of the most elusive: the ability to solve problems efficiently.Problem-solving can't be taught the way algebra, basic work duties or software can. It requires more creativity and abstract thinking, as well as an ability to remain calm under pressure and see the bigger picture.So, what are some ways you can foster better problem-solving abilities in your team?

1. Start with the hiring process.

You need to start the process when you make your hires in the first place. You may already have a team in place, but you can still apply this system to future hiring opportunities. When most people interview candidates, they look for experience, qualifications and a record of achievement; these are good qualities, of course, but they don't tell you much about a person's ability to think on the fly.Instead, try something more akin to Google's approach, giving your interview candidates problems to solve on the spot, and see how they react. Do they fold under pressure? If they do, pass on them. Do they rise to the challenge? If the answer is yes, keep them around.

2. Trust them.

Your next job is a simple one; trust your employees to get the job done. If you're constantly looking over their shoulder, micromanaging them, they'll become dependent on your instruction and guidance (not to mention, they'll probably become resentful of you).Instead, back off and give them space. Let them know you count on them to find the solutions to problems on their own, and most employees will feel empowered to rise to the occasion.

3. Give them goals, not instructions.

This follows the same thread as the last strategy: empowering your employees rather than directly guiding them. When assigning tasks or projects to your team, don't give them a set of instructions. Don't tell them how to complete the job or exactly what they need to do.Instead, set a goal for them, and let them figure out the rest. For example, instead of directing a sequence of steps to follow, lead a marketing team member with something like, “I’d like to see a 10 percent higher conversion rate. Can you make that happen?”

4. Encourage creativity.

Next, you’ll want to encourage creativity as much as possible. Problem-solving often requires a bit of abstract thinking, as logical, straightforward problems can often be solved without much issue. There are dozens of ways to foster creativity throughout the office, and you can use as many or as few of them as you like.For example, add more color and plant life to the office; add games or fun to a break room; hang abstract art on the walls; or even play stimulating music.

5. Provide ample resources.

Problems are easier to solve when you have the right resources with which to solve them. For example, tracking down a problem with an an SEO campaign is much easier when you have solid analytics software to point you in the right direction.

Don’t skimp on the tools your team members are using to complete their work, and if they voice a criticism about how things could be better, take it to heart. Connect them with better sources, tools and points of consultation to help them get the answers they need.

6. Facilitate team brainstorming.

Your employees may be good problem-solvers individually, but they’ll be even better when they work together as a group. Team brainstorming isn’t always productive -- in fact, if you get a group of people together talking over one other and missing the “big picture,” you could end up wasting time.

But if you train your people to work together, and foster team bonding whenever possible, your employees will be able to share ideas freely, build off one another and ultimately produce faster, more efficient solutions -- completely on their own.

7. Appreciate new ideas.

This last strategy is a simple, yet effective one. Simply be more receptive to new ideas, never dismissing someone out of hand, and encouraging your employees to speak up with their opinions. The more you do this, the more empowered and appreciated your employees will feel, and the more confident they'll be when it comes to solving their own problems.

Problem-solving is an essential component of many parts of business, from analyzing what went wrong in a campaign to coming up with new solutions for a common customer complaint. When your employees are better equipped to solve those problems on their own, with minimal intervention from you, your organization will work faster; more smoothly and efficiently; and with far more solutions in tow.

Self-Check -5	Written Test

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

1. How to Become Better Problem-Solvers (4 points)?
2. what are some ways you can foster better problem-solving abilities in your team (4 points)?

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

Score = ___________
Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Information sheet-6	**Taking follow up action of monitoring effectiveness of solutions in the workplace**

What Is a Follow-Up Action?

A follow-up action is any subsequent trading that affects an established position in a security or derivative, including hedging and other risk controls. Follow-up actions are taken to change the amount of exposure an investor has in a position, or to limit a strategy's losses or profits.

6.1. What is effectiveness monitoring?

Effectiveness monitoring addresses the question of how successful a project ultimately is at restoring the ecosystem or component parts. It involves assessing restoration progress in relation to initial objectives, and refining treatment prescriptions, where required, to increase their effectiveness

- Adapt to changes
- Monitor to ensure that the solution continues to work
- Maintain support

Monitoring the performance of the solution is Reclamation's best investment bet for future credibility and effectiveness. Monitoring focuses the attention on what does work and what continues to work. Participants, clients, and customers will see that you can and do adapt the solution to fit the changing needs . They will thus be more willing to work with you on a continuing basis, increasing your effectiveness and ability to solve problems. This will help lay the foundation for future processes.The level of monitoring and follow-up will vary for each process. Examine how the solution works and interacts with other processes. Get with participants to determine the best procedures for monitoring your solution. Some questions to consider are:

- How often will you monitor check the solution?
- What criteria will be used?
- How will you determine what changes and adaptions need to be made?

6.2. How will you make those changes?

Monitoring and adapting can become less and less frequent over time but this decrease depends on the level of performance and public trust that has been built and can be maintained

Now that the solution is a reality, people will see it in a very different light. Do some scoping to figure out whether the solution still meets the needs. Areas to consider include:

Participants.

Identify the decisionmakers you will need if anything changes. What will they decide? What do they need to know? How often do they need to be involved? Have participants (e.g., State legislators, water masters, environmental organizations, and political appointees) changed? Have agendas , priorities , or strategies changed?

Effectiveness.

Do participants think the solution is working? What does work? What could be improved?

Related problems.

Are there other actions in the area that keep the solution from being effective? Can you address these?

Effects.

What are the solution's effects on the community and area? Have any problems been created by the solution? How will you address these?

Commitments.

Review the commitments made throughout the process. Are they still valid? Have you met these commitments?

The solution's purpose and scope may be redefined due to changes in laws, court interpretations, funding and authorizations, etc.

Collect data and monitor progress to see if the solution is working. You may run into some resistance. (Documenting is a waste of time! We've already solved this!) These records, however, will help new players and be valuable resources in other solutions.

The solution may not work as depicted on the drawing boards--it may need to adapt to the real world. Keep track of what has changed. Can the solution work within the changed parameters? Can the solution address change in needs and resources? Going through the decision steps to address these changes will help find balanced, effective methods of dealing with the changes. Update the action plan. Include people who can support and make the changes. You might expand your scope to work with new groups and organizations.

Use the information you have gathered throughout the process and the latest scoping to develop flags for reviews. These may be formal or informal, depending on the solution. Flags may be linked to events or may occur at certain intervals. When a flag is triggered, review the process by asking:

- Who has jurisdiction now?
- Who are the players?
- Do they understand the solution?
- Do they understand the agreements?
- Has anything changed in the community that requires changes in the process?
- Does everyone have fair, open, and easy access to information?

Review cycles need to be tailored to the problem and goal. If things happen daily, a weekly review of daily results might be appropriate. With an annual cycle, a 5-year review might be useful. Schedule reviews far enough apart so you can have an overall perspective and yet close enough together to remedy any problems. Think about how long it will take before an identified problem can be resolved. How long can problems go without being addressed? How long will it take to address them? Keep decisionmakers in the loop--they need to be fully informed about monitoring results and to participate in adaptations.

Monitor your progress closely when there is time to address problems and when problems would matter most. For example, on a flood control project to contain spring runoff, you might meet regularly when snow accumulates, much more frequently during the critical spring runoff period, and once during the year to review and plan. Holding meetings to review and plan when nothing is going on is critical--you need time when you can calmly review the program.

Workshops at regular intervals provide an in-depth format to let newcomers know what is going on and remind participants. Particularly, invite staffs of newly elected officials, people who have moved into the community, and newly formed organizations. Review the problem, explain why (and how) the solution was developed and put in place, and go over changes that have occurred. Figure out if the solution is still working and determine what actions need to be taken so that it continues to be effective.

Table 1: Sample Issue Table

Issue	Resolution/ decision	Implementation plan	Implementation notes	Follow-up
Briefly discuss the issue	What you decided to do about it	Who will do what	Who did what, what happened	Was this sati's farm? What changes needed to be made?
Sedimentation	Put in erosion control measures	Contractors will compact side slopes	Contractors compacted sides, added riprap for further control.	Continue to look at South shore for potential problems
Chemicals in the workplace	Measure levels of chemicals	Contractors will institute measures x and y	State lab monitored for QA/QC standards	Agree on standards and techniques. Laws changed in the middle of process-work with lawmakers.
Safety	Safety training and drills	Each office will develop training and	Training was provided to safety officers.	Provide further training during a staff meeting or time when people will be

		schedule drills	Drills worked well.	there.

Now everyone has 20/20 hindsight. Use this knowledge to start developing a library of case studies and a treasure-hold of advice to:

- Help people understand and analyze the decision process
- Show how the process worked--rather than keeping it shrouded in a black box
- Strengthen other actions
- Create the opportunity for flexibility and adaptation based on new information
- Build credibility by focusing on solutions

You really need two separate debriefing processes

Internal.

This gives implementors a chance to honestly critique the process (e.g., we could have worked together more smoothly if we had done things differently). Using this information to help improve the process will show that you are serious about solving the problem and promote support for the next effort.

External.

Debriefing participants helps forge support and credibility for the next process by providing vital insights into what works--and what doesn't. Ask:

- What happened in the process? (Various versions of the same events can help put the process into perspective.)
- How were the most important concerns identified and tracked? Was this effective? Why or why not?
- What materials and actions were most useful?
- What was effective? Why?
- What could have been done more effectively? How?

Share the findings with others in related or similar processes and discover what others have done. Consciously apply what you have found to your next process. Evaluate how it works.

Continually experimenting with new ideas and techniques will help:

- Adapt your processes to technical, social, and political changes
- Find effective methods of implementing workable solutions
- Keep solutions working

Self-Check -6	Written Test

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

1. What is effectiveness monitoring (4 points)?
2. What is follow up actions (4 points)?

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

Score = ___________

Rating: ____________

Answer Sheet

Name: _________________________ Date: _______________

Short Answer Questions

1. ____
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2. ____
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Operation Sheet-1	Identifying and considering workplace problems from

INGo any dairy farm which is occur surrounding to you and Deal with Problems at Work according to the procedures

Steps 1: Be polite and direct.

Steps 2: Use "I" language.

Steps 3: Communicate your needs to your boss.

Steps 4: Keep records of any ongoing problems you may have with a coworker.

Steps 5: Find a support network at work.

Steps 6: Look at conflict as an opportunity.

LAP Test	Practical Demonstration

Name: _____________________________ Date: ________________

Time started: ________________________ Time finished: _____________

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within

Task 1- Delegating work to appropriate people with principle of delegation

Reference

https://www.hermoney.com › earn › work-life-balance › common-workpla.

https://www.ncbi.nlm.nih.gov › books › NBK235186

https://gsi.berkeley.edu › gsi-guide-contents › discussion-intro › participation

https://www.env.gov.bc.ca › fia › documents › rest_effect_mon_guidelines_s

Trainers prepared the TTLM with their full address

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