



CROP PRODUCTION LEVEL III

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standards**

Module Title: Leading Small Teams

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Table of Contents

LO# 1: Provide team leadership	4
Instruction sheet	4
Information Sheet 1- Identifying and Implementing Learning and Development Needs.....	5
Self-check 1	18
INFORMATION SHEET 2- DEVELOPING AND IMPLEMENTING LEARNING AND DEVELOPMENT PLAN	19
Self-Check – 2	25
Information Sheet 3- Encouraging Individuals to self-evaluate performance and identifying areas	26
Self-Check – 3	33
Information sheet-4 Collecting feedback on performance of team members	34
Self-Check – 4	36
LO #2- Foster individual and organizational growth.....	37
Instruction sheet	37
Information Sheet 1- Identifying learning and development program goals and objectives	38
Self-Check – 1	39
Information Sheet 2- Making Learning Delivery Methods Appropriate	40
Self-Check – 2	43
Information Sheet 3- Providing workplace learning opportunities and coaching/ mentoring assistance	44
Self-Check – 3	49
Information Sheet 4- Identifying and approving resources and timelines	50
Self-Check – 4	51
LO #3- Monitor and evaluate workplace learning.....	52
Instruction sheet	52
Information Sheet 1- Identifying and implementing Feedback.....	54
Self-Check – 1	56
Information Sheet 2-. Assessing and recording outcomes and performance	57
Self-Check – 2	59
Information Sheet 3- Negotiating modifications to learning plans.....	60
Self-Check – 3	61
Information Sheet 4- Maintaining records and reports of competence	62
Self-Check – 4	65



LO #4- Develop team commitment and cooperation 66

Instruction sheet 66

Information Sheet 1- Using open communication processes 67

 Self-Check – 1 70

Information Sheet 2- Reaching decisions by the team 71

 Self-Check – 2 74

Information Sheet 3- Developing mutual concern and camaraderie 75

 Self-Check – 3 76

LO #5- Facilitate accomplishment of organizational goals..... 77

Instruction sheet 77

Information sheet 1- Making team members actively participatory 78

 Self-Check – 1 80

Information sheet 2- Developing individual and joint responsibility 81

 Self-Check – 2 83

Information sheet 3- Sustaining collaborative efforts 84

 Self-Check – 3 84

Reference Materials 85



LG #4

LO# 1: Provide team leadership

Instruction sheet

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

- Identifying and implementing learning and development needs
- Developing and implementing learning plan
- Encouraging Individuals to self-evaluate performance and identifying areas
- Collecting feedback on performance of team members

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

- Identify and implement learning and development needs.
- Develop and implement learning plan
- Encourage individuals to self-evaluate performance and identifying areas
- Collect feedback on performance of team members

Learning Instructions:

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



Information Sheet 1- Identifying and Implementing Learning and Development Needs.

1.1. Introduction

During the last decades, organizational structures of firms (and in many aspects of life have) changed: competition toughened, the half-life of knowledge decreased, job specialization increased, pressure to be innovative augmented, and companies expanded internationally. As a result, conditions to survive in the market changed and the concept of teamwork emerged to meet the new requirements, and enable flexible and efficient working.

Teams are seen as an ideal organizational entity because knowledge can be shared which improves (or might improve) performance (Tannenbaum et al., 1996).

Today, teams are an important cornerstone of organizations and most organizations rely on teams to fulfill their work and to obtain their goals (Tannenbaum et al., 1996). Thus, many of us already worked together for a longer period in a team and accomplished tasks in a work group. From our own experience we all know that teamwork can be joyful and productive.

However, it might also happen that collaboration among co-workers was rather unproductive and unpleasant leading us to the conclusion that we would have been more productive alone.

Despite such negative experiences, teams are considered a “mainstay of organizational life”. But, not all teams are high performing teams and often the benefits of teamwork are attenuated by conflicts or problematic cooperation. So, it is of interest for researchers and practitioners to know more about the mechanisms of team work. In particular, it is interesting to know, how team performance can be promoted and what factors are associated with productive cooperation between team members.

Page 5 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



1.2. Definitions of team and leadership

Here is one of the most commonly cited definitions:

- "A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable."
- "People working together in a committed way to achieve a common goal or mission. The work is interdependent and team members share responsibility and hold themselves accountable for attaining the results."
- A team is a formal group of members who interact at a high level and work together intensely to achieve a common group goal. When teams are effective, they draw on the abilities and experiences of their members to accomplish things that could not be achieved by individuals working separately or by other kinds of work group (Jones et al, 2008). Teams are especially appropriate for conducting tasks that are high in complexity and have many interdependent subtasks.

Teams differ from other type of groups in that members are focused on a joint goal or product, such as a presentation, completing in-class exercises, taking notes, discussing a topic, writing a report, or creating a new design or prototype.

Leadership

It is defined in different ways by different people. Some of the definitions are given below.

- A simple definition of leadership is that leadership is the art of motivating a group of people to act towards achieving a common goal.
- Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Page 6 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



- Leadership is the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.
- It can also be defined as a process whereby an individual influences a group of individuals to achieve a common goal.

Leaders carry out this process by applying their leadership knowledge and skills. This is called Process Leadership. However, we know that we have traits that can influence our actions. This is called Trait Leadership, in that it was once common to believe that leaders were born rather than made.

While leadership is learned, the skills and knowledge processed by the leader can be influenced by his or hers attributes or traits (such as beliefs, values, ethics, and character). Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him or her unique.

Teams in Organizations

An organization is a group of people with a common purpose, who come together to pool their resources in order to achieve business objectives. These objectives can be accomplished through the use of the diverse skills, knowledge and interactions of a group of people. The group, working together as interrelated and interdependent sections, divisions or teams, can achieve things that individuals, on their own, cannot achieve.

This view of an organization involves the idea of defined, shared goals, communication, systems and processes and the application of structures and principles in allocating resources and activities. In order to succeed in their business goals - to develop and maintain that all important competitive edge - the organization and its skills pool must not remain static. It and the people who work in it should continue to grow, learn and to develop by constantly seeking new learning and new types of learning.

A well-functioning organization, in which members continue to develop new skills, ideas and new levels of expertise becomes a cohesive entity which is more than the sum of its parts, a unified system made up of its various parts, operating in, and

Page 7 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
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interacting with, environmental systems that enable the transformation of inputs into outputs. Formal structures and patterns of interaction between members mean that each understands their respective duties so that the organization functions effectively. In developing the strategic capabilities that consistently provide superior value to customers/ clients, that is, the product/ service that provides a value added point of difference which is better than, newer than, or different from that being offered by similar companies, companies invest in support infrastructures, which link business units and functions. Part of the function of these support infrastructures is to provide training and learning opportunities for the personnel who operate within them.

Management principles are the business-oriented philosophies around which organizational leadership is structured. These principles determine the development of systems and the implementation of the decision-making and problem-solving methodologies through which order and control (direction) is created. Leadership and order cannot be created without a plan of action, clear direction, goals, objectives, structural requirements, resources and relevant processes and practices. Provision for learning and growth, at both organizational and individual levels within the organization should be an integral part of this predetermined plan of action.

To meet today's business challenges it is necessary for organizations to:

- Operate on the basis of a true customer focus
- Be prepared to respond and adapt
- Develop cross-functional teams and integrate processes across organizational boundaries
- Delegate authority and responsibility to lower levels of the organization
- Reduce the hierarchical structures and layers of management
- Develop systems management processes which promote agility, creativity and the ability to pre-empt, rather than simply respond to change
- Manage quality, innovation and new technologies so they factor into competitive processes

Page 8 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



- Constantly question, critically evaluate and continuously improve systems,
- processes, procedures, products and services
- Eliminate processes and procedures, which do not contribute to business go

To achieve these things, organizations need to operate as learning organizations which utilize change management, innovation, creativity and entrepreneurial skills, and value learning, at all organizational levels. If you can learn faster than your competitors, you have the chance of changing and growing faster than them.

Frontline managers can play a prominent role in encouraging and supporting the development of a learning environment. This involves more than generating coordinated training programs within the organization. It involves the creation of learning opportunities in a range of situations, and the development of mentoring and coaching techniques, intended to support and foster employee development through workplace learning opportunities. Frontline managers are in a position to facilitate learning and provide feedback to learners. Through the measurement and assessment of learning performance, they can implement systems and processes which ensure alignment of individual and organizational learning and growth needs. A learning organization develops a culture and provides an environment in which staff are encouraged and challenged to find learning opportunities.

Managers and Frontline managers need to work toward the creation of workplace environments that encourage employees to avail themselves of learning opportunities learning cultures. Management (including Frontline management) also has an obligation to assist employees in developing learning or training plans that will meet their work and personal development needs. They must then ensure that staff have access to training or learning opportunities which are linked to individual, team and organizational performances, so that learning within the organization acts to further the relevant goals and objectives.

There is a need to move away from the concept of workers as mindless drones, toward acceptance of the fact that everyone contributes to organizational success. The greater

Page 9 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



the learning and skills base of every worker in the organization the more likely it is that employees will become self-managing and self-motivated, therefore much more highly productive and able to contribute to continuous improvement.

There is another paradigm shift involved in developing learning organizations, which caterto the learning needs of individuals and teams. That is, managers must learn to perceive training and learning as an investment not as a cost in time and resources. Learning provides opportunities for increasing organizational effectiveness.

1.3. Learning and Development Needs

The hardest part of developing your team can be knowing where to begin. Start by understanding your team members' developmental needs

- review and update their job descriptions
- talk to them, and
- Watch them working. Often, just asking the right questions can reveal knowledge and skill gaps in your team.

For example, what is the key part of a person's role? And what is your team's most urgent performance issue?

This is particularly helpful if your workplace doesn't have a culture of performance management, that is a system of regularly appraising and improving people's performance. If your team members are not used to having their performance appraised and developed in this way, they may view it as a negative judgment of their competency. Gathering specific information about what they need to be successful in their roles will help them to feel positive about developing themselves.

You can use a training needs assessment (TNA) to help you to identify who needs to develop their skills, and what kind of training is right for them. This will allow you to select training in a targeted way for the people who really need it. After all, Excel® training for one team member who is having trouble with spreadsheets may be a waste of time for other team members with different needs.

Page 10 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Training/Learning Needs Analysis (TNA)

There are numerous theories of learning and the mechanisms through which learning occurs, with regard to conditioning, life-span, evolution, and stages. Psychologists, behaviorists and cognitive theorists, however, define learning, as previously stated, as *behavioral change* (Thompson, 1975, Peterson, 1989, Berger, 1988, Maslow, 1968).

Behavioral change refers to both the internal (psychological or cognitive) and external (physical or behaviorally anchored) manifestations of learning. That is, both changes in thought processes, patterns or internalized knowledge, and in the actions, which are externally visible, constitutes behavioral change. For example, when the child learns that the coin is not a toy, but an object to be exchanged for other goods, the child's perception changes. This constitutes learning or behavioral change, whereby the response or behavioral reaction to the stimulus, the coin - is transformed. Thus learning involves changes in our stimulus-response patterns.

When we learn we add new information, change information or attach extra information to our current knowledge; developing new insights, reinforcing previous knowledge, or redirecting our thought patterns in response to stimuli provided by the learning situation. In so doing we are, through what are called cognitive processes, changing our behavior.

A training/learning needs analysis (TNA) is a review of learning and development needs for staff, volunteers and trustees within in your organization. It considers the skills, knowledge and behaviors that your people need, and how to develop them effectively. Identifying learning and development needs (L&D) starts with knowing the organization' current and future capability needs and then assessing existing levels of skills attitudes and knowledge. This assessment can use formal and informal methods. Such an analysis will allow decisions about what learning is needed at individual, team or organizational level. These gaps interpreted and prioritized within the wider organizational strategy.

Page 11 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



Implanting an ongoing learning need analysis (LNA) different from a training need analysis (TNA). A LNA analysis may be seen as a current or future health check on the skills, talent and capabilities of the organization or part of the organization and is carried out with multiple stake holders. It is based on the ongoing systematic gathering of data and insights about employee’s capabilities and organizational demands for skills, alongside an analysis of the implication of new and changed roles for changes in capability. A TNA is a one-off isolated event looking at the needs for a specific activity.

The LNA process needs to flow from business strategy. Its aim is to produce a plan to make sure there is sufficient capability to sustain current and future business performance.

Creating an effective learning and development strategy is critical to ensure the learning and development approach aligns with business needs.

Organizational TNA should ideally be undertaken at 3 levels:

- Organizational level
- Team/departmental level
- Individual level

These three levels are inter-linked, and using this structure will help ensure a balanced analysis that takes into account the big picture as well as the specific needs of individuals.

Methods that can be used to identify learning needs include:

- Analysis of existing strategies and plan to identify what skills are needed for delivery
- Questionnaires - paper based or online
- One-to-one interviews
- Focus groups - facilitated small group discussions with a representative sample of people

The outcome of your TNA should be a robust learning and development plan, based on research and linked to organizational, team and individual objectives.

Page 12 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Some of the questions that you might like to ask before undertaking an analysis of learning needs are:

1. Do we have a strategic and organizational plan?
2. Do we have an appraisal system in place?
3. Do all staff have an up to date job description?
4. Do all staff have written objectives?
5. Do we have a competency framework in place?
6. Do we have a training strategy and/or a stated commitment to the value of learning and development for our staff/volunteers and trustees?
7. Do we have processes (formal and informal) in place for effective consultation across the organization?

The more questions that you can answer yes to, the easier it will be to undertake training needs analysis.

1. Organizational Level

Training/learning needs analysis at this level should start with a review of the organization's strategic and operational plans.

"We have a formal performance management process which includes development planning - the development plans inform the training needs analysis. As does any strategy that may bring the charity to a new direction/ skill set etc that we feel should be trained to all.

- Alexandra Hartley

If you do not already have a strategic planning process in place, it is recommended that you carry out one using a tool such as a SWOT analysis This looks at the strengths, weaknesses, opportunities and threats facing your organization.

The more people that you can involve in identifying this data the better: trustees, managers, staff and volunteers can all bring a different perspective and contribute to a deeper analysis.

Once you have a strategic picture of the organization's objectives, performance and future direction, you can review this from the perspective of the knowledge, skills and

Page 13 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



behaviors that can help your organization to build on its strengths and address weaknesses.

Strengths

How can you capture the good practice and expertise that already exists?

How can you build on the strengths, skills and knowledge already in the organization?

Weaknesses

What skills, knowledge or behaviors could help address the identified weaknesses?

Opportunities

What skills, knowledge or behaviors that could help your organization make the most of the available opportunities?

Threats

What skills, knowledge or behaviors could help your organization manage and overcome the identified threats?

2. Team Level

Analysis of learning needs should also be undertaken at department/team level. If you are in a line management role, this means reviewing the skills needs within your team, against the team's own objectives.

It will involve taking into account both the needs of individuals, but also anything that can help your department or team to work together as effectively as possible.

- Involve the people who really know about what's going on the ground.
- The people who are delivering services are the ones who can decide what outcomes are really needed, and help to determine learning opportunities that are fit for purpose.

A key tool for identifying learning needs at this level are appraisals or performance reviews. Normally undertaken annually, appraisal provides an opportunity to review work objectives for the previous year, and agree objectives for the year ahead. Think about how you can support your staff (or volunteers if appropriate) in identifying learning needs related to these objectives.

Page 14 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Appraisal form design should include a section dedicated to learning and development. This can be kept separate from other areas of the appraisal form, so that information on training requirements can be included in the training and development plan, without making confidential information from the appraisal available to whoever is working on the plan.

Relying on an annual appraisal to identify learning needs will not allow for the flexibility of addressing challenges as they arise, so think about how you might build in more frequent reviews, for example, as part of regular supervision sessions.

You might also consider using a Competence-Based TNA Diagnostic tool to help with identifying job related learning needs.

Skills for managers

In order for training/learning needs analysis to be effective, line managers will need to have the necessary knowledge and skills to work with staff and/or volunteers to help them identify their needs and how to meet them.

You might consider using a competency framework as a basis for job design, appraisal and training needs analysis. Competencies are statements of effective behavior in meeting a particular outcome. You can develop competencies internally, or draw on existing competencies as a starting point.

National Occupational Standards are a good starting point for identifying competencies for particular roles. They can also help individual to identify career progression routes.

Managers can also be instrumental in identifying the broader skills and knowledge resource base that exists within the organization. People may well have knowledge and skills that are not fully demonstrated within their current jobs, but which could be used in other ways – for example in mentoring new members of staff.

It may be that many learning needs can be dealt with on a team level, for example through cascading information at team meetings. However, this is more likely to be

Page 15 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



effective if it takes place within a system and culture which makes it easy for people to identify and ask for support from team members.

3. Individual Level

Appraisal and supervision meetings allow individuals to reflect on their own learning needs in relation to their work objectives. What additional skills and learning do they need to improve what they do?

It is important to take into account people's career ambitions and personal development objectives. With flatter organizational structures, there may not be endless opportunities to move up the career ladder, but people are unlikely to remain motivated if there is no progression or challenge built into their work. However, there is also a need to be realistic about what you can offer by way of development opportunities and not to raise expectations too high.

“If you are asking for people's training needs, then as an organization you need to be able to meet them, or at least partly meet them, relatively quickly. If people ask for training and don't receive it they can get disenchanted and it affects their view of training.”

Some questions to ask for your personal development plan

1. What do you want to get from your work?
2. What are your strengths?
3. What areas would you like to improve?
4. Where would you like more responsibility?
5. What is preventing you from developing as you would like?
6. Which interests or talents would you like to develop?
7. How do you like to learn?
8. What skills or experience would allow you to feel more confident at work?

The outcome of training/learning needs analysis at an individual level should be a Personal Development Plan.

Page 16 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



1.4. Prioritizing Learning Needs

Once you have identified learning needs across the organization, they need to be analyzed and prioritized.

Areas to consider when prioritizing:

- What impact will developing these skills have on our performance?
- What would be the cost/benefit of investing in developing these skills?
- Which skills needs are the most important to our long-term success?
- Which skills needs are the most urgent?

Cost/benefit analysis means assessing the potential costs of learning and development activity against the potential gains in a quantifiable way. Making the case for the value of learning interventions to decision-makers and funders for investment in training is strengthened by a cost/benefits analysis. Potential gains might include:

- reduced turnover and savings on recruitment costs
- higher skill levels leading to more efficiency and fewer errors
- reduced risk of accidents or breaches of legislative requirements
- higher morale and levels of motivation
- impact on fundraising capacity through a higher skills base
- improvements to the quality of your service and reputation
- sustainability and succession planning

Of course, training or learning interventions will not always be the appropriate solution for organizational issues, and the process of undertaking a TNA and a cost/benefit analysis is likely to highlight areas where other solutions are required.

Page 17 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Self-check 1	Written test
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Name..... ID..... Date.....

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

Test II: Short Answer Questions

1. Why organizations develop work teams?
2. Why we undertake training need assessment?
3. In which levels of the organization we undertake TNA?

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

Note: Satisfactory rating - 10 points and above points

Unsatisfactory - below 10

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____



INFORMATION SHEET 2- DEVELOPING AND IMPLEMENTING LEARNING AND DEVELOPMENT PLAN

2.1. Developing and Implementing Learning & development Plans

Let's now look in detail at some of the strategies that you can adopt when developing learning plans for your employees.

I. Job Rotation

Job Rotation is a career development strategy where an individual temporarily moves laterally into an established or “shadow” position. An employee may complete a series of Job Rotations.

It can be used:

- To broaden an individual's knowledge of other functions and departments in the organization.
- To prepare an individual for career advancement.
- To maximize an individual's exposure to customers by moving them into positions that require customer interaction.
- To motivate and challenge an individual who has been on a job for a long time.
- To cross-train members of a team.

Steps to follow:

1. Link job rotations to the organizational goals and individual learning needs.
2. Establish expectations and learning goals with the individual before the job rotation.
3. Check with the individual periodically to ensure expectations are being met.
4. At the end of the job rotation, meet with the individual to discuss lessons learned, and how these lessons can be applied to the individual's current job. Also discuss how the individual can educate others about what was learned during the job rotation.

Page 19 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



.II. Special Assignments

A Special Assignment is a learning strategy in which the individual performs temporary duties on a full-time or part-time basis. These temporary duties may be performed within the individual's current organization or outside the organizational structure. An example of a Special Assignment is being assigned to chair an ad hoc cross-functional team.

It can be used:

- To enhance an individual's knowledge or skills in a particular area.
- To complete tasks or assignments when a mix of people with expertise in different areas is needed.
- To prepare an individual for career advancement or develop specific knowledge or skills.
- To broaden an individual's knowledge of other functions and departments in the organization.
- To motivate and challenge an individual who has been on a job for a long time.

Steps to follow:

1. Link Special Assignments to organizational goals and learning needs.
2. Establish expectations and learning goals with the individual prior to the Special Assignment.
3. Check with the individual periodically to ensure expectations are being met.
4. At the end of the Special Assignment, meet with the individual to discuss lessons learned, how these lessons can be applied to the individual's current duties, and how the individual can educate others about what was learned.

III. Coaching

Coaching is a learning technique that involves observing an individual at work and providing feedback to enhance performance or correct deficiencies.

It can be used:

- To support an individual who is assuming new job duties.
- To develop or provide new skills through on-the-job training.
- To introduce new procedures or technologies.

Page 20 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



- To enhance performance and correct deficiencies.
- To prepare individuals for career development.
- To develop members of a work team.

Steps to follow:

1. Prepare by collecting necessary information on current performance levels and needs.
2. Set learning objectives and expectations together with the individual.
3. Mutually develop and agree on a course of action for enhancing performance.
4. Facilitate learning and enhance performance through using observation, listening, and feedback skills. Give constructive feedback and encourage and reward accomplishments.
5. Schedule follow-up coaching sessions.

IV. Mentoring

Mentoring is a formal or informal relationship between senior and junior employees for the purpose of supporting learning and development. The mentor provides ongoing support, advice, and career direction to an individual. A mentor holds a higher position in the organization and is usually outside of the employee's chain of supervision.

It can be used:

- To continue the development of talented and skilled staff members.
- To groom individuals who show high potential for management or leadership responsibilities.
- To retrain and prepare an individual for a new job or function.
- To assimilate new individuals into the organization by educating them about the norms, culture, and politics of the organization.

Steps to follow:

1. Clarify what will be achieved through the mentoring relationship.
2. Use training and education to promote and explain mentoring.
3. Listen, coach, counsel, and motivate.

Page 21 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



4. Allow mentors and employees to select each other. For a mentoring program to work both mentor and employee must be motivated to participate in such a relationship.

V. Individual Development Plans

An Individual Development Plan (IDP) is a formal document that identifies an individual's learning and developmental goals. The manager and the individual jointly develop the IDP. This plan contains training, education, and development activities (formal and informal) to acquire the competencies needed to meet IDP goals.

It can be used:

- To identify and assess future developmental needs in required competency areas.
- To provide structured learning experiences linked to organizational needs, goals, and job requirements.
- To establish an agreed-upon set of learning objectives and developmental activities as part of a formal career development program.
- Steps to follow:
- Use the IDP to help organize an assessment of the individual's current skill levels, strengths, and developmental needs. The IDP can also be used to compare an individual's current ability with the required job competencies.
- Mutually determine developmental activities to be included in the IDP.
- Conduct an IDP meeting. The IDP can be developed after a formal performance appraisal cycle, and it should be a separate discussion.
- Review and update the IDP regularly (once a quarter or twice a year).

VI. Self-Development

Self-Development is taking personal responsibility for one's own learning and development through a process of assessment, reflection, and taking action.

It can be used:

- To continually update skills and to remain marketable in the workplace.
- To determine future career direction.

Steps to follow:

Page 22 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



1. Assess your current skills and interest through paper-and-pencil career tests or through computer programs that analyze skills and interests.
2. Maintain a learning log or diary to help you analyze what you are learning from work experiences.
3. Write a personal vision and mission statement.
4. Develop a personal development plan that identifies your learning needs and goals.
5. Find a mentor who can provide you with support, advice, and assistance in your career direction.
6. Become involved in professional organizations.
7. Read professional journals and trade magazines to keep current on the latest developments in your field.

VII. Meetings

Meetings are convenient and useful venues for ongoing learning. Periodic meetings can be dedicated exclusively to learning or learning activities can be scheduled as agenda items during regularly scheduled meetings.

It can be used:

- To provide a venue for an entire work unit or team to engage in learning together.
- To facilitate learning in teams.

Steps to follow:

1. Invite experts to present in a particular subject area.
2. Invite people outside of your work unit or team to provide new perspective and insight on topics discussed during the meeting.
3. Conduct periodic team-building exercises during meetings to improve communication and understanding among members.
4. Have someone skilled in facilitation and consultations periodically observe the meeting and provide feedback on meeting skills and dynamics.
5. Ask meeting members to make presentations on recent work assignments.
6. Set aside time at the end of each meeting to pause and assess: "What were the strengths of our meeting today? and How can we improve our meeting skills?"

Page 23 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



VIII. Action Learning

Action Learning is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual work problem and develop an action plan. The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections. Action Learning is a form of learning by doing.

It can be used to:

- To address problems and issues those are complex and not easily resolved.
- To find solutions to underlying root causes of problems.
- To determine a new strategic direction or to maximize new opportunities.

Steps to follow:

1. Clarify the objective of the Action Learning group.
2. Convene a cross-section of people with a complementary mix of skills and expertise to participate in the Action Learning group.
3. Hold initial meetings to analyze the issues and identify actions for resolving them.
4. Return the group to the work place to take action.
5. Use subgroups to work on specific aspects of the problem if necessary.
6. After a period of time, reconvene the group to discuss progress, lessons learned, and next steps.
7. Repeat the cycle of action and learning until the problem is resolved or new directions are determined.
8. Document the learning process for future reference. Record lessons learned after each phase of learning.

Page 24 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTMEBER 2021



Self-Check – 2	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. Mention and discuss the different types of training strategies available to an organizations
2. What do you mean by self-development plan?

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information Sheet 3- Encouraging Individuals to self-evaluate performance and identifying areas

Self-Evaluation

A self-evaluation is your thoughtful and considered written review of your performance during the evaluation cycle. It involves rating established goals, competencies, and overall performance.

A self-evaluation is usually based on a set of questions. These questions help employees evaluate their performance during a certain period of time. This is a complex yet rewarding process that enables employees to focus on different aspects of their performance and to understand what areas need improvement. Employees are asked to think about various components of their performance, from their basic responsibilities to long-term career goals and professional development. This process offers a structural approach to planning and performance management, helping employees analyze their level of contribution.

Encouraging Employee Self-Evaluation

Self-evaluation provides employees with an opportunity to showcase their accomplishments and have their opinions heard. All employees must be afforded the opportunity to self-assess, and supervisors should strongly recommend they take advantage of that opportunity.

A self-evaluation is a great opportunity for employees to honestly and objectively consider and document their performance. Having said that, employees must also know how to complete a self-evaluation and be comfortable with the process. Properly conducting a self-evaluation can make the difference between a meaningful evaluation and one that is less effective.

Page 26 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTEMBER 2021
---------------	--------------------------	--	------------------------------



The Benefits of a Self-Evaluation

When you self-assess, you become an active participant in your own evaluation. Your involvement enables you to honestly assess your strengths and also areas you need to improve. You then can participate more constructively in the evaluation meeting with your supervisor. Self-evaluation also serves to increase commitment to goal setting/achievement, competency development, and career planning.

Obviously, such an approach is very effective because employees can better understand themselves. Not only can they determine their strengths and weaknesses, but they can also understand what direction of professional development is likely to benefit the most and where they can apply their skills with the best outcome.

What Do You Need To Do In Order to Complete Your Self-Evaluation?

Time. Allow about an hour to complete the self-evaluation. That hour includes time you may need to review documentation that you have kept throughout the year relating to your goals and competencies.

Quiet conduct the self-evaluation in a quiet place without interruptions so you can devote your full attention and reflection to the process.

Relax. : Try to relax and reflect upon individual goals, experiences, and incidents. No one is perfect, and it is very likely that you will recall both good and bad experiences. The purpose of the evaluation process is to highlight strengths, correct performance weaknesses, and develop unused skills and abilities. In order to do this, you must be willing to recognize areas that need improvement or development.

Highlight the highlights. Don't be shy about letting your supervisor know where you shone during the year. The self-evaluation is the place to boast with grace and

Page 27 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



diplomacy and, naturally, without putting any of your colleagues down. Don't be modest; state your accomplishments objectively and accurately.

Don't forget about achievements made early on in the evaluation period. Your supervisor cannot possibly remember all of your projects and your participation throughout the year. Go back over documents and e-mails to help you remember your earlier accomplishments.

Don't be stuffy One of the benefits of a self-evaluation is its tendency to lead to constructive dialogue between you and your supervisor. Therefore, try to write in a conversational style, one that is as natural as the verbal back-and-forth that occurs throughout the year.

Solicit feedback from coworkers. Consider asking your colleagues what they think of your performance. Be careful, of course, to avoid platitudes, overly critical comments, and any other remarks that could take away rather than enhance your self-evaluation. Use appropriate language. Choose words that demonstrate some objectivity and distance. Yes, you're writing about yourself, but you can still stand back and offer a little perspective. For example, instead of mentioning your sparkling personality, document specific behaviors like your ability to get along well with others. Rather than say how much you like your job, include the ways that you have grown and improved during the evaluation period.

Suggest specific improvements. The self-evaluation is a good opportunity to identify specific ways to improve your performance. Don't be afraid to mention ways that you can do your job more effectively. Making suggestions like this is not the same as holding something up as a weakness. Indeed, it is a mark of strength and professional maturity for employees to identify ways to grow and improve.

Page 28 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Complete the Career Development Plan. Choose, complete, and apply knowledge you gain from development activities to support your performance goals, your competency development and your career direction

Write more than one draft :The self-evaluation is part of your employment record so you want to get it right. Make certain you are thorough and professional in your approach and language,

Page 29 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTMEBER 2021



Be objective .It's awfully tempting to give yourself high marks across the board, but it's a little unlikely that you've done everything right. Instead of evaluating yourself based on how you wished you had performed, offer the results and quantify them as much as possible by using facts, figures, and specific dates. Ask yourself some specific questions: What difference did my efforts make to organization. What did I do to contribute to my organization/units goals and success? Did my efforts further the organization's mission? Did I take a leadership role when the opportunity arose?

Page 30 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Don't use the self-review as a bargaining chip. This is the time to show not tell. So, it's not the time to talk about your compensation. Be clear about your accomplishments and save salary discussions for later.

1.3. Collecting Feedback on Performance of Team Members

360° Defined

The term 360° feedback comes from the analogy to a compass: A circle with 360 points of reference used to determine and monitor direction. 360° feedback provides performance data from multiple points of reference, not just one. Like a compass, it is a navigational tool that more accurately lets us know when we are on or off course. It can fill the gaps that invariably exist between how you see yourself and how others see you. Its' purpose is:

- to gain deeper insight into how we, and others, see our performance and,
- to reinforce and accelerate the need for continuous development.

Compared to traditional, single source feedback processes, 360° feedback is significantly more powerful, reliable, and accurate. The added dimension of 360° is its' ability to compile multiple assessments from co-workers and contrast that data with your own self perceptions. Because it comes from a broader base of perception and interaction, it is less likely to be biased or skewed by one person's opinion. Traditional feedback relies heavily on only one source - the boss. In most cases people interact much more frequently with co-workers than with their boss. People also tend to interact differently with their boss.

We are usually more cautious and less spontaneous when dealing with him or her. Bosses don't see as much of us or our everyday work as do co-workers and customers. Consequently, feedback from the boss, while valid, is not fully representative of a person's effectiveness in the workplace. It can be one-sided, unfair, or even vindictive, as many people know from experience. 360° feedback levels the playing field by soliciting input from a variety of sources: The boss, peers, co-workers,

Page 31 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTEMBER 2021
---------------	--------------------------	---	------------------------------



and people you supervise, and even customers. The feedback tends to not only be more balanced, but harder to dismiss due to its broader range of input. As one user of 360° said, "Everybody can't be out to get me."

360° FEEDBACK ANSWERS THREE BASIC QUESTIONS:

1. Why should I improve my performance?
2. What do I need to improve?
3. How can I improve?

APPLICATIONS OF 360° FEEDBACK

Solid 360 feedbacks provide hard, actionable data on performance. Those assessed can get their hands around it, do something with it. And since it comes from people of their own choosing, it is not easy to dismiss the outcomes. Assesses quite often feel obligated to take the feedback seriously even though they may wish to avoid it.

Applications of the 360° process for team development.

360° feedback can be used to stimulate team development. Most users of 360° instruments ask co-workers or team members to provide them feedback. This usually piques the co-worker's curiosity. When the assessed shares their results (a recommended practice) and requests support from the assessors, the team member's interest is aroused even more. The next comment often heard in the team after such a discussion is, "We all ought to do this." It's not far from this point to the question, "How are we doing as a team?"

Some 360° instruments are designed for team use. The individual proficiency levels from members within a team can be compiled to provide a snapshot of the group's skill level.



Self-Check – 3	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. What do you mean by self-evaluation and mention its benefits?
2. Mention the benefits of feedback for employees of an organization
3. What do you mean by a 360⁰ feedback?

Note: Satisfactory rating - 15points & above Unsatisfactory - below 15 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information sheet-4 Collecting feedback on performance of team members

4.1. Collecting Feedback on performance of team members

360°feedback - defined

The term 360° feedback comes from the analogy to a compass: A circle with 360 points of reference used to determine and monitor direction. 360° feedback provides performance data from multiple points of reference, not just one. Like a compass, it is a navigational tool that more accurately lets us know when we are on or off course. It can fill the gaps that invariably exist between how you see yourself and how others see you. Its' purpose is, first, to gain deeper insight into how we, and others, see our performance and, second, to reinforce and accelerate the need for continuous development.

Compared to traditional, single source feedback processes, 360° feedback is significantly more powerful, reliable, and accurate. The added dimension of 360° is its' ability to compile multiple assessments from co-workers and contrast that data with your own self perceptions. Because it comes from a broader base of perception and interaction, it is less likely to be biased or skewed by one person's opinion. Traditional feedback relies heavily on only one source - the boss. In most cases people interact much more frequently with co-workers than with their boss. People also tend to interact differently with their boss.

We are usually more cautious and less spontaneous when dealing with him or her. Bosses don't see as much of us or our everyday work as do co-workers and customers. Consequently, feedback from the boss, while valid, is not fully representative of a person's effectiveness in the workplace. It can be one-sided, unfair, or even vindictive, as many people know from experience. 360° feedback levels the playing field by soliciting input from a variety of sources: The boss, peers, co-workers, and people you supervise, and even customers. The feedback tends to not only be

Page 34 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



more balanced, but harder to dismiss due to its broader range of input. As one user of 360° said, "Everybody can't be out to get me."

360° FEEDBACK ANSWERS THREE BASIC QUESTIONS:

1. Why should I improve my performance?
2. What do I need to improve?
3. How can I improve?

APPLICATIONS OF 360° FEEDBACK

Solid 360 feedbacks provide hard, actionable data on performance. Those assessed can get their hands around it, do something with it. And since it comes from people of their own choosing, it is not easy to dismiss the outcomes. Assesses quite often feel obligated to take the feedback seriously even though they may wish to avoid it.

Applications of the 360° process for team development.

360° feedback can be used to stimulate team development. Most users of 360° instruments ask co-workers or team members to provide them feedback. This usually piques the co-worker's curiosity. When the assessed shares their results (a recommended practice) and requests support from the assessors, the team member's interest is aroused even more. The next comment often heard in the team after such a discussion is, "We all ought to do this." It's not far from this point to the question, "How are we doing as a team?"

Some 360° instruments are designed for team use. The individual proficiency levels from members within a team can be compiled to provide a snapshot of the group's skill level.

This profile can generate a rich discussion on which skills are most closely tied to the group's goals, and how current skill levels are driving their present performance and results. In teambuilding, using a 360° feedback process allows a team to express their perceptions of the strengths and weaknesses of each member. Properly facilitated, this

Page 35 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



strengthens the performance and effectiveness of the team over time. The connection of each member to the team intensifies with the understanding of their own, and each other's strengths and challenges. One's value to the team increases as their strengths are used to achieve team-based objectives. As this "teambuilding" unfolds, communication, support, interdependence, and trust tend to increase. The group profile can be used to focus and align individual development plans to a team plan. This has the effect of clustering vs. shot gunning developmental initiatives producing more concentrated results.

Self-Check – 4	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. What do you mean by self-evaluation and mention its benefits?
2. Mention the benefits of feedback for employees of an organization
3. What do you mean by a 360 feedback?

Note: Satisfactory rating - 15points & above Unsatisfactory - below 15 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



LG #5	LO #2- Foster individual and organizational growth
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Instruction sheet
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:</p> <ul style="list-style-type: none">• Identifying learning and development program goals and objectives• Making learning delivery methods appropriate• Providing workplace learning opportunities and coaching/ mentoring assistance• Identifying and approving resources and timelines <p>This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none">• Identify learning and development program goals and objectives• Make learning delivery methods appropriate• Provide workplace learning opportunities and coaching/ mentoring assistance• Identify and approve resources and timelines
Learning Instructions:
<ol style="list-style-type: none">1. Read the specific objectives of this Learning Guide.2. Follow the instructions described below.3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.4. Accomplish the “Self-checks” which are placed following all information sheets.5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).6. If your performance is satisfactory proceed to the next learning guide,7. If your performance is unsatisfactory, see your trainer for further instructions



Information Sheet 1- Identifying learning and development program goals and objectives

Setting goals and Objectives

The findings from the learning and development needs analysis will provide impetus to form goals and objectives for professional development. They will also form a clear picture of areas of potential growth in order to meet current needs and future demands. There may be areas that need to be strengthened or revised, or new skills and knowledge to be taught from the beginning.

Goals are most effective when they follow the SMARTER guideline, that is, they are specific, measurable, attainable, realistic, timely, evidence-based and reviewable. Goals should also be challenging and meet the needs of both the individual and the organization so that everyone involved is motivated and committed to achieving the set goal(s). Goal development also allows managers and staff together prioritize their needs, ensure that there is a common understanding of the goals, and define outcomes that will be used to evaluate the success of the professional development strategy.

Page 38 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Self-Check – 1	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. What is the importance of setting development goals for members of a team?
2. What criteria are used for judging that the goal is set properly?

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information Sheet 2- Making Learning Delivery Methods Appropriate

2.1. Methods of meeting learning needs

There are many ways to meet people's learning needs. The methods you choose to meet the needs will depend upon how people prefer to learn, the number of people needing training, and your budget. Think also about any special needs people may have and how to support them, so that your training is equally accessible to all who need it.

Some of the methods you could consider are:

- **In-house courses**

Developing a course to be run on your premises and tailored to the needs of your staff and volunteers. Useful if the training need is widespread across the organization or is quite specific to your needs, for example training on a new system or process.

You might commission an external trainer to develop and deliver the course, or ask someone with relevant expertise within the organization to deliver the training. If the latter, you might need to ask whether there is a need for some "train the trainer" training to ensure that they can communicate their knowledge effectively.

- **External training courses**

Attending external training courses have the advantage of allowing you to network and learn from people in other organizations. This networking element is one of the reasons classroom based training remains so popular. External training can be expensive, but there are many courses available that are priced at affordable levels for voluntary organizations, sometimes on a sliding scale. Good starting points for information on local training are local infrastructure organizations.

- **Conferences and events**

Conferences are ideal for getting up to date with developments and for networking and learning from others.

Page 40 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



- **National Vocational Qualifications (NVQs)**

Work-based qualifications are assessed by providing evidence of competence, based on the relevant National Occupational Standards (NOS). As a development tool, they can help you to reflect in detail on every aspect of your job, celebrating what you do well, and identifying improvements.

- **E-learning/Blended Learning**

E-learning is increasingly being used to supplement traditional courses. With the developments in technology, structured E-learning is becoming more sophisticated and can be tailored to individual and small groups of learners. It can be used to provide large groups of people with the same material whilst still allow individuals to learn in their own time.

- **Books and journals**

Sometimes the learning need can be met simply by reading a suitable book or buying an appropriate toolkit. Where the need is to keep up to date with current developments, a journal subscription and allowing time for reading as part of the working week can be a simple and effective way to keep learning current.

- **Coaching**

Coaching consists of a series of structured one-to-one meetings focused on improving an individual's skills and performance, usually for the current job. Coaches seek to bring an objective perspective to a structured dialogue to help individuals find solutions to issues they are facing.

Sometimes coaches are hired from outside the organization, but increasingly organizations expect all line managers to operate as coaches, which may indicate a training need at line management level

- **Mentoring**

Typically mentors will be experienced managers (but not individuals' line managers) who regularly meet more junior colleagues to help them perform better and develop them for career advancement. For more senior managers, outside mentors may sometimes be hired.

Page 41 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



- **Shadowing**

Shadowing involves spending a short period time with someone in a different job - either within your own organization or externally. This might include sitting in on meetings, observing how day to day tasks are done. Shadowing can be useful as part of an induction when you shadow more experienced staff.

It can also be used as a development opportunity where both parties can learn from each other, as being shadowed can help you review the ways in which you habitually work.

- **Secondments**

A secondment allows an individual to take on a different role in a different part of the organization (or in another organization) for a set period of time – usually a few months. This might be a full time secondment from your existing job, or part time while you retain some of your existing responsibilities. These opportunities can be valuable in helping an individual learn about different ways of doing things.

- **Action Learning**

Action Learning is a form of learning by doing. It involves working in small groups of around 6-8 people meeting on a regular basis, working through real problems with the support of the group.

Page 42 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTMEBER 2021



Self-Check – 2	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. Mention the considerations taken in to account while selecting the different training methods
2. Discuss the pros and cons of each workplace learning delivery method
3. Are learning opportunities same for different people at different jobs?

Note: Satisfactory rating - 15 points and above Unsatisfactory - below 15 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information Sheet 3- Providing workplace learning opportunities and coaching/mentoring assistance

3.1 Providing workplace Learning Opportunities

Learning opportunities vary for different people and different jobs. Creating learning opportunities is a question of attempting to spot the opportunities for learning in the jobs of those in your organization. In order to achieve this, you should think about what your organization is good at and ways in which they can be taught to maintain or even improve their current skill base. And think about what your organization needs to get better at and how.

Some questions that you can ask yourself in order to identify learning opportunities that exist in your current organization are:

- What skills are needed in your organization for them to perform their role more competently?
- What aspects of the jobs of your employees are they weak at or uncomfortable with?

Develop When you have identified these aspects of your organization's skill base, there are bound to be things that you believe will help facilitate learning in your workplace. You will find that there are many and varied learning opportunities day-to-day to be identified in the working life of your organization. Think about what can be practiced, if there are individuals in the workplace that can be observed by learners, whether there are individuals who can be there to answer questions, whether there are new skills that need to be learnt. Ask yourself is there anything that the organization can do better.

What can make your employees feel more motivated at work? How can your employees learn new things to make their jobs more interesting and challenging?

There are ranges of learning opportunities that exist for employees in an organization.

Page 44 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



3.1.1. Opportunities within Present Job

Responsibility lies with the individual themselves, then their line manager to facilitate the learning, perhaps to act as coach, the organization to support this new behavior and to afford the time for coaching and other managers/directors within the organization, who may be asked to coach or mentor.

3.1.2. Opportunities outside Present Job

Responsibility lies with the individual, in conjunction with their line manager, to look at what is most appropriate and the organization to arrange job rotation, job change etc. This also depends on other managers and their development needs each solution and commit to taking action.

3.2. Supporting workplace learning/coaching and mentoring

Coaching is explicitly concerned with improving employees' skills, behaviors and performance typically within their present job role. Definitions from the literature center around coaching as a task-oriented form of personally tailored training. The main points to note is that coaching is typically short term, with a task focus.

Unlike coaching's goal-specific approach, mentoring is most often oriented towards an exchange of wisdom, sport, learning or guidance for the purpose of personal, spiritual, career or life growth. Sometimes it is used to achieve strategic business goals, so content can be wide ranging. In this way, mentoring can be typically seen as an open-ended commitment. Coaching helps people learn how to do things more effectively, while mentoring deals with preparing for future changes and promotion.

Organizations typically resource one -to-one coaching in one of, or in combination of, three ways: training line managers to coach their own employees; utilizing in-house specialist coaches, and commissioning suppliers as coaches. One -to-one mentoring, on the other hand has typically been resourced by organizations by training managers to mentor employees who are not their own staff. Commissioning external suppliers as

Page 45 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



coaches is, however, on the increase. Each of these resourcing methods will be discussed in turn in relation to their impact on workplace learning.

Line managers as coaches

In recent years, it has become apparent that in many organizations the responsibility for employee development is being devolved to line managers. More specifically, there has been a shift from the role of the -manager as a controller- to that of a coach or mentor, of which devolving employees is a major part.

A major factor affecting an employee's learning at work, is the personality, interpersonal skills, knowledge and learning orientation of their manager. Employees should be encouraged to be creative and make suggestions to technical and organizational improvements, they must be "empowered" and this requires that managers learn to share and delegate power, to trust and coach their personal, instead of simply giving orders. The capacity of middle managers to adopt such attitudes has over estimated.

From empirical work, Levy et al.(1992) suggest a variety of strategies that managers can adopt to promote workplace learning:

- Placing employees into different functions, locations or departments so that they again experience of different parts of the organizational environment and are able to observe or shadow other employees.
- Creating learning Opportunities by arranging the employee's activities(progressive gradation of tasks)
- Widening the scope of employees' job roles by developing responsibility, changing the depth of supervision and changing the spread of activities engaged in by the employee
- Enhancing employees' awareness of skill and understanding by providing candid feedback and debriefing
- Helping employees to assess their job roles so that they are aware of the competencies and skills required.

Page 46 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



A final note to make is that emphasizing role of line manager as coach puts a great relevance on the willingness and ability of line managers to fulfill role effectively. In organizations where people have traditionally been promoted in to management positions on the basis of their” hard “skills as opposed to their “soft” skills, it is possible that there will be further development required for these managers before the notion of the manager as developer of their own staff is realistic.

External people as coaches

The credibility of external coaches and mentors may sometimes be greater, as they are likely to have experience with in a number of different organizations. The role of external coach is also often more focused, that is, internal coaches are likely to have additional roles and responsibilities, whereas the external coach/mentor is there just for the coaching/ mentoring. This in itself can raise issues surrounding trust and confidentiality. That is, coaches are more likely to be trusting of an external coach, as internal coaches may be in the position to influence certain decisions regarding pay and promotion. When this happens, coaches are more likely to withhold vital information, which can devalue the coaching process.

Specialist in-house coaches

Organizations have started to source coaching internally. Mentors, of course, have long been sourced internally. The internal coach is comparable in every sense to the external coach, with the exception that the internal coach is an employee of the same organization as their coaches. In a more descriptive sense, however, Frisch (2001) offers the following definition:

Internal coaching is a one-on -one developmental intervention supported by the organization and provided by a colleague of those coached who is trusted to shape and deliver a program yielding individual professional growth. However although internal coaches are part of the same organization, they should not be a part of the same organizational hierarchy, that is they should be disassociated from the everyday management of their coaches. The reason for this is to separate the process from the job coaching that the line managers may do.

Page 47 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



Sourcing coaching or mentoring internally has the advantages of being more cost effective, being familiar with the organization's culture, practices, and policies. However, this can also be a disadvantage because internal coaches may share the same organizational blind spots as the coachee. Further issues to be considered center around the extent to which the coach or mentor already knows the employee they are going to be working with. The evidence suggests that the whole process is more likely to be beneficial when the coach or mentor and the coachee have different mindsets that will create a more stimulating learning environment. However, if the organization is of considerable size, it is unlikely that the coach and coachee will have ever worked together before.

Although coaching and mentoring has been shown in some instances to be very effective in terms of development, evidence regarding its impact on organizational performance is somewhat lacking. Coaching and mentoring is notoriously difficult to evaluate, because of its confidential level.

Page 48 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTMEBER 2021



Self-Check – 3	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. List and discuss the learning opportunities available in the workplace

Note: Satisfactory rating - points Unsatisfactory – below 5points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____



Information Sheet 4- Identifying and approving resources and timelines

4.1. Identifying and approving resources required for training

A significant factor that may determine the extent and type of training being given is the availability of resources as well as certain constraints that exist in terms of money, time and expertise.

The available resources a given firm has will determine the type of training that can be given. Large organizations are likely to have resources and expertise that will enable them to conduct large scale training, and easily develop new training programs. Smaller organizations may not have this expertise and be forced to purchase training from an external organizations to meet their training needs. If the expertise isn't present in the form of formal training departments, then the firm may be able to use other forms of development such as coaching and mentoring as an alternative to formal training. So a consideration of the expertise (which may assist or constrain training) is important.

Also important are the physical resources required, where the training will take place. Is there a room large enough for group training? A consideration of the location is important. Other considerations include the training resources that may be required, and prepared for the training. These will be prepared in advance.

Another constraint may be time, when is this training required to be completed? This may constrain the type of training system you adopt, as well as place constraints on the program's development. Time is always a significant constraint in any project.

The nature of the tax to be trained will also affect the type of training to be employed. It is important to consider whether the skill being trained is practical or theoretical, whether it can be taught on the job, or if it requires classroom training. This can be a significant constraint.

Page 50 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Self-Check – 4	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. Discuss those resource factors which determine the extent and type of training being given.
2. How time constrains the type of training system your organization may adopt?

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



LG #6	LO #3- Monitor and evaluate workplace learning
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Instruction sheet

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

- Identifying and implementing Feedback
- Assessing and recording outcomes and performance
- Negotiating modifications to learning plans
- Maintaining records and reports of competence

This guide will also assist you to attain the learning outcomes stated in the cover page.

Specifically, **upon completion of this learning guide, you will be able to:**

- Identify and implement Feedback
- Assess and record outcomes and performance
- Negotiate modifications to learning plans
- Maintain records and reports of competence

Learning Instructions:

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

Page 52 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



6. If your performance is satisfactory proceed to the next learning guide,
7. If your performance is unsatisfactory, see your trainer for further instructions



Information Sheet 1- Identifying and implementing Feedback

1.1. Monitoring of workplace learning

Monitoring of training should be conducted to ensure that the training is effective and technically sound, that it is being conducted in accordance with the training and development program and that it achieves the stated objectives.

Monitoring of training can be done internally by the person, or the organization responsible for the training e.g. training provider, training organizer or training manager, and/or externally by a person, or an organization other than the training provider/organizer.

Whether monitoring is conducted internally or externally, it should:

- a) be specific in where the training does or does not meet the on-the-job requirements and what has to be included or changed to improve the training;
- b) include comment on the good and bad points of training.
- c) obtain input from a wide range of personnel, including past trainees who can provide comment on where the training met or failed to meet on-the-job conditions

1.2. Using feedback from individuals or teams to identify and implement improvements

360 degree feedback: This review mechanism consists of performance data generated from a number of sources and almost always includes those staff to whom the individual reports, their peer group, their staff, and in appropriate circumstances their customers. This approach typically includes a self -assessments using a common process to allow the individuals own perceptions of their performance to be compared with the other assessing group.

In a 360 degree performance appraisal feedback is gathered from supervisors, peers, staff, other colleagues and sometimes clients. The results of the appraisal can be used to identify areas for further development of the employee. Have employers/supervisors

Page 54 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



conduct monthly checks with group managers and discuss current status of groups-information such as behavioral aspects, work quality and efficiency and individual member analysis.

Performance Development Reviews (PDRs): The process aims to help staff and their managers and/ or supervisors to achieve the best results by;

- Identifying the individual work objectives that are most important to achieve the unit's and the organization's strategic goals.
- Ensuring a sustainable workloads
- Setting development goals that meet the staff member's job and career development and which help to provide the organization with highly skilled and flexible workforce and
- Sharing feedback about achievements and problems so that the staff member and their managers/supervisors. can
 - ✓ Identify and address issues that impeded progress

Performance appraisal: performance appraisals are partly evaluation and partly developmental.

1.3. Evaluating workplace learning

Staff development is an important part of assisting performance improvement at organizational, department, unit and individual levels. It is therefore important that the transfer of learning into the workplace is assessed through a process of review and evaluation so that its success or otherwise can be established and so that we can demonstrate the contribution learning makes towards overall organizational success.

Evaluation is the process of finding out how the development or training process has affected the individual, team and the organization.

Page 55 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



The benefits of evaluating training and development are to:

- Promote business efficiency by linking efforts to train and develop staff to operational priorities, goals and targets.
- Identify cost effective and valuable training events or programs, leading to better focused learning and development.
- Ensure the transfer of learning into the workplace.
- Use and reinforce techniques learned to help improve quality and customer service within the organization.
- Help define future development objectives.

Self-Check – 1	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. Describe the steps involved in assessing the performance of individuals/teams at workplace

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

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

Answer Sheet

Score = _____
Rating: _____



Name: _____

Date: _____

Information Sheet 2-. Assessing and recording outcomes and performance

2.1. Assessing and recording outcomes and performance of individuals/teams

Workplace assessment is a formal system of assessing workers' competency in their job role, against competency standards. The workplace assessor collects evidence from the employee/candidate and judges whether they are competent to carry out a task.

Employees can be involved in the development of workplace assessment tools and they always need to be fully aware and informed of the whole process

Steps involved in a workplace assessment

The following is set out to give you an understanding of the process in developing workplace assessment if you intend to use this procedure yourself for professional development of staff.

Planning the assessment:

- Manager or supervisor acting as workplace assessor obtains a copy of the relevant competency standards.
- Workplace assessor develops appropriate assessment tools (e.g. observation, interview questions, tests etc.).
- This has been done for you in this package in relation to assessing and referring clients.

They can be used as examples if you wish to develop your own in other areas of your employees' work.

- Assessor negotiates the collection of evidence with the worker.

Preparing the worker:

Everyone feels some level of anxiety about being assessed and it is paramount that before conducting any assessment managers/ workplace assessors should:

Page 57 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



- put the candidate at ease and ask their needs in being assessed;
- clearly explain the purpose/s of the assessment;
- clearly explain the performance measures and assessment methods to be used;
- seek feedback regarding the candidate's understanding of the process and any of your instructions;
- clearly explain the appeal process

Conducting the assessment:

- The assessment environment needs to be fair, appropriate and non-threatening.
- Appropriate communication skills must be used throughout the assessment.
- Feedback should be given during assessment when appropriate.
- Assessment events can be used as a learning exercise in themselves.

Concluding the assessment:

- Decisions are based on the evidence collected.
- Appropriate feedback is given to the worker.
- Results are recorded.

Recording the results

Proper records on the assessment process and the result must be kept.

The records should include:

- the employee's name;
- the workplace assessor's name;
- the purpose of the assessment;
- the competencies being assessed;
- the date of assessment
- the evidence collected
- the results of assessment
- Whether any follow-up advice is required or given.

Page 58 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Self-Check – 2	Written test
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Name..... ID..... Date.....

2

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

Test I: Short Answer Questions

1. Discuss the steps for assessing and recording outcomes and performance of individuals/teams
2. List the steps involved in a work place assessment

Note: Satisfactory rating - 15points Unsatisfactory - below 15points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information Sheet 3- Negotiating modifications to learning plans

3.1. Introduction

Companies must increase the number of collaborative leaders, and develop them continually, and these leaders will develop the people inside their diverse functions, inspiring them, showing collaboration, reaching the best in individuals, and preventing teams from being stuck in debates.

Companies must reward, and motivate high performing collaborative leaders. Business leaders must promote learning, and commitment to the whole process of improvement, and at the same time, they must help others to grow and develop.

Once you have established a collaborative partnership, it is important to develop a comprehensive plan to sustain the collaboration. Similar to a strategic plan, the sustainability plan should articulate the vision and common goals of the collaboration. As a foundation, the plan should describe the envisioned outcomes of the collaboration and the strategies that will be implemented to achieve those outcomes. To develop your sustainability plan, here are some key activities to perform during the planning process to ensure a successful sustainable collaboration.

Page 60 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Self-Check – 3	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. What do you mean by negotiating modification to the learning plan?
2. Why we negotiate modifications to the learning plan

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information Sheet 4- Maintaining records and reports of competence

4.1. Introduction

Most competency measurement begins by recording average behavior, and then settles on recording behavior during crucial moments such as during large projects, moments of stress, etc., and then any marked changes from standard behavior.

Organizations and their employees must constantly expand their knowledge, skills and behavior to meet customer needs and compete in today's demanding and rapidly changing business environment. More and more companies operate internationally, requiring that employees understand different cultures and customs. More companies organize work in terms of projects or customers, rather than specialized functions, so employees need to acquire a broad range of technical and interpersonal skills.

4.2. How to Maintain Training Records in the Workplace

No matter what field your company operates in, training will be a key part of ensuring your operations run smoothly. When it comes to industries such as construction, mining, oil & gas, or transportation, this is particularly true. Good quality, in-depth training is essential for achieving a workforce of competent and skilled employees capable of carrying out their duties safely and effectively. But how do you keep track of the training needs of your firm? That often depends on the size of your organization. The way a small family-owned company organizes its training records, for example, is likely to differ greatly from the methods employed by a multinational. However, some central principles remain the same, regardless of size, turnover, or the number of employees on your books.

It is imperative to know what training an employee has completed. Proper certificates need to be stored and easily accessible when required. Most training has an expiry date and keeping on top of both company and legal requirements is a necessity for avoiding accidents and maintaining a safe and efficient workforce. If you are a small firm, you may still be managing this process through the use of a spreadsheet.

Page 62 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



However, handling training records in this way has many limitations and runs the risk of missed requirements. A Training Record Management System (TRMS) is a cloud-based software that manages your workplace’s training records for you. Whether you employ 20 or 2000 people, a TRMS can help you keep track of training records and certificates.

These are some of the best ways to maintain your training records in the workplace...

1. Digitize Your Records

Storing paper records takes up a large amount of space and requires extensive time to file properly. Manually searching for specific records through multiple cabinets upon request can waste hours of valuable company time. Hours have often been lost to tracking down critical documentation that was misfiled or misplaced completely. Digitizing your records ensures files are not misplaced and are accessible on demand. Storing all records and documentation in a cloud-based system allows you to save money on space and time typically allotted to physical paper storage. Sophisticated search functions can locate and produce a document with a few keystrokes and employing the use of an online storage system means you can access this information from your PC, laptop, or mobile device.

2. Automate

One of the main downsides of using a spreadsheet for your company’s training records is the time-intensive labour of ensuring the requirements are satisfied and up to date. Each employee has specific training needs. Over looking a requirement, or expiration can lead to severe consequences if an avoidable accident occurs. Automating the whole process removes this risk. A Training Matrix allows you to input all the roles in your organization and cross-reference them with the types of training and orientations required for that role. An automated system will assign required training to the relevant people, ensuring every employee in your small or large organization has its requirements to proceed safely. Expiration dates can be tracked and supervisors and employees can be notified of upcoming expiries and auto-assign training to the individual.

Page 63 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



3. Use Reporting Functions

Any great training record system will have robust reporting features built-in. It is essential to be able to produce visual reports quickly and easily to give an overview of training gaps. Gap analysis reports help to identify any training that is outstanding so it can easily be adjusted. From a broader perspective, it can highlight if there are issues with training not being completed in specific departments or sites. Having access to detailed, customized reports is invaluable and can identify training gaps and areas where you may be overspending on training. This allows you to redirect resources to where they are most needed.

4. Designate an Employee

It is important to designate a supervisor or administrator to oversee the training and management of records and documents for your company. The size and structure of your organization are likely to dictate who you choose for this role. In a small firm, coordinating training and records may be only one aspect of the employee's duties. In large companies employing thousands of people, there might be an entire team dedicated to this. However, having designated people for training and record-keeping ensures there is no confusion on responsibility.

4.3. Training Record Management System

A TRMS handles all training needs in one system. It is a cloud-based software that allows you to digitize your existing records quickly via mass upload. All the information you need relating to training will be in one place—accessible from anywhere. It automates the processes that are ordinarily very time-consuming such as identifying who needs what training, when they completed it, or when it is expired. Reporting functions enable you to produce detailed customized reports for insight into how your company's training. A designated person will still be necessary to oversee your company's training, however a TRMS allows everyone to share the responsibility by uploading certificates, receiving expiry notifications directly, and completing auto-assigned training promptly.

Page 64 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Maintaining training records in the workplace is essential for the effective operation of any company. Whether you are a small business or a multinational, you need to keep on top of training needs and ensure that all legal requirements are met. Digitizing your records eliminates the need for physical space and saves administrative time on filing and locating documents. Automating this process ensures expiration dates are not missed and relevant employee training can be assigned. Reporting functions allow you to identify any gaps or overspending which a designated employee can adjust. A Training Record Management System combines all these important features into one online system and simplifies the process. The maintenance of training records and certificates is critical to operating a safe and efficient work site.

Self-Check – 4	Written test
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Name..... ID..... Date.....

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

Test I: write the answer

1. Explain the importance of maintaining and keeping records of personal competence?
2. List the ways by which we maintain training records in the workplace
3. What do you mean by training records management system?

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



LG #7

LO #4- Develop team commitment and cooperation

Instruction sheet

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

- Using open communication processes
- Reaching decisions by the team
- Developing mutual concern and camaraderie

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

- Use open communication processes
- Reach decisions by the team
- Develop mutual concern and camaraderie

Learning Instructions:

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



7. If your performance is unsatisfactory, see your trainer for further instructions

Information Sheet 1-. Using open communication processes

1.1. Open Communication and its Importance

Open communication happens in a team when its members are empowered to share their thoughts without any fear of repercussions. It's not a one-off phenomenon. It's a cultural trait that teams cultivate with practice.

Open communication helps build trust in the organization and sows the seeds of transforming employees into co-entrepreneurs.

Initially, a concept popularized by “rebellious” Californian startups, open communication has now become the norm rather than an exception, an expectation rather than a surprise. Even enterprises that can't afford to create a culture of open communication at least like to create an illusion of it.

In this post, we'll discuss why open communication is important for teams. Before we dig in, let's look at some of its examples and dispel its common myths

1.2. Why is open communication

Teams that practice open communication gain the following benefits:

- **Increases trust**

Page 67 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



When people feel that their opinions alone wouldn't land them in hot water, they experience higher trust and camaraderie with their teammates. Trust is important for open communication. And open communication leads to higher trust. It's an interesting cycle and focusing on either of them leads to stronger reinforcement of the other.

- **Encourages ownership**

When employees feel empowered to share candid feedback with anyone, they experience a strong sense of belonging and ownership towards the company. Sharing strategic insights about the business with the team further emboldens their resolve to take ownership of their work.

- **Reduces stress**

A big chunk of stress at work results from concerns around communication. Did my boss appreciate me speaking up? Did my teammates understand what I said? Should I share this information with another department? A culture of open communication gives a sense of security to the team and reduces stress.

- **Helps bridge cultural differences**

Different cultures have their own communication styles. For example, the difference in western and Asian approaches to collaboration is no secret. The open communication movement has influenced all cultures to strive for a similar environment. It isn't uncommon for traditionally hierarchical work environments like India or Japan to now embrace the ideals of open communication. This makes it easier to address differences in multicultural teams.

1.2. How do you encourage open communication

Open communication can only flourish if the management is obsessed with it. Adopting the following four behaviors will help:

- **Be observant**

Keep an eye on the participation of your team in meetings and public forums. Do they question your decisions? Do they speak unless asked? Are they focusing more on preserving harmony rather than challenging opinions? You will understand how comfortable your team is in opening up.

Page 68 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



- **Ask questions**

To encourage participation and normalize differences in opinion, ask pointed questions to your team during discussions. Despite cultural differences, people are more likely to share their thoughts when asked specifically. For example, “Do you see any weaknesses in this plan from an engineering perspective?”

- **Use suggestions**

Being a keen listener isn’t enough. If the team believes that you listen to them only to make them feel important, they’ll get discouraged. To keep them energized, use their ideas that resonate with you. More importantly, communicate the impact back to the team. Even if you aren’t using your team’s ideas, tell them why rather than just ignoring their suggestions.

- **Acknowledge contribution**

If you implement your team’s idea and see promising results, then acknowledge their contribution. This will motivate them and inspire others to contribute. Teams adopt open communication when they feel that they won’t be ridiculed for their bad ideas but praised for the good ones.

1.3. Importance is good communication for a team leader

Good communication skills are essential for any team leader. Ability to communicate with supported employees according to their preferences is a first step in developing team commitment and cooperation. Without the skills and knowledge to talk and act in ways that acknowledge the needs of supported employees in the work team, obtaining commitment and cooperation in the work team is difficult.

Knowing how each member of your team prefers to gather information and how each member prefers to get advice and to be given instructions will help you to communicate the team goals appropriately to each team member.

Are the communication requirements of team members easy to identify?

Page 69 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
---------------	--------------------------	--	------------------------------



No, at times you may find it difficult to identify the communication requirements as well as the communication preferences of your team members.

What can influence a team member’s communication requirements?

A number of things can affect how a team member communicates with you and with other team members. A specific style of communication, as a consequence of the supported employee’s disability, for example, may be a constant factor. There may be other situations which may arise, however, which have unexpected results. These could include such things as a change in the medication or the side effects of a medication, the team member may be ill, or there may have been changes in the work routines.

Are team leaders always the best people to identify communication preferences and requirements?

Team leaders are the people who spend the most time working with and observing team members in the workplace, therefore they are usually the best person to identify communication preferences and requirements. There will be situations where you are unable to determine a supported employee’s needs and will need to seek advice from other people.

Self-Check – 1	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. What do you mean by open communication?
2. Discuss the importance of open communication for team work
3. .How do we encourage open communication?
4. Mention the importance of good communication for a team leader

Note: Satisfactory rating - 20 points Unsatisfactory – below 20 points

Page 70 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet 2-. Reaching Decisions by the Team

2.1. Reaching a Decision

Team commitment and cooperation is also based on the team’s capacity to make effective decisions. Many teams need assistance to learn how to make effective decisions and it is part of a team leader’s role to provide this assistance.

Team leaders can help teams make effective decisions by encouraging a work environment that supports the team and its members to make considered choices, act on them and review the results of the action.

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

Autocratic

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

Majority rules

Page 71 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



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

Majority rules with minority opinion

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

Consensus

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

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

Page 72 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



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

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

These points apply as much to online discussions using email and conferencing software as they do to face-to-face sessions amongst participants.

2.2. When should employees be involved in decisions relating to the team?

There are degrees of team involvement in decision making. Your knowledge of the skills and abilities of the team members will guide your decision about the extent supported employees can contribute to making a decision. There are no rules for when and how team members should be involved. It is a matter for your judgment.

Involving team members in decision making, which can include problem solving, should be based on whether one or more of the following is met:

- The need for acceptance. The greater the need for the team to accept your decisions, the more you should involve them.
- The effect the decision will have on the team. The more the problem or decision affects the team, the more you should involve them.
- Their involvement in implementing the decision. If the team will be implementing or carrying out the decision, involve
- The ability and desire of the group to become involved. If the team wants to be involved, consider involving them, particularly if they have sufficient knowledge or expertise in the issue involved. Even if they do not, it could be useful for training and development purposes.



Self-Check – 2	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. What do you mean by effective decision?
2. Discuss the different types of decision models
3. How can team leaders make a team make effective decisions?
4. In what conditions team members need to involve in decision –making in the team’s activities?
5. When should employees involve in decision making process?

Note: Satisfactory rating - 25 points Unsatisfactory - below 25 points

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

Answer Sheet

Score = _____

Page 74 of 88	HPTC Author/Copyright	TVET program title - Level 3	Rating	Version - 1
			Production	SEPTEMBER 2021



Name: _____

Date: _____

Information Sheet 3-. Developing mutual concern and camaraderie

How can a team leader develop shared concern and camaraderie in a team?

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

Team leaders build trust by:

- behaving consistently
- behaving with integrity
- sharing control by delegating
- including team members in decision making
- providing accurate, clear information
- explaining decisions
- respecting the team's diversity
- demonstrating consideration and sensitivity.

Summary

Page 75 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Team leader’s skills and abilities to communicate with team members and involve them in decision making that recognizes their skills and abilities are critical to team success. Teams that are supportive of their members base their strength on communicating well and involving each other in decisions

Self-Check – 3	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. What do you mean by shared concern and camaraderie in the context of a team?
2. How can a team leader develop shared concern and camaraderie in a team?
3. How do team leaders develop trust among their team

Note: Satisfactory rating - 15 points Unsatisfactory - below 15 points

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

Answer Sheet

Score = _____
Rating: _____



Name: _____

Date: _____

LG #8	LO #5- Facilitate accomplishment of organizational goals
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Instruction sheet

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

- Making team members actively participatory in team activities
- Developing individual and joint responsibility
- Sustaining collaborative efforts

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

- Make team members actively participatory
- Develop individual and joint responsibility
- Sustain collaborative efforts

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks” which are placed following all information sheets.
5. Ask from your trainer the key to correction (key answers) or you can request



your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).

6. If your performance is satisfactory proceed to the next learning guide,
7. If your performance is unsatisfactory, see your trainer for further instructions

Information sheet 1- Making team members actively participatory in Team activities

1.1. Making team members actively participatory

I. What can team leaders do to manage and develop team performance?

Team leaders can manage and develop team performance by:

- ensuring the team contributes positively to the business plan
- encouraging the team to be innovative and use initiative
- enabling team members to share and enhance their knowledge and skills.

II. How can team leaders ensure that the team contributes positively to the business plan?

There are three essential criteria that must be met if team leaders working in business firms, to ensure that the team contributes positively to the business plan. Team leaders must have an understanding of the:

- links between the tasks each team member completes, the overall team performance and the organization's business plan
- team's performance targets
- Communication needs of the team members and use of appropriate processes to communicate the tasks to each team member.

The complexity of the information about the organization's business plan (that is provided to team members) will be dependent on the ability of the team members to relate the information to their daily work. An important skill for team leaders is the

Page 78 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



ability to give and receive information from team members, for example, providing opportunities at staff meetings for team members to discuss the team's work.

III. How can team leaders encourage the team to be innovative and use initiative?

Team leaders can encourage team members to be innovative by ensuring that team members know that their ideas and suggestions are welcome. If team members know that their ideas will be thoughtfully considered and that they will be provided with useful feedback, team leaders are likely to receive ideas and suggestions that benefit team members, the team and the organization.

Innovation and use of initiative can have an element of risk taking. This should not be confused with unsafe behavior. Innovation relates to the opportunities team members are provided to offer new ideas about ways to complete tasks.

The risk is whether the innovation will be successful or otherwise.

Similarly, the use of initiative requires organizations and team leaders to create an environment where team members can try alternative ways to complete work.

IV. How can team leaders assist team members to participate in and facilitate work teams?

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

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

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

Workplace participation means that team members can:

- influence the outcomes of issues that directly affect their work

Page 79 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



- accept delegation of responsibility
- be involved in cooperative approaches to conflict
- have shared understanding of objectives
- feel empowered.

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

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

Self-Check – 1	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. How do team leaders manage and develop team performance?
2. How do team leaders ensure that team contributes positively to the business plan?
3. How can team leaders encourage the team to be innovative and use initiative?
4. How can team leaders assist team members to participate in and facilitate work teams?

Note: Satisfactory rating – 20 points Unsatisfactory - below 20 points

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

Page 80 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information sheet 2- Developing individual and joint responsibility

2.1. Responsibility

Abigail manages a team of exceptional people, who work well together to accomplish their goals.

However, one person, Jim, regularly causes problems with the rest of the group. For instance, he consistently misses deadlines. When asked why, he points the finger at one of his teammates, instead of admitting that it was his own procrastination that caused him to fail.

Jim's behavior has a significant negative impact on the team. People don't want to work with him, and they resent his apathetic attitude and his unwillingness to change his behavior.

It can be frustrating to have people like Jim on your team. However, there are steps that you take to put things right. In this article, we'll discuss strategies that you can use to do this.

Page 81 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTMEBER 2021



What can a team leader do to help team members take individual and joint responsibility for actions?

Team leaders should always remember that they are part of the team, not separate from it. This means that there is a shared responsibility between the team leader and team members to take responsibility for actions occurring as part of the team's activities in the workplace.

For team leaders working with supported employees there is a need to acknowledge the varying ability of each team member to recognize their responsibilities as part of the team. Assessing individual capacity for recognizing responsibility will provide a starting point for team leaders to communicate individual and joint responsibilities.

What can be done to ensure the team receives support to identify and resolve problems which impede its performance?

A team leader's skills, knowledge and ability to communicate effectively with employees in the team will be of paramount importance in assisting the team to identify and resolve problems.

The ability of a team leader to solve problems and to develop problem solving skills in team members is also important.

Set out below is a seven step problem solving guideline:

- Define the problem
- Identify the type of problem
- Identify constraining issues
- Develop alternative solutions
- Evaluative the alternative solutions
- Decide on a solution and implement it
- Monitor and evaluate the action

Page 82 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



Successful team leaders need to invest time and effort into developing team members' skills and abilities to participate in and facilitate teams.

Communication skills are at the core of effective team leadership. These, combined with a clear understanding of organizational goals and knowledge of each supported employee's competencies, will mean a team leader has the skills and abilities to carry out the role well.

Self-Check – 2	Written test
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Name..... ID..... Date.....

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

Test I: Short Answer Questions

1. Define the term responsibility
2. What can a team leader do to help team members take individual and joint responsibility for actions?

Note: Satisfactory rating - 5 points Unsatisfactory - below 5 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____



Information sheet 3- Sustaining collaborative efforts

3.1. Introduction

For performance, organizational leadership is an essential factor. Improved performance will result in a competitive advantage and higher outcomes of the company. Collaborative leadership will promote organizational performance to be able to remain competitive and survive, and it will impact the whole organization.

3.2. Sustaining collaborative efforts

Companies must increase the number of collaborative leaders, and develop them continually, and these leaders will develop the people inside their diverse functions, inspiring them, showing collaboration, reaching the best in individuals, and preventing teams from being stuck in debates.

Companies must reward, and motivate high performing collaborative leaders. Business leaders must promote learning, and commitment to the whole process of improvement, and at the same time, they must help others to grow and develop.

Future researchers are recommended to study organizational performance from a multidimensional perspective, and researchers may collect data from different countries, and employees at different organizational levels.

Self-Check – 3	Written test
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Page 84 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTEMBER 2021



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

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

Test I: Short Answer Questions

1. What is the importance of collaborative leadership?
2. Why do companies reward high performing collaborative leaders?

Note: Satisfactory rating - 10 points Unsatisfactory - below 10 points
You can ask your teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

Name: _____ Date: _____

Reference Materials



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Page 86 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1 SEPTMEBER 2021
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Page 87 of 88	HPTC Author/Copyright	TVET program title- Crop Production Level -3	Version -1
			SEPTMEBER 2021

