Ethiopian TVET-System

BASIC CLERICAL WORKS

LEVEL-I

Based on August 2012GC Occupational standard

Module Title: Organizing and Completing Daily Work Activities

TTLM Code: EIS BCW1TTLM 09 19v1

This module includes the following Learning Guides

LG49: Organize work schedule
LG Code: EIS BCW1M014LO1-LG-49

LG50: Complete work tasks
LG Code: EIS BCW1M014LO2-LG-50

LG51: Review work performance
LG Code: EIS BCW1M014LO3-LG-51

Instruction Sheet	LG49: Organize work schedule

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

- Negotiating and agreeing upon work goals and plans
- Developing an understanding of the relationship between individual work goals, and plans and organizational goals
- Planning and prioritizing work load with in allocated time frames

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

- Negotiate and agree upon work goals and plans
- Develop an understand the relationship between individual work goals, and plans and organizational goals
- Plan and prioritize work load with in allocated time frames

Learning Instructions:
1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information "Sheet 1, Sheet 2, and Sheet 3
4. Accomplish the "Self-check 1,Self-check t 2, Self-check 3 and Self-check 4" **in page -5, 7, 13**respectively.

Information Sheet-1	Negotiating and agreeing upon work goals and plans

1.1   Negotiating work

Regardless of your job role or responsibilities, as a worker you are part of a group or team. This might be a small team, such as a work group, or a large team such as a company or an organization. You cannot work completely alone.

No matter what their job role or responsibilities, every worker is part of a group or team. The way you work affects the other members of your team. Therefore, you need to know how to organize your work schedule so that you can work efficiently and complete your tasks on time. This involves clarifying your tasks, deciding the order you will do them in, and how much time you need to spend on each one.

Work requirements may include:

- **Goals** - targets which the organization aims for
- **Objectives** - the steps which need to be achieved to reach the goals
- **Priorities** - tasks which are ranked as most important
- **Specified targets or results** - one particular target may be given priority
- **Time frames** - the length of time for goals to be achieved
- **Coordination with other work processes** - all processes work well together to ensure tasks are completed on time and within budget

- **Roles** - jobs/tasks
- **Application of particular procedures** - all departments/employees use the same procedures
- **Organization of work materials** - to ensure all materials required are available when needed.

Strategies for obtaining, understanding and clarifying work goals and plans include:

- ➢ **Correct sourcing and selection of information** - to ensure all employees have the same recent and up-to-date information
- ➢ **Consult appropriate personnel** - to ensure information is obtained from those who are most knowledgeable and have the expertise to give correct information
- ➢ **Active listening** - asking questions to fully understand what is required, taking into account non-verbal communication (like body language) and acknowledging what is said by rephrasing or summarizing

- ➢ **Open and closed questions** - open questions encourage the sharing of information and usually require longer answers; whereas closed questions require yes/no answers.

Skills required include:

- ❖ **Consultation** - asking other people's opinions
- ❖ **Negotiation** - working out the best course of action to achieve a goal
- ❖ **Communication** - conveying information to appropriate people
- ❖ **Prioritization** - arranging in order of importance.

Appropriate persons may include:

- ❖ colleagues
- ❖ other staff members
- ❖ supervisors, mentors or trainers

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

1. write the difference between open and closed questions (2Point)

2. what are the Strategies for obtaining, understanding and clarifying work goals and plans (3 point)

3. Demonstrate work requirements (7 point)

Note: **Satisfactory rating – above 6 points   Unsatisfactory - below 6 points**

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

2.1 Setting Goals

A goal is something you want to achieve. One of the keys to developing good organizational skills is to establish goals. Goal setting helps employees to put tasks and projects into perspective, enabling them to establish and work toward achieving specific short-term (days/weeks), medium-term (month/s) and long-term (year/s) goals. If an individual does not complete his/her tasks satisfactorily or in a reasonable timeframe, the department/team goals will not be realized which in turn will affect the organization achieving its vision.

Work goals provide:

- ✓ a purpose for the work
- ✓   valuable feedback on your progress
- ✓   Further incentive to achieve – it feels great to reach a goal.

Your goals are the things you want to accomplish. They must be realistic. If you want your plan to work, you need to take each goal and evaluate it. To be effective, goals need to be SMART, as in the following formula.

2.2 The SMART goal-setting formula

S	**Specific**	Be specific. Say exactly what you want to happen.
M	**Measurable**	If you can't measure it, you can't do it. Each goal should have a definite activity that can be measured in some way.
A	**Attainable**	A goal needs to be a challenge, but still be within reach.
R	**Realistic**	A goal must be do-able. Be realistic about what you can achieve.
T	**Timely**	A goal should have a time frame. This gives you a clear target to aim for.

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

1. Define the word goal (2Point)

2. Explain the term **SMART** (5 point)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

3.1 Identifying and Prioritizing work

Work is seldom undertaken alone. A workplace is a situation involving a number of people, often working together, being reliant on one another and interacting with one another, to achieve a satisfactory end result.

Often then, for the individual, it is not possible to prepare a schedule of tasks to be done in isolation. Instead, organization of a work routine can only be done after consultation with other staff members, involving consideration of recognized goals.

This means, for the individual, that he or she must have well-developed interpersonal skills and be able to negotiate on a range of levels - with superiors, with peers and with subordinates and use time in the most effective and productive way possible (good time management skills).

Everybody commencing a job in an office situation will have a job description - an outline of the tasks that they are responsible for, that must be completed on a daily, weekly, monthly and annual basis. If you are not sure about your tasks and responsibilities, look at your position description or ask your supervisor to write them down. Most organizations have a formal position description attached to each job. It usually lists:

✓ The tasks and responsibilities of the job
✓ The skills you are expected to have in order to complete the tasks.

These tasks will vary in size, complexity and importance to a large extent and will involve a different number of people. It is the responsibility of the worker, in conjunction with other members of the team, to complete these tasks in the most efficient fashion within the prescribed timelines, and in accordance with the organization's policies and procedures.

All these things can be managed if time is managed properly. Poor time management can result in tasks not being completed on time. Sometimes the output of one person is the input for another. If the first person is delayed in completing their work, the second person cannot start their work. This can result in the client not receiving their order(s) on time

which reflects badly on the reputation of the business. An understanding and use of basic time management principles can help individuals better cope with job and personal demands.

A few of the more well-known time management principles include:

➡ Making daily lists of activities to be accomplished

➡ Prioritizing activities by importance and urgency

➡ Scheduling activities according to the priorities set

➡ Knowing your daily cycle (prime time) and handling the most demanding parts of your job during the high part of your cycle when you are most alert and productive

Prime time:- is a time of day when you find that you are most productive, most energetic and think more clearly. When considering a daily schedule, it is a good idea to keep your energy cycle in mind. Time management, like other management skills, benefits from analysis and planning. To understand and apply time management principles, you must know not only how to use time wisely, but also what problems you may encounter, and what causes these problems. From this you can learn to improve your effectiveness and efficiency through better time management.

For instance, if the receptionist is responsible for collection of the mail and sending it out, and company policy is that the mail must be ready for collection by 3.00 pm, then this procedure must be followed and other tasks organized around this daily routine.

You can also improve work routine by personalizing your work station and organizing your work space.

❖ **Personalizing work station:** do this by adding plants, photographs etc (within organizational policy and procedure guidelines) to make the area your "own" (however temporarily). Everything will look brighter and more cheerful, giving you a feeling of belonging and boosting your morale.

❖ **Organizing your work space:** arrange your work tools for ease of use. If you use files often, place the filing cabinet near to your desk so that you do not have to get up every time you need to retrieve a document. Try to have tools you use most often within easy reach.

❖ Establishing Priorities

How do you make the hard decisions about which tasks should be first, second, etc and how do you decide how much time to devote to each of them? Obviously, only you can put a correct time to each task relative to how much has to be done to complete each job, but certainly we can get an indication of priorities by looking at the range of tasks that normally have to be completed in the business environment.

3.2Group tasks for greater efficiency- Make out-going telephone calls in groups. Time them when most people can be reached. Use notes about responses and/or any follow up action that is required. At the end of each day, take a few minutes to organize a "to do" list for the following day.

Let's look at a few tasks and then put them in priority order:

- ➡ pick-up and opening of incoming mail
- ➡ filing
- ➡ keying-in of a memo to staff requesting their attendance at a meeting to be held tomorrow
- ➡ ordering of new stationery supplies to cover the next two months
- ➡ photocopying of material to be distributed at a meeting a week from today

In organizing these tasks into priority order, it is important to consider what the deadlines are not how long the task will take to complete. The order should be as follows:

Priority	Details	Time
1	Mail collection and opening	
2	Memo to staff regarding meeting	30 minutes
3	Order stationery	15 minutes
4	Photocopy material for meeting	
5	Filing	

Now let's have a look at the reasons for the way in which the tasks have been prioritized.

➡️ **Mail collection and opening (1)**

The mail may not, in fact, be done first. It will, however, determine the timing of other tasks if it is to be collected and opened at the same time every day. For this reason, it must take precedence above other tasks.

➡️ **Memo to staff (2)**

The memo requesting staff attendance at the meeting tomorrow is obviously the most important task to be completed because of the timeline involved. Not only will the memo have to be keyed in, but it will have to be copied and distributed during the course of the day to give those attending, time to organize their diary and any relevant materials for the meeting.

➡️ **Order stationery (3)**

The ordering of stationery may not appear to be that important; however, as it is only ordered to cover a period of two months, there may not be very much left before a new order is made for delivery of the next two months' supplies. As completion of this task may not take very long, it is worth ensuring that the task is not forgotten.

➡️ **Photocopy material for meeting (4)**

Completion of this task is dependent on how much photocopying there is to do. If the amount to be photocopied is excessive, the task may be spread over a number of days to avoid too much time being spent away from the desk at the one time.

➡️ **Filing (5)**

Because the filing is listed last here, it should not be thought that it is the least important task to be completed. It does, however, have the least pressing timeline and, therefore, it can be left until last. Filing should be kept up-to-date, and a little, regularly, is much better than a lot in desperation.

3.3 The ABC Method of Prioritizing

To assist with task prioritization, you may wish to use the ABC method:

Step 1: Categorize the tasks on your list as follows:

A   Must be done today

B   Should be done today

C   Preferable if could be done today

Step 2: Within each category, allocate a priority number to each task as follows:

  1:        Do this task before other tasks in this category

  2:        Do this task after the most important tasks in this category have been completed

  3:        Do this task last in this category of tasks.

A categorized to-do list would look like the example as follows:

Things to do today	
B2	Phone Jose Sweeney
C1	Place stationery order
A3	Type up meeting minutes for Tom
C2	Get keys cut for Susan
A2	Send out conference invitations
A1	Organize meeting of all team members for tomorrow morning
B1	Balance petty cash
C3	Get some more stamps

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

3. Describe the result of Poor time management(2Point)

4. Write time management principles(6 point)

5. What is prime time (2 point)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Instruction Sheet	LG50: Complete work task

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

- Completing tasks with in designated timelines.
- Using Effective questioning to seek assistance from colleagues**.**
- Identifying and taking appropriate actions for factors   affecting work requirements
- Using business technology efficiently and effectively to complete work tasks
- Communicating progress of task

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

- Complete tasks with in designated timelines.
- Use Effective questioning to seek assistance from colleagues**.**
- Identify and take appropriate actions for factors affecting work requirements
- Use business technology efficiently and effectively to complete work tasks
- Communicate on the progress of task

Learning Instructions:

1.   Read the specific objectives of this Learning Guide.
2.   Follow the instructions described below 16 to 28.
3.   Read the information written in the information "Sheet 1, Sheet 2, Sheet 3 , Sheet 4 sheet 5
4.   Accomplish the "Self-check 1, Self-check t 2, Self-check 3, Self-check 4and Self-check 5" **in page -18, 21, 23, 25 and 28** respectively.

1.1 Identifying organizational requirements for completing work

❖ **Organizational requirements** *may include:*
  ➢ access and equity principles and practice
  ➢ anti-discrimination and related policy
  ➢ business and performance plans
  ➢ ethical standards
  ➢ goals, objectives, plans, systems and processes
  ➢ legal and organization policies, guidelines and requirements
  ➢ OHS policies, procedures and programs
  ➢ quality and continuous improvement processes and standards

1.2 Selecting Appropriate Resources to complete tasks

In order to complete a task in the most efficient fashion, it is a wise idea to choose the most appropriate resources. Consider, for instance, a simple task such as collating a number of copies of a six-page document. It would not appear that much in the way of resources is required for this.

These are the resources that may be required:

➢ a stapler

➢ staple supply

➢ a rubberized sorter or a damp sponge may be a benefit too, to pick up each single sheet

➢ a clear bench top to spread out the six pages ready for collation

➢ elastic bands may be needed to hold the collated copies in bundles for easier handling

By breaking the task down into smaller parts, there may well be more than one or two obvious resources required for the efficient completion of the task. It is necessary to think about resources before beginning on a task to save:

✓ Time

✓ Energy

✓ Double handling

Time Wasters

We all waste time. Some of us recognize this and try to do something about it. Some of us are unaware of the time we waste. The following can all contribute to wasted time:

- ✓ Telephone interruptions
- ✓ Inability
- ✓ to say "no"
- ✓ Changing deadlines
- ✓ Lack of planning
- ✓ Drop in visitors
- ✓ Ineffective delegation
- ✓ Attempting too much at once
- ✓ Personal disorganization
- ✓ Crises
- ✓ Lack of self-discipline
- ✓ Procrastination
- ✓ Incomplete information
- ✓ Understaffing
- ✓ Work overload
- ✓ Excessive socializing

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

1. Write Organizational requirements to Complete tasks with in designated

   timelines(8Point)

2. List the resources that may be required to accomplish tasks (4point)

Note: **Satisfactory rating – above 6 points   Unsatisfactory - below   6 points**

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

<div align="center">

Answer Sheet

</div>

Score = _____
Rating: _____

Name: _____   Date: _____

Information Sheet-2	Using effective questioning to seek assistance from *colleagues* when difficulties arise in completing work

2.1 **Colleagues** *may include*
 - coach/mentor
 - other members of the organization
 - peers/work colleagues/team
 - supervisor or manager

Delegating Identified Tasks to Team

Once tasks have been effectively identified, they can be delegated to team members. Delegation is handing over a task to another person and giving that person authority and responsibility to complete it.

At certain times, you may be unable to complete everything by a specific time. Delegation enables the team leader and the team, to effectively get the job done. Delegation enables tasks to be equally shared.

Team work generally involves delegation. Tasks are given to team members according to their abilities, time restrictions, preferences, etc.

Advantages of Delegating

The following points are the advantages to be gained by effective delegation.

Saves time

 - ✓ Delegation saves time as team members are free to do work that they must complete themselves and which cannot be delegated
 - ✓ A team member may not always be the most experienced or best person to complete a task and delegating the job to a more experienced person will ensure that it is completed quickly and efficiently

Greater job satisfaction

 - ✓ when a person delegates a task, he or she is displaying that he or she has trust and confidence in the other person to complete the task
 - ✓ most people derive a sense of satisfaction in completing more challenging tasks
 - ✓ delegation enables a person to use his or her initiative

Increased skills

- people have the opportunity to complete new tasks thus gaining more experience
- delegation provides the opportunity for people to be trained and developed in new areas
- if a person is absent, there is someone else who can fill in for that person
- everyone has different ideas, skills, etc, and delegation enables the talents of others to be utilized

Reluctance to Delegate

Not everyone is willing to delegate or share tasks. Typical reasons for failure to share or delegate tasks are:

- I'm too busy to explain the job to someone else
- The only way I know the job will be right is to do it myself
- I won't know what is going on if I give the task to someone else
- They will think that I'm lazy

Effective delegation requires a little time, but it is a good investment. It is often more difficult to complete a task for the first time. If people are not given the opportunity to practice skills, they will never improve.

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

1. Write the reasons for failure to share or delegate tasks (4Point)

2. Demonstrate the advantages of delegations (6 point)

3. Write our colleagues that you may seek assistance when difficulty arise(4point)

Note: **Satisfactory rating – above 7 points   Unsatisfactory - below 7 points**

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

3.1 Factors which may affect work requirements include:

- ✓ changes to procedures or new procedures
- ✓ competing work demands
- ✓ environmental factors such as time, weather
- ✓ other work demands
- ✓ resource issues
- ✓ technology/equipment breakdowns

1. **Changes to/new workplace/organizational procedures:** - this will lead to changes in the way tasks are completed, necessitating some work which may have to be redone which can affect deadlines and budgets.

2. **Competing work demands:** - when more than one job needs to be completed at the same time which could lead to substandard work or not meeting timeframes.

3. **Environmental factors:** - circumstances or influences which affect the operation of an organization and would impact on the amount of time needed to complete tasks or how the workspace is used.

4. **Resource constraints:** - these include finances (having enough money to complete the task satisfactorily), personnel (employees), expertise (employee skills) and technology (computers and machinery).

5. **Technology/equipment failure/faults:-**

Actions which may be taken to overcome factors affecting work requirements include:

- ✚ **Re-Prioritizing:** - looking at the order in which tasks are completed
- ✚ **Re-Negotiating:** - changing who does what task to better match skills to tasks, to save time and resources

- ♣ **Accessing additional resources:** -enabling tasks to be completed on time and within budget
- ♣ **Contingency planning**:- identifying what can go wrong in a situation and being prepared with plans, strategies and approaches for avoiding or overcoming possible problems
- ♣ **Troubleshooting:** - problem-solving to repair failed processes. It first requires identification of a problem and its possible causes, before a solution can be worked out to remedy the causes and return the process to a working condition again.

Self-Check -3	Written Test

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

1. Demonstrate factors which may affect work requirements(6Point)

2. Write the difference between **Re-Negotiating and Re-Prioritizing** (4 point)

Note: **Satisfactory rating – above 5 points   Unsatisfactory - below 5 points**

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

<div align="center">

Answer Sheet

</div>

Score = _____
Rating: _____

Name: _____   Date: _____

4.1 **Definitions of Efficient and Effective**

1. **Efficient:** - working in a well-organized or competent manner to achieve maximum output with minimum effort and/or expense
2. **Effective:** - adequate in accomplishing a purpose or producing the intended or expected result

❖ **Business technology may include:**

> ➢ computer applications:- word-processing program, spreadsheets, internet/intranet, email
> ➢ computers:- including peripheral devices such as input devices (for example, key pad, scanner, digital camera), output devices (e.g. printer), storage devices (e.g. USB/flash drives, CD/DVD, external hard drives)
> ➢ electronic diaries
> ➢ facsimile machines and other communication equipment (telephone system, answering machine or service)
> ➢ photocopiers
> ➢ printers
> ➢ scanners

4.2 **Emerging technology affects a business in the following ways:**

1. **Current work practices/productivity**:- new technology usually increases productivity but staff must first be trained in its effective use. New policies and/or procedures may need to be implemented after any ecological, economic, social, ethical and legal implications are identified.

2. **Employment**: - new technology may result in less staff being employed or employing new staff with more appropriate skills. Staff may need retraining in the use of the new technology.

3. **Work methods/techniques**: - the workspace may need to be reorganized to accommodate the new technology and environmental factors may need to be reassessed.

4. **Market conditions/new markets**: - a business must keep up-to-date with technology in order to be competitive in the market. Advances in communication have changed the way business is conducted and opened up new markets.

5. **Cost-effectiveness**:- a business is able to save time and money due to advances in technology, particularly communication technology. New technology has enabled communication across the globe without leaving the office, including the sending and downloading of information instantaneously.

Self-Check -4	Written Test

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

1. Define the Efficient And Effective (4Point)

2. What are business technology used efficiently and effectively to complete

    work tasks (5 point)

Note: **Satisfactory rating – above 5 points   Unsatisfactory - below 5 points**

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

<div align="center">Answer Sheet</div>

Score = _____

Rating: _____

Name: _____   Date: _____

5.1 Communicate with Your Supervisor

Good communication with your supervisor is important to both of you.

There are five important aspects to remember when communicating with your supervisor:

- ✓ You must be able to follow instructions.
- ✓ You need to know how to ask questions.
- ✓ You should report any problems and results of your work.
- ✓ You should accurately record and give messages to your supervisor.
- ✓ You need to discuss your job performance.

Following instructions is important at all times, but especially during your training period. Your supervisor will be watching to see how well you do this. Use your senses to follow instructions correctly.

Concentrate. Focus your attention on the supervisor. Don't be distracted by noise and movement.

Listen. Pay attention to the words being spoken. If you hear unfamiliar words or terms, ask for clarification. Listening also means interpreting body language, voice inflections, and gestures. If this nonverbal communication is confusing, ask the supervisor to clarify what you don't understand. Watch. Sometimes a supervisor demonstrates how a task is performed. If necessary, ask the supervisor to repeat the process until you understand it completely. Sometimes a task may be too complex or time-consuming to demonstrate. In such cases, you probably will receive general instructions.
 If there are details you don't understand, ask for guidance to continue the task.

Question. After you have listened and watched, ask questions. A good supervisor will encourage you to ask questions. It's better to ask a question than to make a mistake because you didn't understand.

Write. Write down in a small notebook the important points to remember about the instructions you get. Don't write while your supervisor is talking or demonstrating something. Do it at a break in the instructions.

Practice. With your supervisor's permission, perform the task. Make sure you have fully completed the job. This may include putting tools away or cleaning up your work area. Don't leave your work partially completed.

5.2 Tips for effective communication with your supervisor

Know what you want to achieve. Before talking to your supervisor, make sure that you are clear about the goal of your conversation; whether it's to request guidance or assistance on something you are working on, or report your progress on a project. It is helpful to write down all the topics you hope to discuss and communicate before the conversation.

Choose a preferred method of communication. Some people are more effective communicating via email while some others prefer to have face-to-face time or a quick conversation. Tailor the communication method to the one your supervisor prefers.

Schedule your conversation. Be considerate of your supervisor's time and schedule when you approach him/her. Don't try to communicate or pressure for an answer when he or she is under a deadline or resolving an urgent issue. If your supervisor prefers face-to-face meetings, schedule your conversation ahead of time so that you can prepare accordingly. Try not to wait until the last minute to ask for instructions and/or assistance on projects you are working on.

Be concise and straightforward. When speaking with your supervisor, you should concisely introduce your concerns or requests and explain why you are bringing them to his/her attention. It is also important to focus the communication on the issues at hand and how to find solutions to move forward.

Practice active listening. During a meeting with your supervisor, you should engage to be an active listener instead of worrying about what you are going to say. Practicing active listening skills will help you understand and anticipate your supervisor's needs and what actions need to be taken. Take notes as needed so that you will remember more of the conversation and action items.

Have a positive attitude and be open to feedback. The rule of thumb in effective communication and a successful relationship is to exhibit a positive attitude. It is also crucial to keep an open mind and be receptive to feedback that your supervisor may provide you.

Communicate regularly with your supervisor to develop and maintain a successful professional relationship. Establishing an effective communication channel with your supervisor on a regular basis when things are going smoothly will make it easier to approach him/her when a problem arises

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

1. Write at least six tips for effective communication with your supervisor(12Point)

2. Write five important aspects to remember when communicating with your supervisor (10point)

Note: **Satisfactory rating – above 11 points   Unsatisfactory - below 11points**

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Instruction Sheet	LG51:	Review work performance

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

- seeking Feedback on performance
- Monitoring and adjusting work according to feedback obtained through supervision and comparison with established team
- Identifying and planning opportunities for improvement in liaison with colleagues

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

Specifically, upon completion of this Learning Guide, you will be able to:

- seek Feedback on performance
- Monitor and adjust work according to feedback obtained through supervision and comparison with established team
- Identify and plan opportunities for improvement in liaison with colleagues

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 31 to 38.
3. Read the information written in the information "Sheet 1, Sheet 2, Sheet and 3, Sheet
4. Accomplish the "Self-check 1,Self-check t 2, and Self-check 3,**in page -33, 35, and 38**respectively.

1.1 Seek *feedback* on work performance from supervisors or colleagues

1.1.1 Feedback Performance

Feedback is information about reactions to a person's performance of a task, which is used as a basis for improvement.

Regardless of whether you are a senior executive or just starting out, everyone wants to know how she is doing at her job. Feedback is an essential communication tool in business performance management. One of the most effective techniques is constructive feedback, but all feedback calls for giving and receiving information.

The performance feedback process is ongoing between managers and employees. The exchange of information involves both performance expected and performance exhibited. Constructive feedback can praise good performance or correct poor performance and should always be tied to the performance standards. Getting the facts, then having a face-to-face conversation can provide direction to help solve performance problems.

Management

Feedback goes beyond managers. It extends to co-employees and even customers. Encourage your employees to talk to management and report problems to resolve any issues. It is easier to motivate workers in an open culture of communication than if they are afraid to speak up.

Structure

Good performance management is pro-active. Do not wait until a situation gets out of hand before intervening. Make sure employees know that you are watching, and keep feedback frequent.

Confidentiality

Employees expect their leaders and managers to keep information confidential. If you break that trust, it is difficult to build it back up and your employees will stop coming to you with problems. Avoid gossip or delegating, and confront any issues yourself, directly with the employees involved. If you stand by your convictions and your employees know they can trust you, they will have more respect for you.

Timing

Often, the best time for feedback happens during day-to-day business. It is important to be prepared for the conversation: do your homework and know the person to whom you are planning to speak. Practice what you are going to say, and use your knowledge to predict their responses and questions. Be sure to choose a private location and keep the conversation confidential. It is best to be prepared, so you might want to take notes with

you. Do not be afraid to act immediately in a true emergency, but do not act too quickly if there is time to consider your response.

Successful Feedback

For feedback to have a positive outcome, it should be specific rather than general. Generalizations might help you gather information about what the staff is feeling, but it will not solve specific problems. It is important to focus on the behavior instead of the person and make sure you give feedback geared to help and not hurt. You will need to limit the information you give to what your employee can hear and process. If you overload a person, they tend to block you out just to simplify things. Be aware of the effects of your feedback and follow up on the situation to see what changes have been made.

Types of Feedback

1.**Negative feedback or corrective comments about past behavior**. These are things that didn't go well.

2.**Positive feedback, or affirming comments about past behavior**. These are things that went well and need to be repeated.

3. *Negativefeed forward* or corrective comments about future behavior. These are things that don't need to be repeated next time.

4.*Positivefeed forward*, or affirming comments about future behavior. These are things that would improve performance in the future.

The distinction that is largely missing for most people is the *focus on the future* or feed forward.

As you begin to understand the power of balancing both positive and negative input with observations about the past (which can't be changed) and advice for the future (which can be changed), you have a new paradigm for the feedback and coaching process.

❖ *Feedback on performance* may include but not limited to:

- ✓ formal/informal performance appraisals
- ✓ obtaining feedback from clients
- ✓ obtaining feedback from supervisors and colleagues
- ✓ personal, reflective behaviour strategies
- ✓ routine organizational methods for monitoring service delivery

Self-Check -1	Written Test

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

1. what feedback should be captured on performance *(4points)*
2. Write the two types of feedback.(4 points)

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

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

<div align="center">

Answer Sheet

</div>

Score = _____
Rating: _____

Name: _____   Date: _____

2.1 What is Monitoring?

Supervising activities in progress to ensure they are on-course and on-schedule in meeting the objectives and performance targets.

Monitoring is the regular observation and recording of activities taking place in a project or program.

It is a process of routinely gathering information on all aspects of the project.

To monitor is to check on how project activities are progressing. It is observation; ─ systematic and purposeful observation.

Monitoring also involves giving feedback about the progress of the project to the donors, implementers and beneficiaries of the project.

Reporting enables the gathered information to be used in making decisions for improving project performance.

Purpose of Monitoring:

Monitoring is very important in project planning and implementation.

It is like watching where you are going while riding a bicycle; you can adjust as you go along and ensure that you are on the right track.

Monitoring provides information that will be useful in:

- **Analyzing the situation in the community and its project;**
- **Determining whether the inputs in the project are well utilized;**
- **Identifying problems facing the community or project and finding solutions;**
- **Ensuring all activities are carried out properly by the right people and in time;**
- **Using lessons from one project experience on to another; and**
- **Determining whether the way the project was planned is the most appropriate way of solving the problem at hand.**

❖ *Standards* may include but not limited to:
  ✓ Ethiopian Standards
  ✓ legal and organization policies, guidelines and requirements
  ✓ legislation
  ✓ organizational policies and procedures
  ✓ specified work standards
  ✓ standards set by work group

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:
1. write the importance of monitoring *(4points)*
2. What is monitoring.(2 points)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Opportunity for Improvement

Opportunity for Improvement (OFI) provides a systematic set of steps to analyze any opportunity for improvement.

OFI contains checklists and prompts that utilize the ISO9001:2015 Life Cycle to guide users through the process.

OFI can help you uncover hidden opportunities for improvement and help reduce your operating costs.

The OFI application allows end users to catalog and track ideas which they feel would successfully benefit their corporate environment and serves as a tool to identify the tangible and intangible benefits of performing improvement activities. It provides users with the ability to weigh an improvement idea's benefits against the actual projected cost of the improvement itself.

Inputs to management review for OFI consideration can include:

- Results of Audits
- Customer Feedback
- Process Performance and Product Conformity
- Any Preventive and Corrective Action

- Previous Actions and Outcomes
- Recommendations for improvement

OFI allows users to scope out, evaluate, and measure the impact of a particular suggestion or problem through a storyboard template, which is commonly referred to as an Opportunity for Improvement. OFI provides a workspace where an idea or problem is reviewed and improvement savings are estimated, then as the idea is implemented its actual savings can be evaluated, rated, and documented.

OFI's generally address two types of incidents–

Negative situations which are visible to the auditor, but can not be related to a requirement in the standard or an organization's documentation or activities observed by the auditor during an audit that could, if reported, enhance an organization's operating efficiency.

An OFI is simply an "opportunity" to improve your business system. It is not necessarily an item that will lead to a future non-conformance if not addressed.

OFI's in some cases come from an auditor's experience in your industry. Each auditor brings a unique perspective on business systems and can offer ideas that might augment your business system. It is optional whether you decide to follow through with the OFI.

❖ **Opportunities for improvement** may include but not limited to:
  - ✓ coaching, mentoring and/or supervision
  - ✓ internal/external training provision
  - ✓ personal study
  - ✓ recognition of current competence (RCC)/skills recognition/initial assessment
  - ✓ workplace skills assessment

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

1. write inputs to management review for OFI consideration *(5points)*
2. *Write* the opportunity improvements to identify and plan liaisonwith colleagues.(5 points)

Note: **Satisfactory rating – above 5 points   Unsatisfactory - below 5 points**

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____