



Ethiopian TVET-System



MEDICAL LABORATORY

Level -III

Based on Apr.2018G.C. Occupational Standard

Module Title:	-	Leading small teams
TTLM Code:		HLT MLT3 TTLM 0919V1

This module includes the following Learning Guides

LG66: Provide team leadership

LG67: Foster individual and organizational growth

LG68: Monitor and evaluate workplace learning

LG69: Develop team commitment and cooperation

LG70: Facilitate accomplishment of organizational goals



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

- Organizational requirements
- Identifying and implementing learning and development needs

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

- Identifying and implementing in line with *organizational requirements*.
- Learning plan is collaboratively developed and implemented to meet individual and group training and developmental needs.
- Individuals are encouraged to self-evaluate performance and areas identified for improvement.
- *Feedback on performance* of team members is collected from relevant sources and compared with established team learning process

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 respectively.
4. Accomplish the “Self-checks respectively
5. If you earned a satisfactory evaluation from the “Self-check” proceed.

Information Sheet-1	Providing team leadership
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1.1. Concepts of providing team leadership.

- ✓ A team is defined as two or more people who interact and influence each other toward a common purpose.
- ✓ Team is a group of people working together to achieve set goals and objectives.



Types of teams

1. Formal Team: is a team deliberately created by managers to carry out specific activities, which help the organization to achieve its objectives.

Formal team can be classified as

- A. Command team: is a team composed of a manager and employees that report to the manager.
 - B. Committee: a formal organizational team usually relatively long lived, created to carry out specific organizational tasks
 - C. Task force or project team: A temporary team to address a specific problem
- 2. Informal team:** emerge whenever people come together and interact regularly. This group has a function of:
- A. to hold in common the norms and values of their members
 - B. gives to their member's status, security and social, satisfaction
 - C. help their members communicate
 - D. helps solve problems
 - E. act as a reference groups



3. **Super teams:** a group of workers drawn from different departments of the organization to solve problems that workers deal with their daily performance

4. **Self managed team:** are super teams who manage themselves without any formal supervision

Characteristics of a team

Awareness of the characteristics of a team helps to manage effectively the group. Effective teams are built on:

- Communication
- Trust
- Shared decision-making
- Positive reinforcement
- Cooperation
- Flexibility
- Focus on common goals
- Synergy

Teams that are effective can achieve more together than they would as individuals all working alone.



Stages of team development

Teams move through five stages to develop

A. Forming: during the initial stage the team forms and learns the behavior acceptable by the group

B. Storming: as the group becomes more comfortable with one another they begin to assert their individual personalities

C. Norming: the conflicts that arose in the previous stages are addressed and hopefully resolved. Group unity emerges as members establish common goals, norms and ground rules.

D. Performing: it is a stage by which a group begins to operate as a unit

E. Adjourning: it is a time for a temporary group to wrap-up activities

Team cohesiveness

Team cohesiveness is the degree of solidarity and positive feelings held by individuals towards their group. The more cohesive the group the more strongly members feel about belonging to it. Highly cohesive teams have less tension and hostility and fewer misunderstandings than less cohesive groups do. Studies have found that cohesive teams tend to produce more uniform output than less cohesive groups.

Ways to improve team cohesiveness

1. Introduce competition
2. Increase interpersonal attraction
3. Increase interaction
4. Create common goals

Guidelines for effective committee functioning

1. Goals should be clearly defined, preferably in writing
2. Specify committee's authority
3. Determine the size of the committee
4. Select a chairperson on the basis of the ability to run the meeting efficiently
5. Distribute the agenda and all supporting materials before the meeting

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6. Start and end meeting on time

Leadership Concepts

We don't want to be like the leader of the French Revolution who said;" there go my people. I must find out where they are going so I can lead them." John F. Kennedy



What is Leadership?



Leadership is one of the **fundamental concepts** in an organization and management theory, It is one of the most important thing managers do, It is the means by which things are accomplished in organizations, A manager can establish goals, strategies, make decisions, plan ,organize, monitor; **but nothing happen without leadership.**

A critical factor in becoming an effective leader is the recognition that leadership behavior is developmental. Few people are born natural leaders.

Leadership is developed through experience. A lot of effective leadership relies upon the use of specific skills—and these can be learned. If you are really serious about being a “good” or effective leader then you need to analyze your leadership behaviors: by self reflection, honest feedback from those who work with you, and objective assessment (leadership tests).

Management and Leadership

What is leadership, and what is the difference between leadership and management? the difference is:

- Leadership is setting a new direction or vision for a group that they follow, ie: a leader is the spearhead for that new direction



- Management controls or directs people/resources in a group according to principles or values that have already been established.

Management

Traditionally, the term "management" refers to the activities (and often the group of people) involved in the four general functions: planning, organizing, leading and coordinating of resources. Note that the four functions recur throughout the organization and are highly integrated. Emerging trends in management include assertions that leading is different than managing and that the nature of how the four functions is carried out must change to accommodate a "new paradigm" in management.

Leaders

At the commencement of a programme the leader is usually a person (such as a supervisor) to whom the team members would report to in their natural work environment, however as the team matures and more teams are formed it is good practice to encourage team members to take on the role of leader. A supervisor is by nature already a team leader, so the new role in teams is perceived as a natural extension which needs some extra training for the new skills involved. Where the team leader is not the natural supervisor of the work group, more extensive training will be needed and care must be taken not to threaten normal reporting lines. Recognizing, discussing and dealing with team member's query and concerns

Quality control or QC: The ISO definition states that quality control is the operational techniques and activities that are used to fulfill requirements for quality. This definition could imply that any activity whether serving the improvement, control, management or assurance of quality could be a quality control activity in short, is a process by which entities review and compare the quality of all factors involved in production, service etc. to the standards. This approach places an emphasis on three aspects:

1. Elements such as controls, job management, defined and well managed processes,^{[1][2]} performance and integrity criteria, and identification of records
2. Competence, such as knowledge, skills, experience, and qualifications
3. Soft elements, such as personnel integrity, confidence, organizational culture, motivation, team spirit, and quality relationships.

The quality of the outputs is at risk if any of these three aspects is deficient in any way.

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Quality control emphasizes testing of products to uncover defects and reporting to management who make the decision to allow or deny product release, whereas quality assurance attempts to improve and stabilize production (and associated processes) to avoid, or at least minimize, issues which led to the defect(s) in the first place.^[citation needed] For contract work, particularly work awarded by government agencies, quality control issues are among the top reasons for not renewing a contract.

MANAGER VERSUS LEADER

Much has been said on the subject of management and leadership. Frequently they overlap and the scope, depth and breadth of their application may draw upon either a stronger tendency to leadership or towards management. Warren Bennis comments: *“Leaders are people who do the right things. Managers are people who nothings right”* Leaders deal with the direction a team is going in, the manager deals with the speed at which you are going. The leader deals with the vision always keeping the mission in sight, striving for effectiveness and results, inspiring and motivating people to work together with a common vision and purpose. Management deals with establishing structure and systems to get those results. It focuses on efficiency, cost benefit analysis, logistics, methods, procedures, and policies. Leadership derives its power from values and correct principles. Management organizes resources to serve selected objectives to produce the bottom line. It is now recognized in many companies and organizations around the world that having one leader with supreme decision making power is no longer effective. More and more we are seeing the use of Team Leadership. That is, having many people in the organization who take responsibility in sharing the leadership and forming part of a strong decisive team. This requires good communication, vision sharing, and strategic planning, but the results are worthwhile.

A leader who desperately hangs onto a position and the power it carries, who does not mentor, empower and train new leaders, and does not plan for those who will take their turn at leading, is both narrow minded and foolish, for the work will be held back under that style of leadership

Organization

A pattern of relationship through which people pursue to achieve common goals, Are groups of people, with ideas and resources, working toward common goals.

Organization is a social unit of people that is structured and managed to meet a need or to pursue collective goals. All organizations have a management structure that determines relationships between the different activities and the members, and subdivides and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems--they affect and are affected by their

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environment. Organizational requirements are those which come out of a system being placed in a social context. Organizational requirements will have their source not only in organizational structures and the activities of individuals and groups but also in power structures, obligations and responsibilities, control and autonomy, values and ethics. (Harker et al. 1990).

Effectively; to have an element of personal control so that they can make decisions and make choices, and to have a well designed job that provides the right mix of interest, variety and challenge. The manager and his (her) staff are asked to complete the questionnaire and to analyze the results and to collate comments on the use of skills etc.; what people like doing most; what people like least; aspects of work that staff are most satisfied with and those they are least satisfied with. Organizations should clearly communicate organizational goals to engage employees in their work and achieve the organization's desired ends. Having a clear idea of organizational requirements helps employees determine their course of action to help the health to achieve their goals. Employees should also be equipped with the proper tools and resources needed as they do their work to help meet the overall organizational goals. Setting goals can also help companies evaluate employee performance -- for example, creating individual employee goals that support overall organizational goals and measuring individual performance against those individual goals. While an organization can communicate its organizational goals through normal channels, the most effective and direct way to do so is through employees' direct supervisors. This enables managers to work with their staff to develop SMART (specific, measurable, achievable, realistic and time-bound) goals that align with the organization's goals. Setting organizational goals also helps build workplace harmony because it makes employees work toward attaining similar goals.

While developing sound goals helps organizations with planning, over time, goals might turn out to be unrealistic and need to be modified accordingly.



Self-Check -1	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. What is the most commonly cited definition of a team?
2. What makes teams different from other type of groups?
3. What is the leadership
4. In detail write the difference between manager and leader and give exam
5. Why detailed work instruction is important in an organization?
6. List and describe types of teams?

Note: Satisfactory rating - 6points and above Unsatisfactory - below 5 points

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

Name: _____

Date: _____

Short Answer Questions

Answer sheet

Score = _____
Rating: _____



Information Sheet- 2	Identifying and implementing learning and development needs
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1.1. Identifying and implementing learning and development needs

Identifying learning and development (L&D) needs involves the assessment of employee capabilities alongside an understanding of current or anticipated gaps in knowledge or skills. This analysis can be conducted at the individual, team or organizational level. In any case, the outcomes can identify the appropriate learning provisions required to enable sustained business performance and should be closely aligned to the overall organization strategy.

This factsheet examines the basics of identifying L&D needs, including guidance on how to conduct a capability analysis and suggested methods for collecting and making use of the data. It also provides insight for those operating in smaller organizations into addressing their particular challenges in identifying learning and development needs.

Self-Check 2	Written Test
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Name: _____

_____ Date: _____

Directions: Answer all the questions listed below.

1. Define what learning development needs is.
2. What do people are doing when they are not responsible?
3. What is the importance of allocating duties and responsibilities?

Note: Satisfactory rating - 4 points and above Unsatisfactory - below 3 points

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



Information Sheet-3	Developing and implementing learning plan
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1.2. Developing and implementing learning plan

In order to develop a learning plan with a learner you will first need to identify their learning needs. From these needs you will be able to formulate learning goals and develop a plan to meet these goals. The learning plan should contain details on what will be learned, how it will be learned, by when, what criteria will be used to evaluate the learning and how the learning validated. a learning plan is best prepared by the learner with the guidance and support of the mentor or facilitator.

Steps to develop learning plan.

The following steps will assist you to develop a learning plan with a learner.

1. Assessment of learning needs.

This is my include analysis of:

- learner's value
- skills
- strength and weakness
- preferred learning style
- Suitability of learners work situation as a work based learning environment (is there is a quiet place to read /write /consider? are study leave provisions available ? is management supportive of work based learning ?
-



A learning and development plan acts as a road map for employees and helps to support their career and personal development. ... The plans can be used to manage performance and demonstrates to staff that their employer is keen to invest both time and resources in their career development.

2. identification of learning goals

It is important to identify learning objectives both from a learners perspective and from an organizational perspective,. Those learners who are undertaking learning as part of a process initiated by their organization may well have different needs and motivations to those learners who have elected or volunteered to undertake further learning. Once established learning goals can be reviewed against the learning outcomes of the module s in this resource. This will assist the selection of appropriate modules.

3. Identify learning resources, support and strategies. Evaluate the availability of the following resources and the learner’s confidence in accessing them.

- People (facilitator, other learners, mentors, supervisors etc.)
- resources(e.g. text/library)
- technology (e.g. phones, internets,/e-email, video conferencing)

4. Specify what constitutes evidence of learning how will you and the learner know that learning has occurred? Assessment of learning could include a portfolio , case notes , role play and case studies .

5. specify target dates

Specify dates for progress reviews and for module / task completion. Agree on how this will occur.

Mode of contact could include

- telephone call
- review of progress
- E-mail

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- group teleconference (e.g. with other learners)
- face-to-face meetings

1.3. Encouraging Individuals to self-evaluate performance.

A successful team uses the individual skills and abilities of its members to work towards the achievement of goals and to establish its own identity. This is called synergy.

However, being in a team does not mean that individuality is suppressed. The contributions of each member of the team should be acknowledged and appreciated. Each member of the team should also recognize and value their own individual contribution to the identity and performance of the team. Team members should be encouraged to think about what they are contributing – to self-assess their own input. After you work through each section of this topic you will find a self-assessment checklist. This is a time to pause and consider what you have learnt and ask yourself a series of questions to check whether you have understood the main points. Members of a work team can use the same principle of self-assessment by asking questions such as:

Am I taking steps towards achieving the set goals?

Am I sure about exactly what is required of me?

Am I managing to keep within the set timeframes?

Do I need clarification or training to perform better?

Am I working cooperatively with other team members?

How can I make better use of my strengths or the strengths of others?

Is there a better way of doing this?

What positive feedback can I give to other team members to provide encouragement?

How well have I done the work so far and how could I have done it better?

In addition to receiving feedback and encouragement, team members need time to reflect on and evaluate their own activities and achievements.



Self-Check 3	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. What do we mean performance expectation?
2. Define synergy
3. List identification of learning goals
4. Write assessment of learning needs
5. Write steps to develop a learning plan

Note: Satisfactory rating - 6 points and above Unsatisfactory - below 5points



Information Sheet-4	Identifying areas for improvement
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1.4. Identifying areas for improvement

Potential areas for improvement are identified through a proactive analysis to determine areas that could address process performance shortfalls. Causal Analysis and Resolution processes can be used to diagnose and resolve root causes. The output from this activity is used to evaluate and prioritize potential improvements, and can result in either incremental or innovative improvement suggestions as described in specific goal.

Example Work Products

Potential areas for improvement

Sub practices

1. Identify potential improvement areas based on the analysis of process performance shortfalls.

Performance shortfalls include not meeting productivity, cycle time, or customer satisfaction objectives. Examples of areas to consider for improvement include product technology, process technology, staffing and staff development, team structures, supplier selection and management, and other organizational infrastructures.

2. Document the rationale for the potential improvement areas, including references to applicable business objectives and process performance data.
3. Document anticipated costs and benefits associated with addressing potential improvement areas.
4. Communicate the set of potential improvement areas for further evaluation, prioritization, and use.

Five ways to give a good appraisal interview

With appraisal season round the corner, it's time to brush up on all that you have accomplished over the past year and set new goals. And during your interview with senior management, don't forget to be confident and proactively seek feedback.



Self-Check 4	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. Why do we give good appraisal interview?
2. What is the area for improvement ?

Note: Satisfactory rating - 8 points and above Unsatisfactory - below 7points



Information Sheet-5	Collecting feedback on performance of team members
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1.5. Collecting feedback on performance of team members

Everyone – even the most accomplished leaders – has strengths and areas for improvement. When I talked to organizational consultant Ed Poole about professionals who rise quickly, he warned me of the danger of being “unconsciously incompetent,” meaning you don’t know what you don’t know. You can avoid this by putting yourself in a position to objectively evaluate your performance. This is easier said than done. In fact, getting honest, helpful feedback from people with whom you have personal relationships can be extremely difficult. This is because individuals who like us want to be supportive and are also afraid of hurting our feelings.

The only way you will get feedback you can use is to be very strategic in asking the right question in the forums and to develop a reputation as someone who takes constructive criticism well.

Providing regular feedback to the student regarding his or her work with you is the most powerful teaching tool you have. It is also the area most commonly cited as lacking when students and residents evaluate medical faculty.

Quite simply, feedback is the sharing of information about the student's performance. Positive feedback serves to sustain behavior that is appropriate and effective. Negative or corrective feedback serves to change behavior that is inappropriate or ineffective. Thus, the student should receive a mixture of positive and corrective feedback. The feedback should be specific enough that the student understands which behaviors are appropriate and which ones need to be changed. General comments such as "you're doing a really super job!" may be pleasant to give, but do little in the way of teaching. Feedback is most meaningful when it is based on solid data obtained while observing or interacting with the student. This teaching skill quickly becomes easier with deliberate practice. An experienced preceptor who has worked on developing this skill can incorporate feedback comfortably and quickly into regular interactions with a student.

+Definition

Feedback is giving specific information about a person's current behavior in order to help him/her either continue the behavior or modify the behavior.

Purposes

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Provides a basis for maintaining or improving performance

Provides a forum for assessing need and planning additional experiences

Timing and Setting

Most useful immediately following the experience

Process established during orientation

Brief, in-route encounters

Characteristics of Effective Feedback

It is specific and performance based.

It is descriptive, not labeling.

It focuses on the behavior, not the learner.

It is based on observations, repeated if possible.

It begins with "I" statements.

It balances negative and positive comments.

It is well-timed.

It is anchored to common goals (for example, the learner's learning or quality patient care).

It provides for two-way communication, soliciting, and considering the receiver's input.

It is brief. (Be alert to signs of resistance).

It is based on trust, honesty, and concern.

It is private, particularly if it is negative.

It is part of your regular teaching process, not an exception to the norm.

It provides for follow-up.

Guidelines for Giving Constructive Feedback

All comments should be based upon observable behavior and not assumed motives or intents.

Positive comments should be made first in order to give the student confidence and gain his/her attention.

Language should be descriptive of specific behaviors rather than general comments indicating value judgments.

Feedback should emphasize the sharing of information. There should be opportunities for both parties to contribute.

Feedback should not be so detailed and broad so as to "overload" the student.

Feedback should deal with the behaviors the student can control and change.

Feedback requires the ability to tolerate a feeling of discomfort.

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Following are some suggestions for approaching superiors, subordinates, and clients/mentors:

Asking Your Superiors

The annual or bi-annual performance review is a great place to begin. Print out your last review and look at the goals and/or action steps outlined. Then, set up a meeting with your boss and anyone else who supervises your work on a regular basis.

The goal of these meetings should be soliciting concrete feedback on your progress, and while they're occurring, try to maintain a good balance between listening to what your superior has to say and playing an active role in the conversation.

Don't be afraid to ask specific questions about any feedback you receive so that you know how to proceed. Once the cycle is complete, your managers might be perfectly happy to forget about your performance until the next official review period. Don't let them. Be proactive about setting up follow up meetings to review your progress, address potential problems, and incorporate new responsibilities and priorities.

When it comes time for your next official review, make sure your boss gives it to you. This may sound silly, but you'd be surprised how many organizations de-emphasize the importance of the official review. Remember, though, that it's your right to request a timely appraisal. Think of the official review as an opportunity to sell your manager on your value to the company as well as collect up-to-date feedback on your performance.

To prepare, think about successful projects that demonstrate how you've improved in previously identified weak areas. Also, brainstorm concrete examples that illustrate outstanding work, and practice communicating them so they're on the tip of your tongue.

Beware of asking for superior feedback *too* often, for if you are in your boss' office every ten minutes asking for reassurance on the most mundane task, he may begin to perceive you as needy and irritating. It's a fine line between appearing eager to learn and be guided and becoming the person your manager dreads seeing in the hall.



Self-Check 5	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. Define feedback?
2. What is the advantage of constructive feedback?
3. Write Characteristics of Effective Feedback

Note: Satisfactory rating - 9 points and above Unsatisfactory - below 8points

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



Instruction Sheet

LG67. Foster individual and organizational growth

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

- organizational growth

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:

- Maintained or improved individuals and/or team performance given a variety of possible scenario
- Assessed and monitored team and individual performance against set criteria
- Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf
- Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed
- Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 14.
3. Read the information written in the “Information Sheets 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 2” in page__.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 2).



Information Sheet 1	Foster individual and organizational growth
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Introduction to foster individual and organizational growth

In order to drive growth, the focus must be on people and in cultivating the right mindset and the right culture. *In order to drive growth, the focus must be on people and in cultivating the right mindset and the right culture.*

Continuous, accelerated growth doesn't happen by itself. In order to keep growing as a company, you need to foster a "growth mindset". If you are able to create and foster a growth mindset in the midst of your company culture, you ensure all your employees are ready and willing to explore new opportunities without the fear of failure. On the other hand, a growth mindset means that there is a focus on delivering the best possible results at every step of the way.

Growth isn't about numbers; it's about people. Sure, numbers tell you how successful your team is, but it isn't just numbers you should be looking at when you are after growth, because it is people, not numbers, who do extraordinary things. To create a successful growth mindset, you need to push for both individual and team development and growth.

Focus on Learning Together

Teaching employees new skills helps them cope with quick changes, which often take place during rapid growth. Learning new skills also improves employee engagement and makes work more enjoyable: after all, up to 87 percent of millennial think professional development is important in a job.

Learning shouldn't happen in silos and only in short individual spurts. Instead, management should make learning a company-wide goal and encourage team-learning sessions. When people develop their skills together, they are able to learn faster and in a supportive environment. Group learning also fosters trust, builds relationships and makes it easier for employees to lean on each other when they need help in the future.

Set Individual Goals

While learning should happen in teams and in groups, goals should still remain personal. In order for goals to be a part of a functional growth strategy, they need to be transparent and openly communicated. This doesn't mean everyone should know everyone's personal goals. It simply means each person should know what is expected of them and that the goals remain achievable while being ambitious.

After making sure everyone understands what is expected of them, make sure you provide individual support and coaching to every single employee. Don't assume some people need less support than others: instead, make sure those who seem to be excelling stay motivated and are met with new and exciting goals to reach.

Create an Open Communication Culture

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In order to be successful, employees need to understand all aspects of their business. Salespeople working in fast-paced industries are much more effective when the lines of communication between product development and sales are open. By gaining and growing their understanding of the product and the needs it fulfills, salespeople can work on offering the best possible value to their customers. The same rule works both ways: with clear lines of communication, product development teams can understand the needs and trends of customers and prospects and improve their products much better. The same dialogue-driven nature needs to exist between all departments of an organization, with clear goals on what needs to be achieved through the dialogue.

Growth mentality only thrives in an organization where people are willing to share their own ambitions and realities. When people grow together but meet their personal goals individually, the culture enables true success stories to take place. With open lines of communication and a supportive and encouraging atmosphere, any company can build and foster a growth mindset.

Foster Organizational Growth with Leadership and Delegation

Effectively developing key personnel is a key to building an effective business structure

Whether you are a laboratory owner or manager, take a moment and be honest with yourself about your abilities to supervise others. Do you truly delegate tasks and responsibilities or do you micromanage the process?

Ask yourself the following questions:

- Do you experience high turnover of personnel?
- Is morale low throughout the laboratory?
- Are technicians not motivated to make suggestions that improve workflow, quality, etc?
- Are productivity and profitability declining?

Assuming you made good hiring decisions and have a good group of people working with you, real organizational growth comes when you realize when to nitpick and when to simply let go and delegate. A dedicated individual delivers far more value performing in an environment of freedom than when someone is continually looking over her/his shoulder. Let's examine this concept in relation to the four previously stated questions:

- If employee turnover is an issue, perhaps it's due to the fact that people are not given the freedom to do their job properly, they feel that their talents are being wasted, or they are not experiencing professional growth. Anyone who is capable and ambitious will not continue to work in an environment where someone causes frustration and blocks their career growth.

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- If morale is an issue, perhaps your personnel do not feel they can contribute in a meaningful way and that their suggestions are not taken seriously. This feeling that personnel cannot make a difference can lead to a lack of commitment to the objectives of the laboratory and general apathy.
- If motivation is an issue, perhaps your personnel are not providing you with consistent quality work because people tend to give up and just decide to go along with whatever you want, simply because it is easier than making suggestions that may "rock the boat."
- If productivity and profitability are declining, perhaps you are spending so much time "working in the business" that you do not have time to "work on the business." If you're bogged down in the details of micromanaging the process and the personnel, you won't have the time to use your creative talents to run the business and create the bright future the laboratory and your personnel deserve.

The primary component of moving toward high-performance leadership and delegation is trust. What, and how, you delegate is one of the core indicators of the trust levels between you and your personnel. Simply assigning unwanted or overflow tasks is not high-performance delegation. Leading personnel so that they grow both personally and professionally will cause the laboratory to follow suit. Keep these principles in mind when delegating:

- Delegate assignments that challenge people and enable them to grow beyond their current skill set(s).
- Give people the authority to make decisions and deliver the required results.
- When something goes wrong, focus on the learning experience and what could have been done differently to enable people to avoid future mistakes.
- Create an environment through which vigorous and open debate of ideas can occur.
- Set up systems that monitor performance and measure progress.
- Build relationships with people that inspire them to put forth their best efforts for you.

As you give more responsibility and autonomy to your most capable personnel, focus your conversation less on how they should approach a task and more on the questions of what and why. Explain the scope of the task, and define their level of authority and the goal, eg, whether they should present recommendations for your approval or make a decision. Also explain why the task or initiative is important. It's also important for people to understand that they may need to collaborate with others to achieve their assignment.

A great collaborative method is to start the morning with a huddle. Morning huddles have the ability to energize personnel and make sure everyone is set up for success. For example, have a representative from each product department in attendance who is responsible for reporting a "to-do" list for the day, sharing

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any big wins, and letting others know if help or guidance is needed on a specific issue or problem. This way, everyone is on the same page and feels aligned and potential problems are solved much sooner.

It's important to be aware that your personnel won't do things exactly the same way you would. Challenge yourself to distinguish between the style in which people approach tasks and the quality of the results. As you delegate more and coach those who need it, take notice if you have been successful in expanding people's skill set(s) so they can operate more autonomously, and whether you've made a fundamental change in how you're spending your time and energy. If the answer is "yes," then you have succeeded in fostering growth through leadership-truly a win for your personnel and your laboratory.

2.1. Identifying learning and development program goals and objectives.

Forward-thinking companies are taking steps to address this negative view of performance management. They are implementing innovative solutions that ensure the process delivers real results and actually improves employee performance and the business' bottom line.

In this guide, you'll find 10 practical steps that can be used to improve the performance management processes at your organization.

1. Set Goals Effectively

Goals are the basis of an effective performance management process. There are two key elements to consider when developing goals. First, are goals written clearly and objectively? Second, are they directly contributing to the achievement of business strategy?

Typically, the process begins with departmental managers setting goals for their departments, based upon organization-wide goals, which support the general business strategy. Making departmental goals accessible to all managers ensures there is no overlap, reduces conflict, and allows members of different departments to see where they support each other and ensure they are not working at cross purposes. Each manager in turn shares the overall goals with his/her department and meets with employees to identify individual performance goals and plans.

When setting goals, key job expectations and responsibilities should act as the main guide and reference. Goals should be set that not only address what is expected, but also how it will be achieved. For example, the "what" covers quality or quantity expected, deadlines to be met, cost to deliver, etc. The "how" refers to the behavior demonstrated to achieve outcomes, for example, focus on customer service. In addition,

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some organizations choose to include competencies within performance expectations, to reinforce the link to business strategy, vision and mission.

An accepted framework to use to help write effective goals is SMART:

- **S – Specific**
- **M – Measurable**
- **A – Achievable/Attainable**
- **R – Results-Oriented/Realistic/Relevant**
- **T – Time-Bound**

The inclusion of the above criteria results in a goal that is understandable and easily visualized and evaluated. Making a goal specific, measurable, and time bound contributes to the ability to make progress on the goal and track that progress. Some managers choose to further define goals with a start and finish date with milestones in between. As we have mentioned, goals must be achievable and realistic. An unachievable goal is just that. An employee knows when he/she does not stand a chance of reaching it, and their effort to achieve the goal will be affected. In addition, goals must reflect conditions that are under the employee's control and the R's (results oriented, realistic and relevant) should definitely consider these conditions. Sometimes the focus on the outcome of the goals can overshadow the necessary steps to achieve them. Action plans to support each goal can include documentation of the steps necessary to achieve a goal. By keeping goals relevant, a manager reinforces the importance of linking to strategic objectives and communicating why the goal is important. Some organizations have suggested the use of SMARTA, or SMARTR with the additional A standing for aligned and the R standing for reward.

A focus on objective, behavioral-based, and observable outcomes that are job-related helps ensure fairness of the process and reduces discrepancy. Although sometimes difficult to hear, objective feedback supported with regular documentation is difficult to dispute. This is also where an understanding of the organization's overall objectives and goals and how individual efforts contribute becomes essential. If for example, an individual understands that their actions support an area of the business then it is easier to understand the impact when deadlines are not met. Using the SMART framework provides clarity up front to employees who will be evaluated against these goals.

2. Begin with Performance Planning

Using established goals as a basis, performance planning sets the stage for the year by communicating objectives, and setting an actionable plan to guide the employee to successfully achieve goals.

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Performance planning, as with all other steps, is a collaborative process between the manager and employee, although there will always be some elements that are non-negotiable. Begin with the job description and identify major job expectations; expectations then can be clarified for each major area.

Under each key contribution area, it is important to identify long-term and short-term goals, along with an action plan around how they will be achieved. Goals can be weighted to identify priorities. Discuss specific details related to how progress against goals will be evaluated. Next steps include determining any obstacles that would stand in the way of these goals being achieved. If an obstacle is knowledge, skills or behavior – a plan should be developed to overcome, i.e. training, mentoring, etc.

Using the performance plan as a reference document, the employee and manager then should regularly monitor progress against goals, problem-solve road blocks, re-assess goals, change goals as business direction changes, and re-evaluate training and resource needs. This is where the conversation is critical and often where the follow-through sometimes falls down. Performance planning and ongoing performance feedback are critical because they facilitate continuous improvement and aid open communication.

3. Create an Ongoing Process

Performance management – including goal setting, performance planning, performance monitoring, feedback and coaching – should be an ongoing and continuous process, not a once or twice-yearly event. Feedback that is delivered when it is most relevant enhances learning and provides the opportunity to make any adjustments needed to meet objectives. The attitude towards ongoing feedback is also crucial. If there is organizational support for building constructive feedback into the fabric of day-to-day interactions, then the environment will encourage development and drive goal-directed performance improvement.

4. Improve Productivity through Better Goal Management

Regular goal tracking allows for the opportunity to provide feedback as needed, make adjustments to performance plans, tackle obstacles and prepare contingencies for missed deadlines. Without a mechanism to regularly track progress against goals, the ongoing, cyclical nature of the process falls apart and productivity dips.

Goal progress discussions, along with all performance feedback, should be delivered with respect and should be objective and supportive. Specific examples provide clarity and help the employee focus on

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future improvements. It is crucial that the manager listens to the employee's perspective and incorporates the employee's observations into future plans – the employee often experiences roadblocks the manager may not see.

5. Gather Information from Multiple Sources

Gathering performance information from a variety of sources increases objectivity and ensures all factors impacting performance are considered. This information should include objective data like sales reports, call records or deadline reports. Other valuable information includes: feedback from others, results of personal observation, documentation of ongoing dialogue, records of any external or environmental factors impacting performance. Many reviews also include an employee self-evaluation. Other documents that help define performance objectives include: past performance appraisals, current departmental and organizational objectives and documented standards related to career goals.

In order to gather feedback from other employees, organizations will often use a 360° feedback process. Along with the completion of a self-assessment, selected peers, subordinates, and manager(s) are asked to contribute feedback around pre-identified areas. The feedback is based upon specifically identified skills or competencies and the final results are compared against the employee's self-assessment. This type of feedback increases self-awareness and in some cases is used to support the performance evaluation process.

Objectivity is essential when evaluating performance and it begins with clarity about job expectations and evaluation methods. Certain checks and balances can be built in to ensure objectivity. Managers commonly make mistakes when they conduct evaluations and the first step to minimizing those errors is to acknowledge they exist. Consistent processes organization-wide contribute to fairness and objectivity. Access to information allows others to check the validity of the process. Obviously, not all employees need access to other employees' performance appraisal results, but processes like calibration meetings will help ensure consistency. In the calibration process, managers with employees in similar positions meet and discuss the appraisals before they are finalized and shared with the employees. A calibration meeting helps establish the reasons individuals are awarded various performance rankings, educates managers about the process across the organization and promotes consistency. It also provides validation for manager's decisions, if appropriate.

Reporting is very valuable to assess the fairness and consistency of the process. For example, it can be used to compare ratings from one division to the next or from one manager to the next. People analytics

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and technologies like machine learning are also helpful in removing bias from performance appraisals and evaluation.

6. Document, Document, Document

Note-taking must be consistent and include all significant occurrences, positive or negative. Documentation is important to support performance decisions, and notes should be written with the intent to share. In addition to documenting the details of an occurrence, any subsequent follow up should be detailed.

The performance log is a record that the manager keeps for each employee and is a record of performance "events." The maintenance of a performance log serves a number of purposes. The manager can record successes or performance that requires improvement. When it comes time to complete the appraisal, the manager has a historical record of events and will not have to rely on recent memory. In addition, this documentation can be used to support performance decisions or ratings. But it also can be used as a reminder for the manager – if the log has no recordings for a period of time, perhaps it is time to check in. If an employee does exceptionally well, or meets deadlines consistently, the log can be used as a reminder to provide recognition for a job well done. In addition, if a manager notices an area of deficiency, the log can serve as a reminder and a record of circumstances. The performance log can also act as a reminder for coaching, i.e. record of upcoming tasks, manager can make note to discuss with the employee to ensure he/she is prepared for the individual for a task ahead, and then follow up discussion can promote learning and continuous improvement.

This log should be objective and based on observable, job-related behaviors – including successes, achievements and, if applicable, any documentation related to disciplinary actions taken.

7. Prepare and Train Your Managers

Managing the performance of another individual is not an easy task and requires many skills. Training may be required to ensure managers feel adequately prepared to effectively complete all the tasks related to performance management. This is especially the case for newly promoted supervisors. Managers need to understand human behavior, how to motivate, how to develop, provide coaching and deal with conflict. To a great extent, managers must be observers and able to assess a situation, provide motivation and identify problems that interfere with performance. In addition, managers must understand that individuals at different levels of comfort, ability and experience with their jobs will require different levels of input, support and supervision. A manager who feels adequately prepared to provide and receive feedback,

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deliver a performance evaluation and conduct a performance evaluation meeting will be a major contributor to a successfully functioning process.

8. Perfect the Performance Review

The employee performance appraisal or review should be a summary of all that has been discussed. Based upon job expectations and key areas of contribution, and previously discussed goals and evaluation methods, the appraisal should be a written confirmation of what has already been discussed with the employee.

The form should include key job responsibilities, current project work, relevant competencies, goals and achievements. Previously completed performance appraisals should be used as reference documents. It should also contain an area to allow employees to record their comments and input. All comments included on the appraisal form need to be job-related and based upon observable behaviors.

For the appraisal meeting, it is imperative to prepare ahead of time. Schedule an appropriate place and time with no interruptions. Ensure the employee has the information necessary to allow them to prepare adequately. Begin the discussion with job requirements and strengths/ accomplishments. The focus, as pointed out previously, should be forward looking. The way the manager approaches this meeting conveys a message related to its importance and should be approached with the appropriate level of seriousness and an open mind. The manager must be prepared in regard to what he/she wants to discuss, but just as importantly must be prepared to listen.

Many suggest that it is important to first define the purpose of the meeting and provide an agenda. A factual discussion with a focus on job-related behaviors will keep the discussion objective. At the end of the meeting, key points should be summarized. It is important to note that the employee will be asked to sign the appraisal, whether or not there is agreement.

9. Link Performance with Rewards and Recognition

More and more, organizations are linking performance to compensation. This link, however, cannot effectively be established without the existence of sound performance management processes that are seen as fair and equitable.



Clear documentation of progress against performance expectations also allows proper recognition for a job well done. This can be provided a number of ways, i.e. formal recognition events, informal public recognition or privately delivered feedback.

It is important also to note the benefits of a consistent pay-for-performance process across the organization. A consistent process creates a sense of fairness and significantly increases job satisfaction. Employees need to know that if an individual in one department is identified as a top performer and compensated accordingly, then an employee performing at the same level in another department will receive similar rewards.

10. Encourage Full Participation and Success

The performance management process must add value, otherwise problems with resistance and non-participation will surface. In addition, the process itself must be as efficient and simple as possible. Automated reminders and scheduling tools can help keep the process on track.

Another element that contributes to success is upper-level management support. This support needs to take not only the form of verbal support, but also through participation in the same performance management process for evaluations. In addition, consider the current culture of your organization when it comes to performance appraisals and performance management. Is the atmosphere supportive of an effective process? Is there a culture of open, honest communication – or are employees fearful when they make a mistake? Employees must be able to honestly discuss performance and consider how to make improvements in order to move forward.

Another thing to consider is a mechanism to evaluate the process itself, whether it consists of an annual survey, focus groups, manager feedback, reporting, or a combination of these and other methods.

The Next Step: Choosing the Right Performance Management System

Organizations are increasingly using innovative technology solutions to implement performance management best practices and automate tedious manual processes. Cloud-based performance management systems are making advanced capabilities and technologies like machine learning, predictive analytics, and chatbot coaching affordable to companies of all sizes. These systems also offer quick implementation schedules, no IT support requirements, and automatic upgrades.

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When selecting an automated performance management solution, make sure to do your research. Some solutions offer nothing more than an electronic appraisal form, while others offer complete best-of-breed performance and goal management. The best solutions include:

- Instant form routing and paperless processes
- Goal tracking and cascading functionality for complete visibility and alignment
- Automated goal management and performance review reminders
- Legal scan wizards to ensure appropriate/legal use of language
- Writing assistants to help managers prepare appraisal forms

Support tools providing coaching support to managers when they need it most

Dashboards to deliver company-wide, aggregated or individual reporting

It is especially important that technology provides us with access to performance data and the ability to evaluate progress against goals, compare average manager ratings, easily access performance levels of individuals and use this data to support decision making. Aggregating and analyzing data in traditional paper-based forms is often too time-consuming and costly.



Self-Check 1	Written Test
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Name: _____

_____ Date: _____

Directions: Answer all the questions listed below.

1. What is the advantage to Encourage Full Participation and Success
2. Create an Ongoing Process
3. What is the advantage of learning together?

Note: Satisfactory rating 7 points and above Unsatisfactory - below 7points

You can ask your teacher for the copy of the correct answers



Information Sheet-2	Making learning delivery methods.
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2.2.Making learning delivery methods.

In order to create the best learning experience, it's vital to mix up your learning delivery methods to ensure you're always delivering training in the most effective way possible, which is why a blended learning delivery approach is an excellent idea for your internal training offering. Let's take a look at some simple ways you can mix up training delivery methods to achieve the most from your training. Only Use Classroom-based Training When Needed Classroom-based training is great and, in the past, tended to be the norm when it came to internal training. However, that tradition doesn't mean it needs to be your default option for all the training you conduct within your business. In fact, classroom-based training can often be the less desirable option for several reasons:

Expense: Hiring instructors to come into your business and run training sessions, perhaps multiple times to cover your entire workforce, can be costly. **Planning:** Trying to coordinate a large number of employees to attend training at the same time can be challenging, especially if they work in different teams or locations. **Time lost:** Classroom-based training requires team members to attend a large block of training in one or multiple sittings, which means time away from their regular work. If you have a large number of employees in a particular training session, it could create workload problems. Use classroom training only when you will reap the most benefit and not as a default option. For example, training that requires demonstrations or a lot of group work to aid in understanding are cases when classroom-based training can be a good fit. It will ensure that your learners can fully immerse themselves in the training and come away with the knowledge they need to be successful. Use classroom training only when you will reap the most benefit and not as a default option.

Use E-Learning for Company-wide Training E-learning is another delivery method you can use as part of your blended learning offering, and it's particularly great for training that a large number of learners, even your entire company, needs to complete. This training could be learning a new piece of software, fire safety for your office building or human resources (HR)-related training that is specific to your company. Rather than trying to schedule classroom-based sessions for company-wide training, which would be an organizational nightmare, e-learning is an easier option for you to roll out training. It also means that learners can work through the training at their own place, though you may want to set a completion deadline to ensure that everyone has completed the training by a certain date.

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Use Videos to Save Time

If you have training sessions that are run by members of your internal training team or subject matter experts (SMEs) from other teams within your business, having them run the same training sessions over and over could be a drain on their time. An example could be when the same HR professionals deliver your company’s on boarding program or new hire training, as this training happens every time you hire someone new.

A good way to ensure that your learners are still receiving the tailored training they need is to record your staff members while they deliver the training and then turn it into video training. You can deliver the videos on their own or add them to your e-learning offering. This approach means your staff or SMEs don’t have schedule time away from their desk every time you need to deliver the training, but all your learners are learn the same knowledge and skills.

Offer VILT to Connect Remote Employees

If you have teams based in different offices or even different countries, virtual instructor-led training (VILT) can be a great option to deliver learning to everyone at the same time, no matter where they are based. With VILT, even though you have team members who are working remotely or in another location, they can still have the experience of attending a training session with their colleagues at the same time. It also means they can work collaboratively and ask the instructor questions in real time. VILT also saves money for your business, as you won’t have to book different instructors to run separate training sessions in all your business locations.

These tips are just some ways that you can blend training delivery methods to build a strong learning offering for your business. Not only is a blended approach great for your learners, as training won’t be boring or stagnant, but it also helps your business save time and money.

Not only is a blended approach great for your learners, but it also helps your business save time and money.



Self-Check 2	Written Test
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Name: _____

_____ Date: _____

Directions: Answer all the questions listed below.

1. What is the benefit for proper learning delivery methods?
2. material needed to deliver learning method list most common useful for learning purpose?

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

You can ask your teacher for the copy of the correct answers



2.3. Work place learning opportunities and coaching/ mentoring.

What is Mentoring?

Mentoring essentially is a career management tool used by organizations to nurture and develop their staff. Mentoring occurs when there is a relationship between two people in a work setting for the purpose of passing on knowledge and information, sharing wisdom and experience, and offering advice and help in a confidential manner. Mentoring therefore can be defined as: “...off-line help by one person to another in making significant transitions in knowledge, work and or thinking” 1 the term ‘off-line’ in this context, means that the mentoring relationship is not between the manager and the immediate subordinate. Mentoring generally means to give advice and guidance to others by either helping newcomers settle in or in providing a role model for existing staff. For example, a mentor can highlight organizational cultural issues and invisible roadblocks which an organization chart cannot do. Mentors focus on the development of the learner, giving time and attention beyond the extent of the manager. Development usually takes place ‘as required’, at a pace which suits the individual. Interestingly the word ‘mentor’ has its origins in Greek mythology, when Odysseus before setting out on a journey to Troy, entrusted the education of his son Telemachus to his old friend Mentor, and exhorted him to ‘tell all you know’.

What is coaching?

Coaching is an informal but personal on-the-job training technique aimed at developing a persons’ skills, knowledge and work performance. The Concise Oxford Dictionary defines coaching as: “to tutor, to train, to give hints, to prime with facts” Coaching usually takes place between a line manager and his or her staff - it is a key element of any manager’s role and can prove to be a highly effective method of staff development. Another description therefore of coaching is one of: “... helping people to develop and perform to their full potential” 9 While mentoring has its origins in ancient Greece, coaching has its origins in the world of modern sport. On the sporting field an instructor tries to get the best possible performance from an individual or team without necessarily taking part in the sport directly. “Coaches in the sporting world have fine tuned their coaching skills to ensure their athletes win, set records, or at least achieve their best results. In the same way that athletic coaches help their teams or individuals to achieve excellent performances, workplace coaches need to help their teams and individual team members to reach their potential and deliver a personal best” 14 Coaching is very much concerned with getting individuals to unleash their own potential, or put another way, in bringing out the best in people. “...helping them to learn rather than teaching them...” 22 This highlights the subtle distinction of coaching - the focus of coaching is very much about facilitating or helping



people to learn for themselves rather than simply teaching them what to do and then telling them to do it. Returning to the sporting analogy, the best sporting coaches are not necessarily the best athletes or players. Rather they have the ability to create the right environment for learning and development and then bring out the best in the individuals and teams they are coaching

Coaching versus Mentoring

Coaching is sometimes confused with mentoring. However while they have some similarities they are also different from each other. Mentoring is usually conducted with someone other than the person’s line manager and the focus is on providing advice and guidance on career and organizational issues. Coaching is generally conducted with the person’s line manager and the focus is generally on day to day work activities and job performance improvement. Mentoring however can be highly effective in complementing both formal training and informal on-the-job learning and coaching. “Coaching is the responsibility of a line manager who has an immediate and day to day accountability for the learner’s performance (while) a mentor is rarely a learner’s line manager...mentors have protégés rather than learners and will therefore aim to develop a special kind of relationship” 16 The differences between coaching and mentoring have been summarized as follows 6 : Who Needs Mentoring & Coaching? Everyone can benefit from mentoring or coaching. However there are some situations where people can benefit in particular:

- Where performance improvements are needed
- When someone starts a new job, task or procedure
- Where someone is formally studying and learning
- Where people aspire to develop and advance their careers

Who Should Mentor?

A mentor is usually a more experienced and senior person than the mentee. They may be technical or professional experts or middle / senior managers and can come from either inside or outside the organisation. Typically they are not the mentee’s line manager although this can sometimes be the case. If the manager is also the mentor, then the mentoring role should be very clearly defined in a mentoring contract as there can be a tendency for both to focus on operational day-to-day work issues. Mentoring will suit those who are interested in the development of others and who enjoy sharing their knowledge and experiences with them.

Not everyone however will necessarily be suited to mentoring. It is also important to consider the time commitment, emotional resources and sustained effort that will be involved in mentoring - a mentor can feasibly cope with a maximum of two mentees at any given time. The Role of a Mentor the mentors’ role is usually to provide their mentee with one or more of the following

- 2: • guidance on how to acquire the necessary knowledge and skills to do a new job



- Advice on dealing with any administrative, technical or ‘people’ problems • information on ‘the way things are done around here’- the culture and its manifestations in the shape of core values and organizational behavior
 - help in obtaining access to information and people within the organization
 - coaching in specific skills, especially managerial skills such as leadership, communications and time management
 - help in completing projects - not by doing it for the mentee but by helping them to help themselves
 - a parental figure with whom mentees can discuss their aspirations and concerns, and who will lend a sympathetic ear to their problems
- There a number of roles therefore that mentors may have to fulfill
- 2 :
- mentor as coach - coaching can help in developing new skills in the mentee, can give constructive and considered feedback and can offer an insight into management practice. It works best when the mentor is supportive and offers friendly encouragement.
 - Mentor as counselor - counseling can help mentees explore and resolve problems and difficulties they may be facing in a confidential setting. However, it is important to remember that you are not a trained counselor and any issues that you cannot handle should be passed to an expert.
 - mentor as role model - mentors by their behavior can demonstrate the acceptable standards of conduct and impart ‘the way things are done around here’, particularly in the case of new recruits. They can also be seen as someone who has ‘trodden the path’ already. It is important that the focus of the mentoring is on helping the mentee to learn. While direct advice and instruction from the mentor can be helpful, it is important to ensure that the mentees learn to think for themselves and not, either intentionally or unintentionally, create a dependence where they just blindly follow the mentor’s instructions and cannot take action without advice from the mentor.



Self-Check 3	Written Test
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Name: _____

_____ Date: _____

Directions: Answer all the questions listed below.

1. What is the mentoring?
2. What is the coaching?
3. Difference between coaching and mentoring?

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

You can ask your teacher for the copy of the correct answers



Information Sheet-4	Identifying and approving resources and timelines
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2.4. Identifying and approving resources and timelines

Balancing the elements of a complex project – time, money, scope and people – is one of the jobs of a project manager. Project management training is an essential step for managing the unexpected obstacles project managers can face on a daily basis. To help put things in perspective, here is an overview of the top 10 project management challenges that project managers can encounter on the job.

Project Management Challenges within Corporate Projects

Undefined Goals – When goals are not clearly identified, the whole project and team can suffer. When upper management cannot agree to or support undefined goals, the project in question typically has little chance of succeeding. The project manager must ask the right questions to establish and communicate clear goals from the outset.

Scope Changes – Also known as scope creep, this occurs when project management allows the project’s scope to extend beyond its original objectives. Clients and supervisors may ask for changes to a project, and it takes a strong project manager to evaluate each request and decide how and if to implement it, while communicating the effects on budget and deadlines to all stakeholders.

Working with a Team: Challenges for Project Managers

Inadequate Skills for the Project – A project sometimes requires skills that the project’s contributors do not possess. Project management training can help a project leader determine the needed competencies, assess the available workers and recommend training, outsourcing or hiring additional staff.

Lack of Accountability – A project manager’s leadership qualities can shine when each member of the team takes responsibility for his or her role in achieving project success. Conversely, a lack of accountability can bring a project to a complete halt. Finger-pointing and avoiding blame are unproductive, but all-too-common features of flawed project management. Learning to direct teams toward a common goal is an important aspect of project management training.

Project Management Challenge: Dealing With Risk

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Improper Risk Management – Learning to deal with and plan for risk is another important piece of project management training. Risk tolerance is typically a desirable project manager trait because projects rarely go exactly to plan. Gathering input, developing trust and knowing which parts of a project are most likely to veer off course are aspects of the project manager’s job.

Ambiguous Contingency Plans – It’s important for project managers to know what direction to take in pre-defined “what-if” scenarios. If contingencies are not identified, the entire project can become mired in an unexpected set of problems. Asking others to identify potential problem areas can lead to a smooth and successful project.

Project Management and Communication Challenges

Poor Communication – Project managers provide direction at every step of the project, so each team leader knows what’s expected. Effective communication to everyone involved in the project is crucial to its successful completion.

Project management training includes an emphasis on written and oral communication skills

Proper communication can help increase morale by establishing clear expectations

Good project managers keep communication and feedback flowing between upper management and team leaders

Managing Expectations: An Important Project Manager Attribute

Impossible Deadlines – A successful project manager knows that repeatedly asking a team for the impossible can quickly result in declining morale and productivity. The odds of successfully completing a project under unreasonable deadlines are generally not feasible expectations.

Resource Deprivation – In order for a project to be run efficiently and effectively, management must provide sufficient resources. Project management training shows how to define needs and obtain approval up front, and helps project managers assign and prioritize resources throughout the duration of a project.

Lack of Stakeholder Engagement – A disinterested team member, client, CEO or vendor can destroy a project. A skilled project manager communicates openly and encourages feedback at every step to create greater engagement among participants.

Project Management Training Pays Off

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Effective project management skills can be learned and developed with quality project management training. It's important to honestly evaluate your skills and work to improve those lacking. Continuing education is typically the first step toward overcoming the challenges you'll likely face throughout your project management career.

Project managers can learn best practices through training programs offered online. Villanova University offers 100% online project management certificate programs that are delivered via a flexible, video-based e-learning platform. Professionals can explore critical topics in Villanova's Certificate in Applied Project Management program. Students enrolled in Villanova's online project management program can also prepare for industry certification which can lead to expanded career opportunities and successful project implementation.

Self-Check 4	Written Test
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Name: _____

_____ Date: _____

Directions: Answer all the questions listed below.

1. What is the challenge working with team
2. What is the advantage proper resource utilization
- 3.

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

You can ask your teacher for the copy of the correct answers



Instruction Sheet	LG68: Monitor and evaluate workplace learning
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Monitor and evaluate workplace learning and development| 360-degree feedback: This review mechanism consists of performance data generated from a number of sources and almost always includes those staff to which the individual reports, their peer group, their staff and, in appropriate circumstances, their customers. This approach typically includes a self-assessment using a common process to allow the individual’s own perceptions of their performance to be compared with the other assessing groups. | Performance Development Reviews (PDRs): The process aims to help staff and their managers/supervisors to achieve the best results by: * Identifying the individual work objectives that are most important in achieving the unit’s and the University’s strategic goals * Ensuring a sustainable workload * Setting development goals that meet the staff member’s job and career goals and which help to provide the University with a highly skilled and flexible workforce.

In traditional performance appraisals the manager and employee evaluate the employee’s strengths and weaknesses. In a 360-degree performance appraisal, feedback is gathered from supervisors, peers, staff, other colleagues and sometimes clients. The results of an appraisal can be used to identify areas for further development of the employee . Have employers/supervisors conduct monthly checks with group managers and discuss current status of groups- information such as behavioral aspects, work quality & efficiency & individual member analysis.

We have been assigned to solve the problems and are keen to change the way the company works in order to better the company as a whole. There have been problems in the staff such as low morale, low efficiency and etc. The management of the company is also suffering from poor and out dated leadership techniques. This company’s staff and management has not been reviewed and updated since the 1970s and must be done as soon as possible if this company is to continue to operate. This is a growing concern as the company has entered its first year with a loss in profit.

To the 21st century with improved individual skills & team development, & better company performance. The organization is still living in the past and thus has suffered in the market greatly, staff morale & efficiency are at an all-time low, the majority of staff are well over 50 years old, and are unfamiliar with the new modern technical age. The majority of managers are performing appallingly, which in turn is



affecting employee morale, productivity as well as negatively affecting the overall working environment. To counter these problems I will attempt to implement new management/operational methods and improved leadership performance & skills, while tending to each employee individually to improve their skill set & value to the company.

* Sharing feedback about achievements and problems so that the staff member and their supervisor/manager can

* identify and address issues that impede progress

Performance appraisal

* Performance appraisals are partly evaluation and partly developmental.

3.1. Using feedback from individuals or teams.

As a leader, one of the greatest gifts you can give your team members is honest feedback — and contrary to what you might think, it doesn't necessarily have to be positive. Studies have found that an employee's preference for the type of feedback they receive — positive versus negative (or constructive) — may vary according to their experience level. While positive feedback can be a confidence booster, negative feedback may be more valuable to employees with higher levels of proficiency looking to step up their game.

One fact is certain: Meaningful employee feedback increases employee engagement. In fact, according to a Gallup report, employees would prefer to receive negative feedback than no feedback at all. An employee who is ignored by a manager is twice as likely to be actively disengaged at work as an employee whose manager focuses on his or her weaknesses, according to the report. Likewise, receiving feedback from employees can offer valuable insights that can help leaders become stronger and more efficient in their roles.

6 STRATEGIES TO DELIVER EFFECTIVE EMPLOYEE FEEDBACK

Feedback can motivate individuals and teams; facilitate the resolution to a specific challenge; open lines of communication; foster employees' professional development; and increase employee engagement. The way in which you provide feedback to employees has a tremendous impact on its effect. These strategies can help you deliver feedback that is both powerful and productive.

1. Time it right — Feedback comes in many forms; while the annual performance review is usually held at a specific corporate-mandated time, many other opportunities for delivering feedback crop up

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throughout the year. Grab them! Feedback is generally most effective when it is delivered when the event or issue is fresh in both parties' memory. One caveat: It is not wise to vent anger under a veil of “providing feedback.” When negative emotions are running high, it is usually best to allow yourself ample time to cool down before meeting with an employee to ensure a productive feedback session.

2. Prepare — Employees take feedback seriously, and so should you. Take the time to prepare for a feedback session as you would any other important meeting. Use facts, examples and statistics to substantiate your references to particularly outstanding work on the positive side, or to issues in need of attention on the negative side.

3. Ditch the “sandwich approach” — once a popular technique to cushion the blow of delivering negative feedback, the sandwich approach has now fallen out of favor. This technique — slipping a criticism in between two compliments — has been recognized for its faults. For starters, employees see right through it. When served as a way to make it easier to digest negative feedback, praise is diluted. Second, delaying the inevitable evokes anxiety.

If you are meeting with an employee to deliver negative feedback, be direct: “Jay, as we both know, things haven’t been running very smoothly lately. Let’s see if we can address the problem together.” In order to provide effective feedback, make sure it is authentic.

4. Understand the power of negative feedback — Research conducted by Professor Andrew Miner (then of the University of Minnesota) and his colleagues showed that employees reacted to a negative interaction with their boss six times more strongly than they reacted to a positive interaction with their boss. Clearly, negative feedback packs a far stronger punch than positive feedback. As such, leaders need to be cognizant of its effects on an employee’s well-being and productivity.

When you do have to deliver negative feedback, when possible, do so in person (versus via email). Approach the issue as a challenge to conquer together, exploring causes and possible solutions. A less punitive tone to the conversation will decrease the likelihood that it will feel like a personal attack — and will likely yield greater results.

5. But don’t assume that everyone wants only positive feedback — Research has found that while novices prefer positive feedback, once people become experts in a subject area, they prefer negative feedback. The reason: Positive feedback provides encouragement to novices, who may lack confidence when starting a new venture (in the study, subjects were learning to speak a foreign language). By



contrast, those with greater expertise were already committed to the venture and felt that negative feedback was more instrumental to their progress.

6. **Avoid gender** (and other) biases — As evolved as we think we are, one place gender bias still rears its head is in employee feedback. The Wall Street Journal recently reported on research conducted by Stanford University’s Clayman Institute for Gender Research, suggesting that men and women are evaluated differently in the workplace. “Specifically, managers are significantly more likely to critique female employees for coming on too strong, and their accomplishments are more likely than men’s to be seen as the result of team, rather than individual, efforts,” according to the research. Effective employee feedback is based on equal standards fairly applied across gender lines, age brackets and races.

GUIDELINES FOR DELIVERING CONSTRUCTIVE CRITICISM

Often, negative feedback takes the form of constructive criticism. As Gregg Walker, professor in the Department of Speech Communication at Oregon State University, explains, critical feedback can promote constructive growth in individuals and relationships if handled appropriately. Following are some of his guidelines for offering constructive criticism:

Understand why you are offering criticism. (Is it appropriate/constructive?)

Engage in perspective-taking or role reversal.

Offer criticism of the person’s behavior, not the person.

Focus on a particular situation rather than a general or abstract behavior.

Direct your criticism to the present rather than the past.

Avoid “critical overload.”

Focus criticism on behaviors that the other person can change.

FEEDBACK IS A TWO-WAY STREET

Receiving feedback can be equally valuable for leaders, who can gain powerful insights from employees. While it might seem awkward to turn the tables, asking your team members to provide feedback on your performance as a leader can help you strengthen your performance. A couple of ways to pose this question without making anyone feel uncomfortable is to ask: “How can I make your job easier?” or “What type of support could I offer to help you perform your job better?” Another is to give your team members an anonymous survey (let’s face it: not many employees would be bold enough to air a beef if their name was attached to it).

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

Your organization accomplishes performance expectations in three key ways.

You need to show constancy of purpose in supporting individuals and teams with the resources of people, time and money that will enable them to accomplish their goals. When you provide the resources teams need to succeed, you ensure the development of teamwork and the team's best chance for success. Sometimes, this requires the reshuffling of resources or the renegotiation of goals. But, the visual application of resources sends a powerful message of support.

The work of the team needs to receive sufficient emphasis as a priority in terms of the time, discussion, attention and interest directed its way by executive leaders. Employees are watching and need to know that the organization really cares.

Finally, the critical component in continuing organizational support for the importance of the accomplishment of clear performance expectations is your reward and recognition system. Clear performance expectations accomplished deserve both public recognition and private compensation. Publically cheering and celebrating team accomplishments enhances the team's feeling of success. The recognition clearly communicates the behaviors and actions the company expects from its employees.

Use clear expectations to help your employees develop accountable, productive, meaningful, participatory teamwork.

Assisting staff to improve their performance

Needs assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency.

A needs assessment is an important [says who?] part of the planning process, often used for improvement in individuals, education/training, organizations, or communities. It can refine and improve a product such as training or service a client receives. It can be an effective tool to clarify problems and identify appropriate interventions or solutions. By clearly identifying the problem finite resources can be directed towards developing and implementing a feasible and applicable solution. Gathering appropriate and sufficient data informs the process of developing an effective product that will address the group's needs and wants.

Factors affecting performance

Performance appraisals are supposed to evaluate the performance of a worker, reward good performance with promotions and pay raises and set goals to help employees continue to improve. In reality, however, performance appraisals are affected by a wide range of psychological factors. Even when supervisors are

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working with a well-defined guideline to evaluate workplace performance, they can easily fall off track with results disadvantageous to both the worker and the company.

Standards of Evaluation

One especially tricky performance appraisal factor is standards of evaluation. Many companies use subjective terms like "excellent," "good" and "fair" to characterize performance, but these terms may mean very different things to different people. If a company has two different evaluators, this can lead to serious bias; a more or less average worker who performs all of his job duties correctly may receive a "good" rating with one evaluator but only an "average" or "fair" rating with the other.

General Biases

There are many ways a supervisor can skew everyone's evaluations. Some supervisors exhibit the central tendency, rating everyone as about average and only deviating in extreme circumstances. By contrast, an evaluator exhibiting a leniency bias would rate everyone fairly high, perhaps out of a desire to be nice or a desire to avoid confronting unhappy employees.

An evaluator might also only look at recent performance, exhibiting a recency bias. An opportunity bias can also skew results, with evaluators blaming or praising employees for things that were actually out of their control. For example, a salesman could have declining sales numbers do to a sharp economic downturn, poor product quality or poor inventory management, none of which would be his fault.

Self-Check 1	Written Test
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Name: _____

_____ Date: _____

Directions: Answer all the questions listed below.

1. What is the monitoring and evaluating workplace learning
2. What is the difference negative and positive feedback
3. What is the factors affecting performance

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

You can ask your teacher for the copy of the correct answers



3.2.Negotiating modifications to learning plans.

One of the most important skills teachers need for classroom management is negotiation. Teachers and students have very different relationships than in generations past, as students and parents is more aware of their rights and less likely to consider the teacher to be always right. This can make relationships between teachers and students stronger in that students feel like they are heard and respected as teachers teach and model good communication skills to students. Learning the art of negotiation can make your classroom a place of constant learning as struggles between students or between student and teacher become teachable moments.

3.2.1. Negotiating with Students

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

3.2.2. Negotiating Between Students

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



3.2.3. Negotiating with Parents

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

3.2.4. Negotiating with Other Professionals

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

3.3.Maintaining records and reports of competence

There are many reasons for keeping records in health care, but two stands out above all others:

- to compile a complete record of the patient’s/client’s journey through services
- To enable continuity of care for the patient/client both within and between services.

The records we keep in health care need to be clear, accurate, honest and timely (meaning they should be written as near as possible to the actual time of occurrence of the events they describe).

Different means of record-keeping are used in health care settings. Some workplaces use hand-written records, others have moved to computer-based systems, and many use a combination of both. You’ll be

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expected to be able to comply with whatever requirements your employer sets for record-keeping, be it hand-written or electronic. That means you'll need to:

- know how to use the information systems and tools in your workplace
- protect, and do not share with anyone, any passwords or 'Smartcards' given to you to enable you to access systems
- make sure written records are not left in public places where unauthorised people might see them, and that any electronic system is protected before you sign out.

There are principles of record-keeping that we will look at in this section, chief among which is the need to protect patients/clients confidentiality. The RCN has provided some guidance on record keeping called 'Delegating record keeping and countersigning records'.

But before we begin to explore these principles, we should be aware that apart from being clear, accurate, honest and timely about what we write, we also need to be careful. This means we have to ensure that nothing we write is, or could be interpreted as being:

- insulting or abusive
- prejudiced



Self-Check -2

Written Test

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

- 1. One of the most important skills teachers need for classroom management-----
- 2. To negotiate parents while we are teaching the students what is the advantage
- 3.

Note: Satisfactory rating – 3 and 4 points

Unsatisfactory - below 3 and 4 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____



Instruction Sheet

LG69. Develop team commitment and cooperation.

Commitment means accepted of the responsibilities and duties and cooperation means help and assistance. By developing team's commitment and cooperation in a work team you are assisting the team to meet its goals and objectives. Work teams that are committed and cooperative are more likely to achieve the goals the business has set.

Open communication is the key to successful teamwork. In a professional real estate agency, you will find that processes and procedures are put into place to create opportunities for team members to communicate, and to share and obtain information.

Listed below are some strategies that can be used to develop team commitment and cooperation.

- Regular meetings.
- Social get-togethers.
- Team goal-setting.
- Encouraging a culture of ideas sharing.
- Professional networking opportunities.
- Build a culture of ownership to agency goals and objectives.

Team members should be encouraged to share knowledge, not keep it to themselves. This can be difficult, due to the competitive nature of real estate business, however with effective leadership and facilitation each team member will see that the agency as a whole can benefit from a sharing approach. This in turn will benefit each individual in the team.

As with any other business, a real estate agency needs to plan for its future success. Although the agency licensee may take a strong lead, it's important that the whole team has the opportunity to participate in the business planning process.

It is a simple fact that people feel more ownership of a business plan if they have had the opportunity to make a contribution. This is the core principle behind team planning. Providing team members with an opportunity to have a say in the future of the agency and its plans is a powerful way to recognize the important contribution everyone makes to the agency's success.

However, some thought needs to go in to the way that team planning is carried out. Poorly facilitated, team planning has the potential to erupt into a negative experience. It's only natural that each person will want to put forward his or her own point of view, and you need to remember that in any team, opinions are going to vary.



4.1. Using open communication process

Communication, the flow of information between people, is a very important part of the workplace. Managers must be able to communicate with employees and employees must be able to communicate with managers in order to have a profitable business. Communication can be broken into two main types:

- Verbal: Verbal communication requires the spoken word.
- Nonverbal: Nonverbal communication involves communicating without speaking, such as in writing or body language.

The subtypes of communication include the following:

Open and closed

Open communication occurs when all parties are able to express ideas to one another, such as in a conversation or debate. On the other hand, **closed communication** occurs when only one person is actively communicating, like a lecture from your professor.

Positive and negative

Positive communication occurs when all parties involved feel that they were heard. **Negative communication** occurs when people feel like they were not heard or feel that they were attacked. Yelling, name-calling and arguing are some examples of negative communication.

Effective communication occurs when all parties feel that they have reached a desired outcome, like a meeting with your supervisor to discuss a new process. Hopefully, you would leave that meeting knowing what the new process is, and your supervisor would feel confident that you understood the new process.



Self-Check 1	Written Test
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Name: _____

_____ Date: _____

Directions: Answer all the questions listed below.

1. Listed below are some strategies that can be used to develop team commitment and cooperation.
2. define open communication process
3. write types of communication
4. what is the difference between negative and positive communication

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

You can ask your teacher for the copy of the correct answers



Information Sheet-2	Reaching decisions.
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4.2.Reaching decisions.

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

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 dissenting: 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.
- 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.

Self-Check 2	Written Test
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Name: _____

_____ Date: _____

Directions: Answer all the questions listed below.

1. There are four **decision-making models** so explain in detail
2. What is the consensus

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

You can ask your teacher for the copy of the correct answers



4.3 Developing mutual concern and camaraderie in the team

Commitment means acceptance of the responsibilities and duties and cooperation means help and assistance. By developing team commitment and cooperation in a work team you are assisting the team to meet its goals and objectives. Work teams that are committed and cooperative are more likely to achieve the goals the business has set.

As team leader you are responsible for the direct support and development of each member of your designated team of supported employees. This is to be achieved by direct supervision of all team members, communication with other team leaders and support staff as well as the monitoring of supported employees' goal achievement as documented in their appraisal. You are also responsible for addressing day-to-day performance and behavioural issues of members of your team using agreed strategies. Should members of your work team be temporarily transferred to duties with other work teams, you will remain responsible for their support through continuous communication with other team leaders.

KEY RESPONSIBILITIES

Train and develop the skills of supported employees in order to achieve the potential productivity of the team and its individual members.

1. Coordinate and oversee the work of members of your work team in order to achieve expected production targets.
2. Participate in the development of supported employee appraisals and goals.
3. Facilitate and monitor the achievement of supported employee appraisal goals.
4. Address individual and group performance and behavioural issues.
5. Maintain production records and individual supported employee records as required.
6. Act in accordance with and maintain an awareness of all company policies, Occupational Health and Safety requirements and Quality Assurance system requirements at all times.

KEY PERFORMANCE INDICATORS

1. Achievement of production targets and quality specifications.
2. The effective and efficient provision of support to supported employees as evidenced by maintenance and improvement of employees' skill and productivity levels and the attainment of their identified goals and objectives.
3. The level of employee goal achievement within your work team.



4. The incidence of performance and behavioral issues requiring in direct intervention.
5. Minimization of accidents and incidents.
6. Participation in, and application of, personal development and training.



Information Sheet-1	LG70: Facilitate accomplishment of organizational goals
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Organizational goals are strategic objectives that a company's management establishes to outline expected outcomes and guide employees' efforts. There are many advantages to establishing organizational goals: They guide employee efforts, justify a company's activities and existence, define performance standards, provide constraints for pursuing unnecessary goals and function as behavioral incentives. For the goals to have business merit, organizations must craft a strategic plan for choosing and meeting them.

Importance of organizational goals

Goals help define a company's purpose, assist its business growth and achieve its financial objectives. Setting specific organizational goals can also help a company measure their organization's progress and determine the tasks that must be improved to meet those business goals.

Goals need to be specific, measurable, achievable and timely. By setting clear, realistic goals, organizations have a clearer path to achieve success and realize its vision. Goal setting, and attaining them, can also help an organization achieve increased efficiency, productivity and profitability.

Organizations should clearly communicate organizational goals to engage employees in their work and achieve the organization's desired ends. Having a clear idea of organizational goals helps employees determine their course of action to help the business achieve those goals. Employees should also be equipped with the proper tools and resources needed as they do their work to help meet the overall organizational goals.

Setting goals can also help companies evaluate employee performance -- for example, creating individual employee goals that support overall organizational goals and measuring individual performance against those individual goals. While an organization can communicate its organizational goals through normal channels, the most effective and direct way to do so is through employees' direct supervisors. This enables managers to work with their staff to develop SMART (specific, measurable, achievable, realistic and time-bound) goals that align with the organization's goals. Setting organizational goals also helps build workplace harmony because it makes employees work toward attaining similar goals.

While developing sound goals helps organizations with planning, over time, goals might turn out to be unrealistic and need to be modified accordingly.

5.1. Making team members actively participatory.

For most teams, successful staff meetings start with active participation and clear objectives. With strong engagement, staff meetings can contribute to the advancement of company goals and the empowerment of

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team members to accomplish more at work. In this article, we will review how to have effective staff meetings and discuss why actively participating is essential for a team.

What makes a good team meeting?

When your coworkers tend to keep busy and have limited time to spare, it's easy to assume that the best team meeting is one that covers all objectives as quickly as possible. While short discussions are certainly efficient, they are not always the most effective approach. To ensure you leave attendees with the sense that their contributions are valued, try to set aside enough time for a meeting that prioritizes participation.

Designing better team meetings involves using team engagement as your framework for success. From establishing objectives and creating an attendee list to developing an agenda and a follow-up strategy, focus on building a sense of teamwork. With this strategy, you can encourage greater participation and the motivation to collaborate.

Identify the main objective

It can be tempting to schedule standing meetings or to call for a meeting every time you want to discuss an issue with a larger group. Before adding another task to your coworkers' calendars, however, take a moment to identify whether a meeting is essential. If you simply want to check in with team members, consider whether a group email or an online chat message would be more effective. If you need to talk through a complex problem or discuss the details of a big project, a team meeting might be the ideal choice.

Once you have determined that you need a meeting, identify your main objective. For example, perhaps you want to conclude the meeting with a schedule for carrying out your team's next big project. Maybe you want to agree on a decision related to a difficult problem. Either way, have an idea of what you want to accomplish during the meeting, and share it with other attendees. Naturally, when team members understand the overall goals, they will be more inclined to participate, especially if they can contribute to the resolution you're seeking.

Use a space that fits the meeting's goals

After establishing an objective, you should choose a space that makes sense for your goals. If you are planning a meeting for the entire staff, you will need a large room with plenty of seating and technology that allows everyone to see any visual components. However, if you intend to lead a small meeting with a few select attendees, keep the space proportional to encourage collaboration.

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In addition to the size of the space, decide on a venue that has everything you will need when conducting team meetings. Choose a setup that allows the facilitator to direct the meeting, such as a conference room that will let the leader take the head of the table.

Remember to also account for technology. If you want to encourage participation in a large crowd, consider having microphones available so attendees can make themselves heard. If you want to encourage remote team members to participate, arrange for video conferencing to give all attendees an equal chance to participate.

Choose the right attendees

Before announcing a meeting, consider the attendees carefully. If you plan to cover policies, procedures or human resources issues that affect every member of the staff, you can consider inviting everyone. In other cases, however, you may want to be more selective. Naturally, meetings can be more cost-effective with fewer attendees, but larger meetings that include key decision-makers may end up more cost-effective in the long-term.

To create the ideal attendee list, start with the smallest number of staff members you need to accomplish your objectives. For example, you may need decision-makers from the marketing, design and accounting departments present to approve an advertising campaign for an upcoming project. However, giving yourself a bigger attendee list could help you gain a broader perspective on the project. Consider inviting other staff from different departments to encourage a more robust discussion.

Select a reasonable start and end time

To design an effective meeting, choose a convenient time for the largest audience possible. First, consider what you want to accomplish and how long each item will take to address. Add in extra time for introductions and conclusions, and include enough discussion time so that attendees have a chance to contribute. Estimating meeting times will get easier with practice.

After determining how much time you will need, consider the right time of day for the meeting. Creative discussions might be most successful in the afternoon, while decision-making meetings might be most effective before lunchtime.

Before sending out meeting invitations, review the main participants' appointment calendars. This will help you avoid scheduling a meeting at conflicting times, increase invitation acceptance rates and prevent the need to reschedule to accommodate the group. No matter what time you choose, always strive to give attendees as much time as possible so they can prepare.

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Share the staff meeting agenda

No matter when or how you structure your team meeting, you will need an agenda. Having an agenda will help your meeting maintain its direction.

To create an agenda, begin with a brief description of the main goal you will be working toward. Keep this section to a single sentence, and focus on the overall outcome. Next, consider the staff meeting agenda topics you intend to cover. Alongside each topic, mention the primary presenter for each and context to help attendees understand what you will discuss. Include the amount of time you plan to dedicate to each topic.

After creating your team meeting agenda, share it with attendees as early as possible. If you have allotted additional time to discuss related topics, ask attendees to add their concerns or ideas to the agenda.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. what is the importance organizational goals
2. What makes a good team meeting?

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

Answer Sheet

Score = _____
Rating: _____



Information Sheet 2	Developing individual and joint responsibility.
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5.2. Developing individual and joint responsibility.

What is the team leader’s responsibility in building team Building?

The first responsibility of the team leader is to define the objective of the team, why is this team together. When the purpose is unclear, unknowable or complex framing the boundaries and defining that this team is going to work to make progress or identify clues that may work to achieve a shared outcome is still setting the teams’ objective.

Once the team understands and accepts the objective, each person will develop trust within the team and team members by knowing the skilled knowledge and role that each team member will occupy. This should be worked out jointly between the leader and individual concerned.

Team Leader functions in teambuilding

Effective leaders in team building need to provide the functions of:

Boundary setting / Planning

1. seeking all available and relevant information
2. defining the task, purpose or goal
3. devising a realistic framework for achieving the desired outcome

Initiating

1. openly briefing the team on the aims and the plan of action
2. explaining why the task is necessary and the reasoning behind the plan
3. allocating tasks to team members
4. setting group standards

Monitoring

1. maintaining the group standards as previously set
2. keeping a watch on timing and progress



3. ensuring all actions are moving towards desired end results
4. keeping discussions relevant and on-track
5. keeping the group moving and active

Coaching and Supporting

1. expressing recognition of individuals contributions
2. providing encouragement to the whole group as well as to individuals
3. dealing with team / individual dysfunction where necessary and appropriate
4. create a team spirit and boosting morale
5. watching and dispersing tension between team members
6. reconciling disagreements and controlling the exploration of disagreements

Informing

1. clarifying the task and the plan as the project makes progress
2. sharing new information with the team and keeping them informed of developments
3. listening to the group and receiving feedback from them
4. discussing ideas and suggestions within the group

Evaluating

1. checking the feasibility of ideas
2. testing the consequences of new ideas and proposed solutions
3. evaluating group performance and giving feedback
4. working with the group to evaluate themselves against the standards set

Not all these functions will be necessary all the time, and together they will allow the to:

- achieve the task
- build & maintain the team
- develop the individual

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5.3.Sustaining collaborative efforts.

We often talk about the essential elements of forming a strong nonprofit partnership: shared values and vision, clarity of purpose, open communication and trust-building, etc. But what about the important work of sustaining a collaborative relationship over time?

When a collaborative effort is launched, there’s typically a lot of excitement about the new venture. There may even be dedicated funding or other resources to help get the collaboration off the ground. But what about a year or two down the road, once the newness has worn off?

Collaboration at this later stage of development faces challenges a bit different from those it overcame to first establish itself. Turnover among the individuals leading the effort, disappointment in perhaps not meeting its initial goals, taking on too much or losing focus, and garden-variety burnout can all take a toll. Meanwhile, the original funder may seek to dial back its investment in hopes that the work can attract broader support or become more self-sustaining. All these can threaten to derail collaboration.

Although there is no simple recipe or formula for sustaining collaborations over time, we can point to six strategies to lend them greater resilience and staying power.

1. Formalize. Make it “official” by documenting mutual commitments, such as those regarding the collaboration’s purpose, structure, values, policies, decision making processes, etc.

2. Lead. Plan for leadership turnover. Decide how you will replace members who leave. As an organization participating in a collaboration, keep collaborative skills in mind as you recruit and hire new staff for key positions. Within the collaborative, develop shared leadership by giving all members leadership opportunities, such as by rotating responsibilities for meeting facilitation and other key tasks.

3. Measure. Make data work for you and track progress toward key outcomes. The ability to measure success is critical to maintaining your momentum as well as in attracting resources and support from others to sustain the work.

4. Broaden. Cultivate broader involvement beyond the core group of individuals. Consider whether the collaboration might benefit from expanding involvement to more levels of the organization, such as senior management, line staff, etc.

5. Learn. Continually learn from what you’re doing. Acknowledge successes as well as shortfalls, and adjust as needed. Look at the work of other collaboratives and what you can learn from one another.

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6. Deepen. Build on your experience to keep deepening your understanding of the issue(s) you're addressing. Document lessons learned to prepare for outreach to new supporters and funders. Pay attention to needs or opportunities that emerge beyond those you've already planned for, and determine their implications for your work. Consider different ways of funding your activities that you may not have been ready for or had access to when you first began (for example, has your success opened up the possibility of an earned income model, or of adding new partners with additional resources to bring to bear, etc.?).

All of these strategies contribute toward institutionalizing the collaboration within the organizations involved, beyond the initial group of individuals responsible for its early formation. This is key to sustaining momentum over time and continuing to deliver on the benefits of collaboration.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. list boundary setting /planning
2. What do we mean sustainable collaborative effort?
3. What is the monitoring?

Note: Satisfactory rating - 3 and 5 points

Unsatisfactory - below 3 and 5 points

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

Answer Sheet

Score = _____
Rating: _____



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