

MECHANICS

LEVEL-III

Learning Guide-#72

Unit of Competence: Lead Small Teams

Module Title: Leading Small Teams

Module Code: XXXXX

LG Code: XXXXX

TTLM Code: XXXXX

LO1: Provide team leadership

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

- Organizational requirements
- Identifying and implementing learning and development needs
- Developing and implementing learning plan
- Encouraging Individuals to self-evaluate performance.
- Identifying areas for improvement
- Collecting feedback on performance of team members

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

- Organizational requirements
- Identify and implementing learning and development needs
- Develop and implementing learning plan
- Encourage Individuals to self-evaluate performance.
- Identify areas for improvement
- Collect feedback on performance of team members

Learning Instructions:

1. Read the specific objectives of this Learning Guide
2. Follow the instructions described from 1 to 3
3. Read the information written in the information “Sheet 1

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1. INTRODUCTION

1.1. Communication skills required for leading small team

A team is a group of people working together to achieve a common goal.

The principal characteristics of a team are that it:

- Has common purpose
- Has a shared understanding of that purpose
- Is pooling the efforts and resources of its members to achieve that purpose
- Can achieve more together than the individuals in it could by working separately.

Communication skills required depend on the stages of team development.

The four stages of team development are Forming, Storming, Norming and Performing.

Forming:

As a team comes together, individuals are wary of each other. They may not know each other. They are polite, but guarded, unwilling to share any information which may make them vulnerable.

Storming:

As members get to know each other, they grow in confidence. They begin to express their real feelings. There are often expressions of resentment or dislike. There may be challenges to the leadership, differences of opinion. Personality clashes and conflicts arise. It is important to recognize and be prepared to tackle this stage. Otherwise, the team will remain pre-occupied with its differences and be unable to face the task.

Norming:

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The group begins to confront work issues and establish work practices. Interpersonal barriers start to break down as individuals exchange views and ideas in the course of work. It is important not to try and rush into this stage. Stifling the storming stage will mean that team members adopt work practices which will lead to friction later.

Performing:

At this stage, the team is more cohesive. It has developed a sense of identity and purpose. Individuals are willing to share information and have become more supportive and tolerant of each other.

Success in reaching this stage is largely dependent on the team-leader's communication skills. The leader needs to understand the values of the team-members; what they want to achieve, how they want to develop and the satisfaction they get from working with other people. It is also important that individual values should be in line with the broader values of the organization.

1.2. Skills and techniques in promoting team building

There are many communication skills that are useful for team leaders to have and use. This section reviews four of these skills: ***Asking questions, active listening, giving constructive feedback, and managing feelings.***

Asking questions:

There are many types of questions that are useful for promoting team discussions. In general, open-ended questions encourage discussions, whereas closed-ended questions tend to limit discussion.

After asking a question, the leader should remember to give the team members sufficient time to respond. The leader should reward participation by acknowledging responses. A lack of response might mean that the question has a bias or is putting some of the team members on the defensive.

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Active listening:

The goal of active listening is to provide feedback to the sender of a communication so as to clarify the communication and promote discussion. A good listener communicates his or her desire to understand the message and improve his or her understanding.

Active listening is one approach to improving communication. In this approach, the listener paraphrases what he or she has heard and asks the sender if this is correct. The paraphrasing should convey the listener's understanding of the communication and not be a simple parroting of the message. This sends a message that the listener cares about understanding the message, and it allows the sender to clarify the communication if needed.

Giving Constructive Feedback:

Everyone needs feedback to improve his or her performance. However, receiving feedback (especially negative feedback) can be an uncomfortable experience. Improving one's ability to give constructive feedback is an important teamwork skill.

The first step in learning how to give constructive feedback is to recognize the need for it. If a situation is emotional, one should wait until things calm down before trying to give constructive feedback. When giving feedback, one should describe the situation accurately, try not to be judgmental, and speak for him- or herself. When receiving feedback, one should listen carefully, ask questions to better understand, acknowledge receiving the feedback, and take time to sort out what one has heard.

If someone is giving only negative feedback, then that person is not being constructive. Expressing only negative feedback about the performance or ideas of other team members makes people defensive and discourages communication

Managing Feelings:

When emotions become disruptive to the operation of the team, it is important. It is better to try to reward the ideas and behaviors one wants than to try to punish the ideas and behaviors one does not want. When giving negative feedback to a team member, one also should offer corrective alternatives. Also, negative feedback should be given privately to avoid embarrassing the recipient.

to manage them effectively. One cannot prevent people from becoming emotional, nor would one want to try. When emotional issues are related to the team's task, the issues should be addressed in the team meeting. Emotional conflicts that relate to personal issues might need to be handled in private. All team members should learn how to handle emotional interactions in the team. The following is an approach to managing feelings during team meetings.

1. Stay neutral: People have a right to their feelings. The team should encourage and acknowledge the expression of feelings.

2. Understand rather than evaluate feelings: All team members should be sensitive to verbal and nonverbal messages. When dealing with emotional issues, one should ask questions and seek information to better understand the feelings.

3. Process feelings in the group: When the team's operation is disrupted by emotions, one should stop and be briefly silent to cool down. Then, the task-related issues should be discussed as a group.

This approach to managing emotions is useful when the emotional issues are related to task issues. Team norms that encourage open communication of emotions increase the beneficial impact of task related conflict on performance. However, norms that encourage open communication about relationship-oriented conflict have a negative impact on the team. When emotions are about personal or relationship issues, it is not a benefit to process them with the team.

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Team meetings operate more effectively if a facilitator structures the communication. The role of the facilitator is to maintain an open and collaborative climate, manage disruptive behaviors, manage differences, summarize important decisions, and evaluate the group process.

1.3. Negotiating skills

Negotiation permeates the interactions of almost everyone in groups and organizations. Labor bargains with management. Managers negotiate with subordinates, peers, and bosses; salespeople negotiate with customers; purchasing agents negotiate with suppliers. A worker agrees to answer a colleague's phone for a few minutes in exchange for some past or future benefit. In today's team-based organizations, where members are increasingly finding themselves having to work with colleagues over whom they have no direct authority and with whom they may not even share a common boss, negotiation skills become critical.

Negotiation is a process by which the two sides in dispute exchange offers and counteroffers in an effort to find a mutually acceptable agreement. One of the most important dimensions in understanding how a negotiation will resolve a conflict is whether the participants have a win-win versus a win-lose perspective.

A win-lose perspective is based on the beliefs that what is good for one side is incompatible with what is good for the other and that the other side puts the same importance on issues that one's own side does. With a win-win perspective, the participants believe that it is possible to find a solution that satisfies both sides.

The win-win approach, called integrative bargaining, looks for a creative solution that satisfies the needs of both sides. Compared to the compromise approach, people are more satisfied and the relationship is better with the integrative solution. However, the integrative approach is more difficult to apply and often requires skillful negotiating.

The following recommendations should help improve your effectiveness at negotiating.

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Research Your Opponent. Acquire as much information as you can about your opponent's interests and goals. What constituencies must he or she appease? What is his or her strategy? This knowledge will help you to better understand your opponent's behavior, predict responses to your offers, and help you to frame solutions in terms of his or her interests.

Begin with a Positive Overture. Research shows that concessions tend to be reciprocated and lead to agreements. As a result, begin bargaining with a positive overture-perhaps a small concession-and then reciprocate your opponent's concessions.

Address the Problem, Not Personalities. Concentrate on the negotiation issues not on the personal characteristics of your opponent. When negotiations get tough, avoid the tendency to attack your opponent. It's your opponent's ideas or position that you disagree with, not him or her personally. Separate the people from the problem, and don't personalize differences.

Pay Little Attention to Initial Offers. Treat initial offers as merely a point of departure. Everyone has to have an initial position. They tend to be extreme and idealistic. Treat them as such.

Emphasize Win-Win Solutions. If conditions are supportive, look for an integrative solution. Frame options in terms of your opponent's interests, and look for solutions that can allow both you and your opponent to declare a victory.

Create an Open and Trusting Climate. Skilled negotiators are good listeners, ask questions, focus their arguments directly, are not defensive, and have learned to avoid words and phrases that can irritate an opponent. In other words, they are good at creating the open and trusting climate necessary for reaching an integrative settlement.

One of the most useful negotiation skills is the win-win style of negotiation which is also referred to as **integrative bargaining**. The win-win negotiating style requires the parties to convert a potential conflict into a problem-solving process in which

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each party seeks to identify common, shared, or joint goals. In a sense, each party is looking for solutions that are good for everyone. This is particularly important when they are involved in a long-term working relationship.

To make use of the win-win negotiating style:

1. Prepare for negotiation by understanding your own needs and strengths and weaknesses. Determine your own bottom line.
2. Attempt to understand the other party's real needs and objectives. Engage in a dialogue in which both parties disclose their true preferences and priorities, rather than disguise and manipulate them.
3. Emphasize the commonalities and minimize the differences between the parties.
4. Search for solutions that meet both parties' goals and objectives. When parties are combative or competitive, they are more likely to focus on their own objectives and ignore those of the other party. A win-win negotiation is successful only when the needs of both parties are met.
5. Focus on building a relationship in a negotiation rather than making a one-time deal.

Finally, there are three common mistakes that inexperienced negotiators should be aware of and try to avoid making:

Do not assume that a negotiation must always result in a settlement. When a person assumes that a negotiation must result in a settlement, the other party can take advantage by threatening to end the negotiations. This can result in unnecessary concessions being made to facilitate a settlement. It is a better practice to enter a negotiation with a resistance point in mind. The resistance point represents one's minimum acceptable position for a settlement. If the other party refuses to at least meet *your* resistance point in negotiations then it is better to walk away and end the negotiations.

Avoid becoming fixated on one particular issue in the negotiation. Some issues

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are easier to settle than others in a negotiation. If the parties get stuck on an issue and find their positions frozen and lacking a settlement, it is best to move on. Settle other issues that are less difficult to agree on. In many cases the goodwill that is established between the parties when they can resolve the easier issues provides the momentum that enables the parties to collaborate and finalize the difficult issues that remain.

Do not assume that the other party has all the power due to greater levels of experience.

If *you* assume that *you* are powerless in a negotiation, there is a good chance *you* will act as if that assumption were true. You will be less apt to reach *your* goals. In truth, each party to a negotiation has some power-otherwise the negotiation would not take place.

1.4. Dissimination of instruction and requirements

The foundation of an effective organization and team is a common vision and mission that is understood and accepted by everyone.

A vision is a statement of the future state that is desired. Each part of the organization should have its own vision of how it will contribute to the overall vision of the organization. An organization and its parts also need a mission. A mission statement clarifies the organization's present state by defining: What business it is in, what the boundaries of the business are, who its customers are, how departments and individuals work together etc, As the leader of a team, it is your responsibility to initiate the creation or refinement of your team's vision and mission. Also review your team's efforts to ensure that they are pointed in the direction of your defined mission and critical success factors.

Hold periodic update meetings to review the group's progress against goals and to determine whether a change in direction is necessary.

Clarifying responsibilities increases ownership, alleviates conflicts, and eliminates unnecessary ambiguity. Furthermore, letting other areas know who is responsible for

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what allows your area to be more responsive to customer needs and can keep things from "falling through the cracks." Role clarification is an ongoing process in a dynamic organization.

The following ***tips*** can help your team members clarify their roles and responsibilities:

- Use job descriptions to convey specific responsibilities to employees and interested others. If you don't have job descriptions for positions in your area, work with your human resources representative and your employees to put these together. Review them every couple of years to make sure that they are still up to date.
- Meet on a regular basis with your employees to discuss their current perceptions of their roles and the work they do. Discuss similarities to and differences from your expectations.
- When there are differences in role expectations among your employees, work with them to resolve the differences.
- When setting new objectives, help your employees see how these contribute to the group and to the organization as a whole.

5. ART OF LISTENING AND TREATING INDIVIDUAL TEAM MEMBERS CONCERN:

Listening is a fundamental communication skill for understanding both the verbal content and the underlying feelings embedded in the message. Listening is an active, not a passive, activity. It requires the listener to be involved in the communication process. The listener should try to avoid judging the speaker or the message being given. Instead, the listener should focus attention on trying to understand the content of the message. An active listener indicates both verbally and nonverbally that he or she is engaged in the conversation. When the speaker is communicating a feeling, the listener can restate what the speaker is expressing, asking for confirmation. The speaker will either confirm the impression or clarify it.

In either case, the speaker will be encouraged to continue the conversation. Also, by using nonverbal indicators of listening-making eye contact, nodding the head, and

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leaning forward, for example, the listener is encouraging the speaker to continue. Lack of feedback from the listener can discourage the speaker from sharing opinions or feelings. Passively listening may unintentionally short-circuit a conversation.

When listening to another person, the speaker's tone of voice often discloses his or her emotional state, which helps the listener understand the feelings behind the words. Aspects of the speaker's tone of voice to listen for include the pitch, loudness, and speed of the verbal message. By decoding the meaning of the speaker's tone of voice, the listener can provide feedback to the speaker that can improve the quality of communication between the two parties.

Here are some examples of how to interpret and respond to a speaker's tone of voice.

- If a speaker's pitch of voice is high and strained, it indicates feelings of nervousness. Calm, reassuring response from the listener encourages the speaker to proceed speaking. On the other hand, a quick, jerky response from the listener may cut the speaker short and disrupt the speaker's train of thought. Speaking in a lower pitch that is unstrained indicates the speaker is feeling confident and has emotional composure.
- If the speaker's tone of voice is shaky and hesitant with numerous pauses, it indicates a lack of confidence and doubt. By maintaining eye contact and offering reassuring gestures such as nodding one's head, the listener encourages the speaker to go on and complete the message.
- When the speaker's voice is too loud, or on the other hand the speaker mumbles the words quietly, the listener will have difficulty understanding the message. In either case the listener has a duty to ask the speaker to reduce or increase the voice volume depending on the situation. Listening is an invaluable skill for team leaders. By actively listening to another individual, the team leader shows empathy for and understanding of the speaker's perspective, even if it is different from the leader's own position. This is critical when leaders negotiate with each other or with customers to find solutions acceptable to both parties. This is likely to undermine a leader's credibility and limit effectiveness.

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1.5. Teams and task interdependence

A good team task is more than just a good individual task. A good team task requires task interdependence; the members of the team need to work together so as to successfully complete the task. It is a shift from individual responsibility to experienced group responsibility for outcomes. To be successful, team members need to feel responsible for both their own work and the work of the other team members.

Task interdependence can come from the distribution of skills among team members and the work processes of the team.

Interdependence helps to motivate team members in several ways. To the extent that team members depend on each other to complete a task, power is shared among the members. The more the team members need each other to complete a task, the more power each team member has over the group. Interdependence affects how factors such as conflict, cohesiveness, work norms, decision-making approach, and autonomy relate to group effectiveness. When teams are highly interdependent, these variables have a more powerful effect on how well teams perform. Interdependence also encourages members to believe that their contributions to the group are indispensable, unique, and valuable, thereby making them more willing to put effort into the group's task.

1.6. Duties and responsibilities of each team member

In many cases, the jobs that individuals perform at work are overly defined. People are locked into ways of working that may not be optimal. When work teams are formed, they are viewed as a way in which to free people from past constraints. However, teams will not be effective if they simply are told to figure out what their jobs are. This gives teams less structure than they need to operate successfully.

Teams require structures that define their tasks and memberships. The limits of their authority should be explicitly stated. When they are given appropriate structures,

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teams are able to focus on developing their internal processes and procedures for performing their tasks. When they are not given appropriate structures, teams can become mired in unfocused attempts to create them.

An enabling structure for a team has three components. First, a well designed team motivates its members through meaningful work, enough autonomy to perform the task, and feedback about results. Second, a well structured team has clear boundaries and includes members with sufficient skills and knowledge to perform the task successfully. Finally, a team needs a clear understanding of the extent and limits of its authority and accountability. A challenging objective can provide direction and motivation for a team, but without sufficient resources to perform the task, the team eventually will stop being motivated by the goal. For the full potential of the team to be realized, the organization must actively support teamwork. The types of support that the team needs include a reward system that recognizes team performance, an education system that provides training and technical support, an information system that helps the team to make decisions and monitor performance, and the material resources to complete the task.

A team-oriented organization is different from a traditional organization, and the transition is not an easy one to make. The work systems and policies designed to support and control individual work does not change easily.

Once teams have started, organizations sometimes just leave them alone. There are good reasons not to interfere too much with the internal operations of teams. However, a hands-off approach can limit teams' effectiveness if its members do not have the skills and knowledge they need.

Managers have an important role as coaches to help develop members' skills in working as teams. There is no one best way in which to lead or facilitate work teams; the needs of different types of teams and different maturity levels of members are too variable. However, the value of coaching is not a substitute for other factors. Teams need structures, clear goals, and resources to succeed. When teams are

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failing because of a lack of these contextual factors, coaching will not help.

1.7. Knowledge and skills in monitoring team member performance

Why are performance appraisals important? How do organizations appraise the performance of their employees? What potential problems can arise to subvert the intentions of objective appraisals and how can managers overcome these problems? These are the key questions addressed in this section.

Common approaches to building team performance

We found a variety of common approaches that can help potential teams take the risks necessary to move the team up the performance curve.

1. Establish urgency and direction. All team members need to believe the team has urgent and worthwhile purposes, and they want to know what the expectations are. Indeed, the more urgent and meaningful the rationale, the more likely it is that a real team will emerge.

2. Select members based on skills and skill potential, not personalities. Teams must have the complementary skills needed to do their job. Three categories of skills are relevant:

- 1) Technical and functional,
- 2) problem-solving, and
- 3) Interpersonal.

3. Pay particular attention to first meetings and actions. Initial impressions always mean a great deal. When potential teams first gather, everyone alertly monitors the signals given by others to confirm, suspend, or dispel going-in assumptions and concerns. They particularly pay attention to those in authority: the team leader and any executives who set up, oversee, or otherwise influence the team.

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4. **Set some clear rules of behavior.** All real teams develop rules of conduct to help them achieve their purpose and performance goals. The most critical early rules pertain to attendance (for example, "no interruptions to take phone calls"), discussion ("no sacred cows"), end-product orientation ("everyone gets assignments and does them"), constructive confrontation ("no finger pointing"), and, often the most important, contributions ("everyone does real work").

5. **Set and seize upon a few immediate performance-oriented tasks** and goals. Most teams trace their advancement to key performance-oriented events that forge them together. Potential teams can set such events in motion by immediately establishing a few challenging yet achievable goals that can be reached early on.

6. **Challenge the group regularly with fresh facts and information.** New information causes a potential team to redefine and enrich its understanding of the performance challenge, thereby helping the team shape a common purpose, set clearer goals, and improve on its common approach.

7. **Spend lots of time together.** Common sense tells us that teams must spend a lot of time together, especially at the beginning. Yet potential teams often fail to do so. The time spent together must be both scheduled and unscheduled. Indeed, creative insights as well as personal bonding require impromptu and casual interactions just as much as analyzing spreadsheets, interviewing customers, competitors, or fellow employees, and constantly debating issues. Somewhat surprising, we found that the time need *not* always be face-to-face.

8. **Exploit the power of positive feedback, recognition, and reward.** Positive reinforcement works as well in a team context as elsewhere.

Although not typically considered a team-building activity, developing a team-oriented performance evaluation system and using the information to provide feedback to a team is an important way in which to improve how teams operate. Performance evaluations can be used to measure the team's success and provide input to the organization's reward system. This helps to motivate the team to perform better. In addition, feedback

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from the performance evaluations can be used by the team to identify and correct problems in its operations.

Performance evaluations are a key process in improving the operation of a team. The information from evaluations can be used directly to affect performance by showing the team what adjustments need to be made in how it is performing. There also are indirect benefits. Evaluations can identify when goals and objectives no longer are valid so that the team can modify its direction. The information can identify problems in the situation that the organization needs to correct. The impact of evaluating a team's performance goes beyond providing feedback to the team. Good performance information helps the organization to evaluate its use of the team and helps to establish criteria for rewarding the team and its members.

The key to developing a good measurement system is making sure that it captures key aspects of both team goals and organization goals. The lack of clear team goals and accountability is one of the main reasons why work teams fail. Team performance measurements should relate to contributions to the organization. It is important to make sure that the measurements relate to factors that the team can influence. In addition, the measures should focus on the results of the team's performance, not on the internal activities of the team; because the team should be free to accomplish its goals in the way it wants.

The development of team performance measures should be a participative process that includes team members, management, and possibly customers. Participation is important to gain acceptance and to ensure that the measures are useful for the team.

For some types of teams, such as sports and action teams, the team measurement systems may include both individual and team performance measures. For other types of teams, such as production and project teams, the evaluations might measure only the team's performance due to the difficulty in accurately measuring individual performance separate from team performance.

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MECHANICS

LEVEL-III

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Module Title: Leading Small Teams

Module Code: XXXXX

LG Code: XXXXX

TTLM Code: XXXXX

LO3: Monitor and evaluate workplace learning

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

- Using feedback from individuals or teams.
- Assessing and recording outcomes and performance of individuals/teams.
- Negotiating modifications to learning plans.
- Maintaining records and reports of competence

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

- Use feedback from individuals or teams.
- Assess and record outcomes and performance of individuals/teams.
- Negotiate modifications to learning plans.
- Maintain records and reports of competence

Learning Instructions:

4. Read the specific objectives of this Learning Guide
5. Follow the instructions described from 1 to 3
6. Read the information written in the information “Sheet 1

1. METHODS OF MONITORING PERFORMANCE

Obviously, performance appraisals are important. But how do you evaluate an employee's performance? That is, what are the specific techniques for appraisal? The following reviews the major performance-appraisal methods.

Critical incidents focus the evaluator's attention on those behaviors that are key in making the difference between executing a job effectively or ineffectively. That is, the appraiser writes down anecdotes that describe what the employee did that was especially effective or ineffective. The key here is that only specific behaviors, and not vaguely defined personality traits, are cited. A list of critical incidents provides a rich set of examples from which the employee can be shown the behaviors that are desirable and those that call for improvement.

Graphic Rating Scales One of the oldest and most popular methods of appraisal is the use of graphic rating scales. In this method, a set of performance factors, such as quantity and quality of work, depth of knowledge, cooperation, loyalty, attendance, honesty, and initiative, are listed. The evaluator then goes down the list and rates each on incremental scales. The scales typically specify five points, so a factor such as *job knowledge* might be rated 1 ("poorly informed about work duties") to 5 ("has complete mastery of all phases of the job").

Behaviorally Anchored Rating Scales combine major elements from the critical incident and graphic rating scale approaches: The appraiser rates the employees on the basis of items along a continuum, but the points are examples of actual behavior on the given job rather than general descriptions or traits.

The group order ranking requires the evaluator to place employees into a particular classification, such as top one-fifth or second one-fifth. This method is often used in recommending students to graduate schools. But when used by managers to appraise

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employees, managers deal with all their subordinates. Therefore, if a rater has 20 subordinates, only 4 can be in the top fifth and, of course, 4 must also be relegated to the bottom fifth.

The individual ranking approach rank orders employees from best to worst. If the manager is required to appraise 30 subordinates, this approach assumes that the difference between the 1st and 2nd employee is the same as that between the 21st and 22nd. Even though some of the employees may be closely grouped, this approach allows for no ties. The result is a clear ordering of employees, from the highest performer down to the lowest.

Building a fully functioning team requires learning how to operate better. The essence of this learning is getting feedback on how well the team is performing. Feedback is information from performance evaluations that is provided to the team. The team cannot wait until the end of the project to find out whether it needs to improve. The team needs to get feedback on an ongoing basis so as to learn and improve.

Team performance feedback can have both positive and negative effects on team motivation and problem solving. It can help to motivate the team to reach its goals and is an important source of information that the team can use to identify and solve problems. However, the team must accept negative feedback as a source of useful information.

One of the most difficult aspects of evaluating a team's performance is how to use the information. An individual or a team tends to become defensive when being evaluated. No one likes to hear negative information about one's performance even though the information is needed if one is to improve. There are several techniques that can help to make a team better able to accept feedback about its performance.

- When providing feedback, focus on the future. Focusing on the past makes people defensive. Focus the information on how to improve future performance.
- Feedback should focus on specific behaviors. Providing general information does not help the team to identify what changes are needed in its behavior.

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- Feedback should focus on learning and problem solving. The information that is provided should help the team to improve, not just focus on its deficiencies.

One of the reasons why teams do not evaluate their group processes is that they prefer to ignore their problems. Team members try to avoid conflict and often are unwilling to tell other team members when they are dissatisfied with the others' performance. This desire to avoid trouble means that problems are hidden and go unresolved until they get so large that they are difficult to manage. **The best way in** which to prevent this self-destructive pattern of behavior is to conduct regular group process evaluations.

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