	INSTITUTION NAME: DEBRE BIRHAN POLY TECHNIC COLLEGE	Date: 10/ 08 /2011 E.C	
Title	Course out line	Revision No:00	Page of

TVET-PROGRAMME TITLE: furniture making level III
UNIT OF COMPETENCY: Monitor Implement of Work plan/Activities
MODULE TITLE: Monitoring Implementation of Work plan/Activities
NOMINAL DURATION: 40hrs
MODULE CODE: INDFMK3 M02 0111

MODULE DESCRIPTION: These modules deals with the skills and knowledge required to oversee and monitor the quality of work operations within an enterprise. This module may be carried out by team leaders, supervisors or managers.

LEARNING OUT COMES (objectives)

At the end of the module the learner will be able to:

- What is monitor implementation of work plan activities
- Monitor and improve workplace operations Maintain workplace records
- Solve problems and make decisions
- Plan and organize workflow decisions
- H0w to monitor &implementation of Work plan/Activities
- Identify monitor &implementation of work plan / activities

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2.1. Monitoring efficiency and service levels on an ongoing basis
2.2. Monitoring goals and quality assurance initiatives
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LO3: Maintain workplace records

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Information Sheet-1	LO1: Planning and organizing workflow

Introduction

- Assess current workflow of colleague accurately
- Schedule work in a manner that enhances efficiency and customer service quality
- Delegate work to appropriate people according to principles of delegation
- Assess workflow and progress against agreed objectives and time lines
- Assist colleagues in prioritization of work load through supportive feedback and coaching
- Provide timely input to appropriate management regarding staffing needs

1.1 Preparing work schedule

How to Prepare a Work Schedule

A good manager will manage dozens of different jobs throughout the day, and one of the most complicated can be preparing a weekly work schedule. Every shift must be filled while employee needs for time off should be considered. While this may seem to take hours every week, setting up a system for writing your work schedule will cut down your scheduling time considerably. Use the same method every week and only change your schedule to accommodate requests for days off. Your scheduling duties will be done in a fraction of the time, freeing you to do other important tasks.

Instructions

1. Draw a grid on graph paper with one vertical line of boxes for each day of the week, with each box representing one hour or one shift of the work day.
2. Write in your shift management schedule first. Each shift must have someone in charge, and the shift should be filled in after these people are in place.
3. Fill in first the employees that have the most limited availability. If some of your team members have school or second jobs, these are hours that you can never schedule them.
4. Fill in hours with names until you have at least one person working on every hour of every shift. This is your basic coverage, and you will build the schedule from here.
5. Add team members on busier shifts until you have the correct amount of employees for every shift in the week.
6. Adjust this schedule for temporary changes after this first basic schedule has been made. Pay no attention to requests for special days off for now.

1.2 Implementing work schedule

How to Implement an Alternative Work Week Schedule

As the owner or manager of a company, you should strive to keep your employees happy and efficient. One way to do this is to implement an alternative work schedule arrangement. Your employees will appreciate it, morale will improve and you will see productivity increases as a result.

Instructions:- Implementing the Alternative Schedule

1. To determine if implementing an alternative work schedule is best for your company, you must first assess the benefits. Studies have shown that flexible arrangements can cut overhead costs such as electricity, improve morale, and lower absenteeism.
2. You will need to review which employees or departments will be eligible for the alternative arrangement depending on your business needs. You may need at least one or two people in the office if you need someone to answer the phone during all normal business hours.
3. Decide on an alternative schedule. There are many different variations of alternative work schedules. You will need to decide if you are going to adopt just one method or implement several. Here are some examples;
4. It is important to write up a policy detailing the new work schedule. In the policy, you will want to include details on the alternative schedule, which employees and/or departments will be affected, if employees can choose what schedule they would like and what the consequences will be for not adhering to the alternative work schedule.
5. Implement the flexible policy. Share with employees benefits of the change and review the policy with them. Also, give employees advance notice so they can adjust or implement child care, ride sharing or transportation as needed.

1.3 Review and evaluate work schedule

How to Evaluate the Feasibility of an Alternate Work Schedule

Offering flexibility to your employees can be a competitive business advantage that allows you to retain and attract talented individuals who prefer an alternate work schedule. The key to providing uncommon work schedules is to evaluate the impact on your business and ensure work levels and communication can be maintained under a different work environment. Potential alternative work schedules can include a combination of telecommuting, job sharing, compressed work weeks and non-standard working hours.

Instructions

1. Evaluate time sensitive components in a job. Some jobs may require customer or business contacts during standard working hours, while others are flexible as to the time of day work is performed.
2. Determine supervision requirements. Review the level of supervision required for a job function, both during work performance and after the work is completed.
3. Determine the support needed to ensure success. Look at equipment requirements and network accessibility needs that will be different with an alternate work schedule. For example, a telecommuting employee may require a company issued laptop rather than a desktop and may need access to an internal computer network. Calculate the financial impact of these changes to help analyze feasibility.
4. Look at benefits impact. For alternate work schedules where employees work less than full time, your existing benefit offers may not provide sufficient coverage. For example, a position shared by two individuals may be classified as two part-time workers for the purposes of benefits.
5. Evaluate the individual workers for alternate work schedule compatibility. Ensure the personality and individual circumstances of the individual will match the proposed schedule changes.

Evaluation is a valuable process that begins before the rotation starts and integrates fully with the entire learning experience. The result of a well-integrated evaluation process is an enhanced learning experience for the student and increased satisfaction for the preceptor.

The goals for this monograph are to:

1. Review characteristics of evaluation and discuss why it is important.
2. Discuss pitfalls in the evaluation process.
3. Outline a practical system for effective evaluation.

Table 1. Comparing Feedback and Evaluation Sessions

FEEDBACK	EVALUATION	
Timing	Timely	Scheduled
Setting	Informal	Formal
Basis	Observation	Observation
Content	Objective	Objective
Scope	Specific Actions	Global Performance
Purpose	Improvement	“Grading” & Improvement

1.4 Preparing report/recommendations

Report Writing: Recommendations

This section of the report is probably the most important part of a report, because the purpose of a report is to solve problems or to take advantage of opportunities, and the recommendations section is the part where you make suggestions about how to do this.

Situation

To help you to understand the notes below, here is a situation:
A customer visits your company and talks to a salesperson. The salesperson is new, and lacks product knowledge, so sells the customer an unsuitable product. Later the customer discovers that the product is unsuitable, and therefore he returns the product, complains, and asks for his money back.

Example Recommendations

Recommendations

Due to the customer complaint and the lack of guidelines to prevent untrained sales staff from serving customers, the following recommendations are made concerning compensating the customer, staff training, monitoring new staff, and revising the guidelines.

Compensation

Given that the customer has justifiably complained, we should give him his money back, and, to maintain goodwill, give him a single-use voucher worth 5% of the price of the original goods to encourage him to continue his relationship with our company.

Staff Training

In the light of the customer's complaint that our salesperson recommended the wrong product to him, we should ensure that all sales staff completes their product training before serving customers. This guideline should be in our staff manuals and procedures.

Monitoring New Staff

In order to reduce the possibility of new salespeople making incorrect recommendations to customers, they should always be accompanied by an experienced salesperson for the first month of their service. This guideline should also be in our staff manuals and procedures.

1.5 Time management

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date. systems have become exceedingly popular in recent years... and with good reason. The ultimate potential benefit of such systems is the ability to optimize how you spend your time in order to extract the best possible results in the shortest period of time.

Time management systems

It's tempting to say that excellent time management is a result of having a great time management system. But I have not found this to be the case. I think the general mindset of time management is far more important than any system. And the mindset of time management is simply that you value your time. It's really a self-esteem issue

Information Sheet-2	LO2: **Monitor and improve workplace operations**

Introduction :- It is difficult for workplace operations to improve on their own, and finding the solution takes more than just going to a checklist detailed in a business management book.

Managers must observe workplace operations to identify problem areas within the culture and procedures.

Monitoring and improving workplace operations helps :-

- ✓ managers have a clearer idea about their roles and responsibilities,
- ✓ delegate tasks better,
- ✓ create more effective work organization methods,
- ✓ develop high-quality customer service and
- ✓ make better decisions.
  - Examine the current procedures. Organizations should examine how the work assigned is carried out in order to verify that they are getting the most from their investments in equipment and labor.
  - identify the problems and learn more about the facts behind each one. Examine the amount of work accomplished at each section monitored along with the average employee output, and compare it to the expected output in terms of quality and quantity.

2.1 Understanding Enterprise goals and quality assurance, procedures and systems

Enterprise is defined here as the application of creative ideas and innovations to practical situations. This is a general concept that can be applied across all areas of education. It combines creativity, ideas development and problem solving with expression, communication and practical action. This definition is distinct from the general use of the word in reference to a project or business venture.

Entrepreneurial effectiveness can be defined as the ability to behave in enterprising and entrepreneurial ways. This is achieved through the development of enhanced awareness, mindset and capabilities to perform effectively in taking up opportunities and achieving desired results.

To summaries, entrepreneurial effectiveness is made up of an appropriate combination of: enterprise awareness entrepreneurial

- Mindset/mind full
- Entrepreneurial/successful person
- Capability/competent

- ✓ Quality control (QC) is a procedure or set of procedures intended to ensure that a manufactured product or performed service adheres to a defined set of quality criteria or meets the requirements of the client or customer. QC is similar to, but not identical with,
- ✓ quality assurance (QA). QA is defined as a procedure or set of procedures intended to ensure that a product or service under development (before work is complete, as opposed to afterwards) meets specified requirements. QA is sometimes expressed together with QC as a single expression, quality assurance and control (QA/QC).

2.3 Identifying quality problems and issues

Quality problems cannot be solved unless they have been identified and, for various reasons, problem identification (PI) is not always easy. This paper proposes an account of the PI process. The account encompasses the many different ways in which quality and other organizational problems are discovered.

Problem identification (PI) is the process by which someone comes to believe that a problem does or will exist. Quality problems are identified in various ways: for instance, as a result of customer feedback; through the monitoring of control charts; from periodic performance reports; and by group brainstorming that generated potential improvement project. Problem identified is important because it is a necessary prerequisite for problem solving

2.4 SWOT analysis

SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats

What is a SWOT analysis and why should you use one?

When do you use SWOT?

What are the elements of a SWOT analysis?

When and where do you develop a SWOT analysis?

How do you develop a SWOT analysis?

How do you use your SWOT analysis?

- What is a SWOT analysis and why should you use one?

The name says it: Strength, Weakness, Opportunity, and Threat. A SWOT analysis guides you to identify the positives and negatives inside your organization (S-W) and outside of it, in the external environment (O-T). Developing a full awareness of your situation can help with both strategic planning and decision-making.

The SWOT method (which is sometimes called TOWS) was originally developed for business and industry, but it is equally useful in the work of community health and development, education, and even personal growth.

- When do you use SWOT?

A SWOT analysis can offer helpful perspectives at any stage of an effort. You might use it to:

- Explore possibilities for new efforts or solutions to problems.
- Make decisions about the best path for your initiative. Identifying your opportunities for success in context of threats to success can clarify directions and choices.
- Determine where change is possible. If you are at a juncture or turning point, an inventory of your strengths and weaknesses can reveal priorities as well as possibilities.
- Adjust and refine plans mid-course. A new opportunity might open wider avenues, while a new threat could close a path that once existed.

SWOT also offers a simple way of communicating about your initiative or program and an excellent way to organize information you've gathered from studies or surveys.

- What are the elements of a SWOT analysis?

A SWOT analysis focuses on the four elements of the short form, but the graphic format you use varies depending on the depth and complexity of your effort.

Remember that the purpose of performing a SWOT is to reveal positive forces that work together and potential problems that need to be addressed or at least recognized. Before you conduct a SWOT session, decide what format or layout you will use to communicate these issues most clearly for you.

We will discuss the process of creating the analysis below, but first here are a few sample layouts-ideas of what your SWOT analysis can look like.

You can list internal and external opposites side by side. Ask participants to answer these simple questions: what are the strengths and weaknesses of your group, community, or effort, and what are the opportunities and threats facing it?

INTERNAL	EXTERNAL		
Strengths	Weaknesses	Opportunities	Threats

Or if a looser structure helps you brainstorm, you can group positives and negatives to think broadly about your organization and its external environment.

Positives	Negatives
Strengths	Weaknesses
Assets	Limitations

Resources Restrictions

Prospects Threats

Challenges

- When and where do you develop a SWOT analysis?

A SWOT analysis is often created during a retreat or planning session that allows several hours for both brainstorming and more structured analysis. The best results come when participants are encouraged to have an open attitude about possibilities. While you might "SWOT" in conjunction with an informational or business session, the tone when creating a SWOT analysis is usually collaborative and inclusive.

- How do you develop a SWOT analysis?

Here's one way to proceed in a gathering to produce your analysis.

1. Designate a leader or group facilitator who has good listening and group process skills, and who can keep things moving and on track.
2. Designate a recorder to back up the leader if your group is large. Use newsprint on a flip chart or a large board to record the analysis and discussion points. You can record later in a more polished fashion to share with stakeholders and to update.
3. Introduce the SWOT method and its purpose in your organization. This can be as simple as asking, "Where are we, where can we go?" If you have time, you could run through a quick example based on a shared experience or well-known public issue (even the new TV season).
4. Depending on the nature of your group and the time available, let all participants introduce themselves. Then divide your stakeholders into smaller groups. If your retreat or meeting draws several groups of stakeholders together, make sure you mix the small groups to get a range of perspectives, and give them a chance to introduce themselves.

- How do you use your SWOT analysis?

In some ways a SWOT analysis pushes you to think "inside the box" by asking you to categorize your effort in such simple opposing terms. But the purpose of this information gathering is definitely to help you move outside the box of any constraints or limitations that may have hindered you before.

Knowledge is indeed power, and knowing what the positives and negatives of your program are puts you in a more powerful position for action. While a SWOT analysis is not in itself action, it can be a "support team" to help you:

Identify the issues or problems you intend to change

Set or reaffirm goals

Create an action plan

The "Example" included with this section illustrates how SWOT can help discover areas for action.

And as you consider your analysis, remember the half-full glass. Be open to the possibilities that exist within a weakness or threat. Likewise, recognize that an opportunity can become a threat if everyone else sees the opportunity and plans to take advantage of it as well, thereby increasing your competition.

Whatever courses of action you decide on, the four-cornered SWOT analysis prompts you to move in a balanced way throughout your program. It reminds you to:

- build on your strengths
- Minimize your weaknesses
- Seize opportunities
- Counteract threats

A SWOT analysis will be most helpful if you use it to support the vision, mission, and objectives you have already defined. The SWOT will at least provide perspective, and at best will reveal connections and areas for action.

Information Sheet-3	LO3: Maintain workplace records

Maintain information systems

Organizations establish filing systems to accommodate the type of records they need to keep. These files need to be regularly updated and accurate to maintain the integrity of the files. A business might establish a **centralized** filing system (all the records are kept in the one place) or a **non-centralized** system (departments within organizations have control of their own records). These files may be paper-based (in filing cabinets) or electronically filed (on computer systems), may be in fixed filing areas (filing cabinets or compact us units) or in a portable filing system (so they can be moved from one area to another easily). Inactive or dead files should either be destroyed or relocated to a storage area.

Good filing practices for paper-based files include

- setting a regular time aside for filing
- removing paper clips or pins which might damage files
- mending any damage before filing
- attaching small documents to an A4 sheet before filing
- establishing new files rather than overfilling existing files
- avoiding the use of plastic covers
- returning files to the system as soon as possible
- Paying attention to Occupational Health and Safety issues, e.g. closing filing cabinet drawers when not in use, using a trolley when heavy or bulky items need to be moved, using a ladder when retrieving files from a high location, and not storing files where they could overbalance or be tripped over.

It is essential that computer operators understand the electronic file management procedures of the organization, such as how files are named and how folders (directories) are used.

How workplace information is stored depends on the following:

- The amount of information to be stored - it is easier to store large amounts of information on a computer database rather than a paper-based storage system. This also enables many people to easily access the information, particularly if the organization is spread over a number of workplaces.

- The size of the workplace/organization - relates to both the physical size and the number of employees. A large workplace area has the potential for an adequate area being available for filing cabinets or compact us units to store paper-based information, whereas a small workplace area would tend to store more information electronically or digitally.

- How work is conducted - some business organizations are more electronically up-to-date than others and have embraced the digital age, ensuring that more information would be stored electronically rather than paper-based.
- The amount of storage space available - if storage space is limited, less paper files can be stored. Inactive or dead files would need to be identified and disposed of in a shorter period of time so storage space is used most effectively.
- How often records need to be accessed - those records used frequently would need to be easily accessed, so would tend to be either centrally filed if paper-based if the workplace area is relatively small or non-centrally to give access to the relevant department; or digitally filed to enable all employees access whenever necessary.

- Security required - confidential or sensitive paper-based information would need to be filed in a secure area, either in locked filing cabinets or a locked room that few people can access. Keys for both would be given only to those who have authority to access the information.

- Cost of storage equipment - computer equipment is expensive and has to be updated and maintained regularly whereas filing cabinets last a long time and tend to be a one-off expense.

- Protection from environmental effects - all files must be protected from damage due to fire, flood etc.

3.2 File records/documents

Records and Document Management Policy

Purpose

This policy establishes the framework under which official records and documents of the University are created and managed. It lists the responsibilities of staff, and articulates the principles underpinning the processes outlined in the records and document management guidelines.

The intent of this Policy is to ensure that University business areas have the appropriate governance and supporting structure and resources in place to enable them to manage their records and documents in a manner that is planned, controlled, monitored, recorded and audited, using an authorized system.

Scope

This Policy is applicable to all staff of the University and to all official corporate records and documents, in any format and from any source. Examples include paper, electronic messages, digital documents and records, video, DVD, web-based content, plans, and maps.

Policy Statement

Records and documents created, received or used by University staff in the normal course of business are the property of the University, unless otherwise agreed. This includes reports compiled by external consultants commissioned by the University.

Therefore, records are to be:

- managed in a consistent and structured manner;
- managed in accordance with University guidelines and procedures;
- stored in a secure manner, in accordance with the Records and Document Management Guideline – Access and Security;
- disposed of, or permanently archived, in accordance with the Records and Document Management Guideline – Archiving and Disposal;
- captured and registered using the authorized recordkeeping system (Data Works) provided for this purpose, in accordance with the Records and Document Management Guideline – Create, Classify, and Capture. and documents are to be:
- created by authorized officers and managed in the central and controlled repository of the University Electronic Records and Document Management System (currently Data Works), in accordance with the Records and Document Management Guideline – Create, Classify, and Capture;
- Version controlled by authorized officers in accordance with the Records and Document Management Guideline – Access and Security.

Responsibility

The Senior Officer responsible for Records Management has delegated responsibility for records management other than financial records across the University.

The Coordinator, Records Management is accountable for providing business areas with assistance in the overall management of records and documents, including:

- Management of the University Recordkeeping and Document Management System (Data Works);
- Management of the Records Management Department;
- providing assistance to business areas with the implementation and interpretation of the Records and Document Management Procedures and Guidelines;
- maintaining and developing University policy and promulgating this to the business areas;
- identifying retention and disposal requirements for operational and administrative records;
- providing training in records and document management processes and Data Works.

Recordkeeping and Document Management System

The company's recordkeeping and document management system assists company staff to capture records, protect their integrity and authenticity, provide access through time, dispose of records no longer required by the University in the conduct of its business, and ensure records of enduring value are retained. It also facilitates the creation, version control, authority of official corporate documents.

All staff is to use Data Works to ensure that:

- Official records and documents are routinely captured and subjected to the relevant retention and disposal authority;
- Access to records and documents is managed according to authorized access and appropriate retention times regardless of campus location;
- Records and documents are protected from unauthorized alteration or deletion;
- Documents are version controlled as required;
- there is one authoritative and primary source of information documenting the University's decisions and actions.

All staff within the company, who creates, receives and keeps records and documents as part of their daily work, should do so in accordance with established policies, procedures and standards. Staff should not undertake disposal of records without authority – and only in accordance with authorized disposal schedules.

- Establish databank
- Establish filing system

Information Sheet-4	LO4: Solve problems and make decisions

Problem Solving and Decision Making

Much of what managers do is solve problems and make decisions. Decision-making is a key role of a manager and leader. Some managers find this to be one of the most difficult tasks to perform. They have a fear of failure, and procrastinate mainly because they have a lack of a structured approach. One of two things usually happens; they either put off making the decision in the hopes that someone else will bail them out, or even worse, make a decision using a knee jerk reaction.

here are 12 steps to follow to use as a guideline when making important decisions:

1. Who should make the decision? First of all, you might be looking at a problem or need that is not your decision to make. Be sure you are not stepping on anyone's toes, even though your heart is in the right place.
2. What makes you think there is a problem, or why the need? Before you can start to make any decisions, you need to be absolutely clear the problem or need is valid. Make sure you consider those who will be affected by the decision.
3. Where is the problem or need? Is it internal or external? Is it in your department or somewhere else? Is it only in certain areas of your network? Is it one employee or the whole group? You need to know where the problem or need lies before you can begin to make the right decision to fix or buy.
4. When is it happening or needed? Is it certain parts of the day? Is it when there is over usage? Is it when shifts overlap? Is it always at the end of the month? Is it every time there is a new software release? By pinpointing when the problem happens, it helps greatly in detecting the root cause of the issue.
5. What is causing the problem or need? Is the problem process related? A lack of training? Old and slow computers causing longer handle times, which in turn is affecting customer satisfaction? Are there not enough employees to handle the amount of calls? Is it a design or engineering flaw? Is it quality control issues?
6. How complex is the problem or need? The more complex the problem or need, the deeper you will have to dig. Don't be afraid to go back to the drawing board until you are fully confident with the choices you have made.

7. What is the urgency and how should you prioritize? Some problems are more important than others. You would not want to work on a complex minor issue when you have an easy major issue that should be dealt with immediately.
8. What is the ideal outcome? When you are faced with a big decision, it is easy to get lost in the detail and circumstances. Write a list of pros and cons, advantages and disadvantages, and short term and long-term goals to make sure the outcome has the desired effect.
9. What are the possible solutions to the problem or need? Brainstorm with your key staff members for solutions to the problem or need, unless you are dealing with a confidential or personal issue.
10. Make the final decision. You should now know the direction you are going to take. Commit to your final choice or course of action. Recognize that you cannot know with 100% certainty that your decision is correct.
11. Plan and implement the final decision. Now that you have decided on what you are going to do, you need to determine how and when you will make it happen. Be realistic in your approach. Can you accomplish the task now? Do you have the resources? Is it in your immediate budget?
12. Monitor and verify whether the problem or need has been solved and/or is effective. It is a good idea to set up daily or weekly meetings to make sure all is well. Make sure all is going according to plan and is on schedule.

4.1 Problem identification

Identifying problems

The Problem Identification section is the most important section of the case study report. In it, you will need to:

- identify all the major problems in the case in terms of the management concepts you have studied;
- focus on the underlying causes of problems, not just their symptoms;
- Link each problem identified to both relevant theory and evidence from the case study (i.e. integrate theory with your analysis);
- reference all non-original work.

Before starting on the tasks below, read the Case Study Summary. Please note that the Summary does not contain all the events discussed in the original

4.2 Problem solving and decision making processes

Problem-solving and decision-making

Problem solving and decision-making are important skills for business and life. Problem-solving often involves decision-making, and decision-making is especially important for management and leadership. There are processes and techniques to improve decision-making and the quality of decisions. Decision-making is more natural to certain personalities, so these people should focus more on improving the quality of their decisions.

Decision-making process

1. Define and clarify the issue - does it warrant action? If so, now? Is the matter urgent, important or both. See the Pareto Principle.

2. Gather all the facts and understand their causes.

3. Think about or brainstorm possible options and solutions. (See brainstorming process)

4. Consider and compare the pros and cons of each option - consult if necessary - it probably will be.

5. Select the best option - avoid vagueness or 'foot in both camps' compromise.

6. Explain your decision to those involved and affected, and follow up to ensure proper and effective implementation.

Pros and cons decision-making method

Another simple process for decision-making is the pros and cons list.

Pro means 'for', and con means 'against'. In other words, advantages and disadvantages.

This method also applies to all sorts of problem-solving where issues and implications need to be understood and a decision has to be made.

Use the brainstorming process to identify and develop options for decision-making and problem-solving.

1. First you will need a separate sheet for each identified option.

2. On each sheet write clearly the option concerned, and then beneath it the headings 'pros' and 'cons' (or 'advantages' and disadvantages', or simply 'for' and 'against'

3. Then write down as many effects and implications of the particular option that you (and others if appropriate) can think of, placing each in the relevant column.

4. If helpful 'weight' each factor, by giving it a score out of three or five points (e.g., 5 being extremely significant, and 1 being of minor significance).

5. When you have listed all the points you can think of for the option concerned compare the number or total score of the items/effects/factors between the two columns.

6. This will provide a reflection and indication as to the overall attractiveness and benefit of the option concerned.

7. If you have a number of options and have complete a pros and cons sheet for each option, compare the attractiveness - points difference between pros and cons - for each option.

8. N.B. If you don't like the answer that the decision-making sheet(s) reflect back to you, it means you haven't included all the cons - especially the emotional ones, or you haven't scored the factors consistently, so re-visit the sheet(s) concerned.

4.3 Management of people

Managing People at Work surrounds managers with just-in-time management training and professional leadership development. Our monthly newsletter and online management resources helps good managers attain the advanced skills they need to become outstanding leaders.

Employee Management and Leadership in the Workplace

Employee management is your first concern if you are a supervisor or manager at work. Effective management and leadership of employees allow you to accomplish your goals at work. Effective employee management and leadership allow you to capitalize on the strengths of other employees and their ability to contribute to the accomplishment of work goals. Successful employee management and leadership promote employee engagement, employee motivation, employee development, and employee retention.

Employee Management Fundamentals

Looking for all of the basics about employee management? Employee management is the most important job that managers do in an organization. You'll want to learn how to find, interview, and hire a superior workforce. Then, you need to understand and perform the employee practices that keep employees motivated, inspired, developing, and attaining goals with your guidance.

Employee Training and Development

How you welcome a new employee into your organization is critical. Your employee orientation or on boarding process forms the foundation for a lasting, successful employment relationship. Effective ongoing training and development, whether in the classroom or on-the-job, ensures employee success in their current role.

Performance Management

Managers cite performance appraisals or annual reviews as one of their most disliked tasks. Performance management eliminates the performance appraisal or annual review and evaluation as the focus and concentrates instead on the entire spectrum of performance management and improvement strategies

Manage Day-to-Day Employee Performance

Managing employee performance every day is the key to an effective performance management system. Setting goals, making sure your expectations are clear, and providing frequent feedback help people perform most effectively. Learn more about managing performance.

4.4 Leadership and management responsibilities

Being a manager and a leader takes a significant amount of effort on the part of the supervisor involved. This is because the role of a manager and a leader are not synonymous. This misunderstanding frequently occurs with those who assume a manager takes on the title of leader by default due to the employment classification.

Definitions:- A manager, as noted earlier, provides a specific supervisory function over an assigned number of staff or a functional area. Similar to a higher-ranking position in the military, a manager is given a task set that requires being responsible for higher level tasks and, if assigned, ensuring staff work on those tasks to completion. A leader is a person who motivates people to do what she wants to get done. This motivation can occur through direction similar to a manager, but it can also occur through working synergies, coaching, empathy, cooperation and paying attention to emotional intelligence signals, such as non-verbal body language.

Manager Responsibilities

A manager's responsibilities tend to be defined by the organization he may work for. The higher the manager level, the more specific tasks and assignment areas the manager is specifically responsible for. This can include meeting performance metrics, maintaining organizational cohesion, communicating down direction and upper management's desires and ensuring productivity meets deadlines and expectations.

Leader Responsibilities

A leader's responsibilities involve focusing on the well-being of those around and striving to meet goals. Because a leader isn't always an assigned supervisor, she doesn't need to always follow textbook approaches to organizational situations. A leader typically needs to be able to incorporate the motivations and interests of the group or staff in such a way that they feel integrated with the direction the leader wants to go.

Combined Responsibility

Both managers and leaders tend to be held responsible for the well-being of their staff. However, staff doesn't always communicate their conditions clearly. Both managers and leaders can take signals from their staff through non-verbal communications, such as body language or what is not said when asked a question about status.

4.5 Measuring effectiveness

The ability to capture progress and identify setbacks in the development of laws, and security and justice institutions and processes is critical to strengthening the rule of law in a country.

4.6 Industrial/legislative issues

This page contains a description of the authority of the federal government and the provinces and territories in the field of industrial relations, a summary of the major provisions of the industrial relations laws of general application (not including construction) in each authority, and synoptic charts on legislative provisions dealing with certain major collective bargaining issues.