Basic Metal Works

Level-I

Learning Guide-08

Unit of Competence: Work with Others

Module Title: **Working with Others**

LG Code: **IND BMW1 M03 LO1-LG-08**

TTLM Code: **IND BMW1 M03 TTLM 1019v1**

LO 1: Develop effective workplace relationship

Instruction Sheet	**Learning Guide: 08**

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

- Doing duties and responsibilities
- Seeking assistance from Workgroup
- Encouraging, acknowledging and acting upon Feedback on performance
- Respecting and acknowledging personal values and beliefs

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**:

- Do duties and responsibilities in a positive manner to promote cooperation and good relationship.
- Seek assistance from workgroup when difficulties arise and addressed through discussions.
- Encourage, acknowledge and act feedback provided by others in the team upon.
- Respect and acknowledge differences in personal values and beliefs in the development.
  Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information "Sheet 1, Sheet 2, Sheet 3 and Sheet 4".
4. Accomplish the "Self-check 1, Self-check 2, Self-check 3 and Self-check 4" **in page -13, 21, 27 and 31** respectively.

Information Sheet-1	Doing duties and responsibilities

1.1. Introduction to working with others

Working with Others refers to the ways workers interact with one another to get the job done. Sometimes, workers complete tasks on their own. Other times, they work with a partner or as part of a team. Some workers also have a supervisory or leadership role, which makes working with others more complex.

Working with other includes a combination of two or more person work with to complete a given task. The examples of real workplace task that depend on working with other:

Machinists work independently and with others. They work independently to interpret plan and produce or repair parts. They work with other machinists to carry out new or complex tasks or to solve problems. For example, they may work with partners or maintenance staff to troubleshoot equipment failures.

The majority of **welders'** tasks are completed independently, but they must work with other team members, including fitters, other welders and supervisors to plan work, confirm measurements and calculations assist coworkers with tasks and schedule sharing of equipment. They may also be partnered with workers from other trades, such as pipefitters, to coordinate their tasks on projects so that steps are completed in the right order.

Automotive painters may be required to coordinate activities with workers from body repair and vehicle preparation departments to ensure a smooth supply of vehicles to be painted. Automotive painters may also work directly with coworkers who assist them with vehicle preparation duties, such as sanding and masking.

1.2. Workplace culture

Workplace is a place where people work, such as an office or factory. **Culture** is the set of shared attitudes, values, goals and practices that characterize an institution or organization. Workplace culture is the set of shared attitudes, values, goals and practices that characterize an institution or organization such as a corporate culture focused on the bottom line. The culture of a workplace is critical to our ability to work successfully with others in that workplace. Positive workplace culture enhances and encourages teamwork, improves efficiency and productivity and significantly reduces employee turnover.

1.3. Positive workplace relationship

It is a human quality to seek the friendship and interaction of others, social interaction has the ability to influence the state of our mental health; therefore it is important to have positive relationships at home and in the workplace. It has been researched that the more content a person is in the workplace, the more productive they will be. Having positive and healthy relationships within the workplace also benefits us in many other ways. Our work becomes more enjoyable when we get along with our co-workers, we become more innovative and resourceful, and we are more likely to engage with changes that may be implemented.

Employees spend a lot of time in the presence of their co-workers, especially in a team environment. Building effective workplace relationships is beneficial to the employees, as well as to the organization.

Team cohesiveness improves the overall effectiveness of the team. Effective workplace relationships can enrich the employee experiences at work by satisfying psychological needs for affiliation., likewise poor workplace relationships often leads to conflict and division within teams.

Constant conflict and negativity has a direct impact on the productivity and culture of the organization.

1.4. Duties and responsibilities

1.4.1. Job Duties

The Job Duties section is the foundation of the Job Description. It conveys the complexity, scope, and level of responsibility of a job. It is important to accurately, concisely, and completely describe the duties and responsibilities of a job.

1.4.2. Job Description

Summarizes the main points of the job description which may include key responsibilities, functions, and duties; education and experience requirements; and any other relevant information (i.e. scheduling requirements, travel, etc)

A job description identifies essential and non-essential tasks that are assigned to a specific position. It also identifies reporting relationships and may also describe required qualifications, minimum requirements, working conditions, and desirable qualifications.

Job description is a written statement, found in policy manuals that describe the duties and functions of the various jobs within the organization. It outlines the scope of authority, responsibility, and accountability involved in each position.

It should provide the broad general guidelines under which the individual will function and the basis for performance evaluation of the person working in that role

1.4.2.1. The Uses of a Job Description

- Identifies duties of positions
- Organizes work efficiently enabling supervisors to better control workload
- Assists in identifying employee training needs
- Assists in evaluating and defining employee performance and expectations
- Serves as recruitment tool
- Avoids potential out-of- class situations
- Provides a defensible tool when documenting employee performance issues
- Provides a reliable foundation for position evaluation when faced with issues such as reasonable accommodation, limited duty, workers compensation, fitness for duty and disability retirement.

Note: When writing generic duties for more than one position in a classification, extra care must be taken to describe the duties. This is because the descriptions are inherently more general in nature, Extra care is needed in order to fully capture the work of multiple positions and not omit any essential functions.

1.4.3. Organizational Policy

Organizational Policy is a set of policies, principles, rules, and guidelines formulated or adopted by an organization to reach its long-term goals and typically published in a booklet or other form that is widely accessible.

Policies and procedures are designed to influence and determine all major decisions and actions, and all activities take place within the boundaries set by them. Procedures are the specific methods employed to express policies in action in day-to-day operations of the organization. Together, policies and procedures ensure that a point of view held by the governing body of an organization is translated into steps that result in an outcome compatible with that view.

A workplace without rules and policies for workers to abide to is certainly a recipe for disaster. Policies serve a vital purpose in strengthening, supporting, and protecting an organization and its people. These are applied to form boundaries for acceptable behavior within the workplace, and serve as a guideline for the best practices in particular office

situations. This is done to set values and norms that contribute to the general culture of the company as well.

Company policy and procedures are an essential part of any given organization. These are employed to protect the rights of company employees as well as the interests of employers. This is to establish the rules of conduct within an entity, outlining the function of both employers and the organization's workers. This may include employee conduct, dress code, attendance, privacy, and other related conditions, depending on the needs of the organization.

Benefits of workplace policies include that they:
- provide workers with knowledge about what is expected of them, e.g. behavior and performance standards;
- provide rules and guidelines for decision-making in routine situations;
- provide a consistent and clear response across the company in dealing with situations;
- demonstrate your good faith that workers will be treated fairly and equally;
- provide an accepted method of dealing with complaints and misunderstandings to help avoid claims of bias and favoritism;
- provide a clear framework for the delegation of decision-making;
- provide a means of communicating information to new workers; and
- Ensure that you are better equipped to defend claims of a breach of employer obligations, e.g. health and safety legislation.

1.4.4. Organizational Structures

Organizational structure is a pattern of relationship through which people, under the direction of managers, pursue their common goals. It is also the way in which organization's activities are divided, organized and coordinated. The organizations created the structures to coordinate the activities of work factors and control the member performance.

Organizational structure is the framework of the relations on jobs, systems, operating process, people and groups making efforts to achieve the goals.

Organizational structure is a set of methods dividing the task to determined duties and coordinates them. Organizational structure refers to the models of internal relations of organization, power and relations and reporting, formal communication channels, responsibility and decision making delegation is clarified. Helping the information flow is one of the facilities

provided by structure for the organization. Organizational structure should facilitate decision making, proper reaction to environment and conflict resolution between the units. The relationship between main principles of organization and coordination between its activities and internal organizational relations in terms of reporting and getting report are duties of organization structure.

To understand how the organization in which you are employed is structured. You need to ask these questions:

- To whom do I report?
- To whom can I delegate/representative?
- To whom do I go with a problem or concern?
- How do I report error?
- Who will evaluate me?
- Am I responsible for evaluating someone else?

These and many other questions are answered by understanding the organization's structure and function.

1.4.4.1. Key terms about organizational structure

Departmentalization: - the grouping of related functions into manageable units to achieve the objectives of the enterprise in the most efficient and effective manner.

Delegation:- the process that makes management possible because management is the process of getting results accomplished through others. Delegation is the work a manager performs to entrust others with responsibility and authority and to create accountability for results. It is an activity of the organizing function.

Scalar principle: - (chain of command) a clear definition of authority in the organization. This authority flows down the chain of command from the top level to the first or lowest level in the organization.

Centralization:- occurs in an organization when a limited amount of authority is delegated.

Decentralization: - occurs when a significant amount of authority is delegated to lower levels in the organization.

Contingency approach: - an approach to organizational structure that states that the most appropriate organizational structure depends on the situation, consisting of the particular technology, the environment and many other dynamic forces.

1.4.4.2. Relationships and chain of command

- **Solid horizontal lines**: represent communication between people with similar sphere of responsibility and power but different in function.
- **Solid vertical lines**: denote the official chain of command (unity of command). Best described by boss

Those having the greatest decision making authority are located at the top; those with the least are at the bottom.

1.4.4.3. Managerial Levels

Top-level: CEO (Chief operating officer), chief design officer; determine the organization philosophy, setting policies, and creating goals and priorities.

Middle-level: Supervisor; integrate unit level day-to-day needs with organization needs.

First-level: workers, team leader; focus primarily on day-to-day needs at unit level.

1.4.4.4. Types of organizational structure

1. Line structures:

It is the bureaucratic organization in which authority and responsibilities are clearly defined, which leads to efficiency and simplicity of relationship.

Advantage: Little stress with orienting people to these organization; authority and responsibilities are clearly defined.

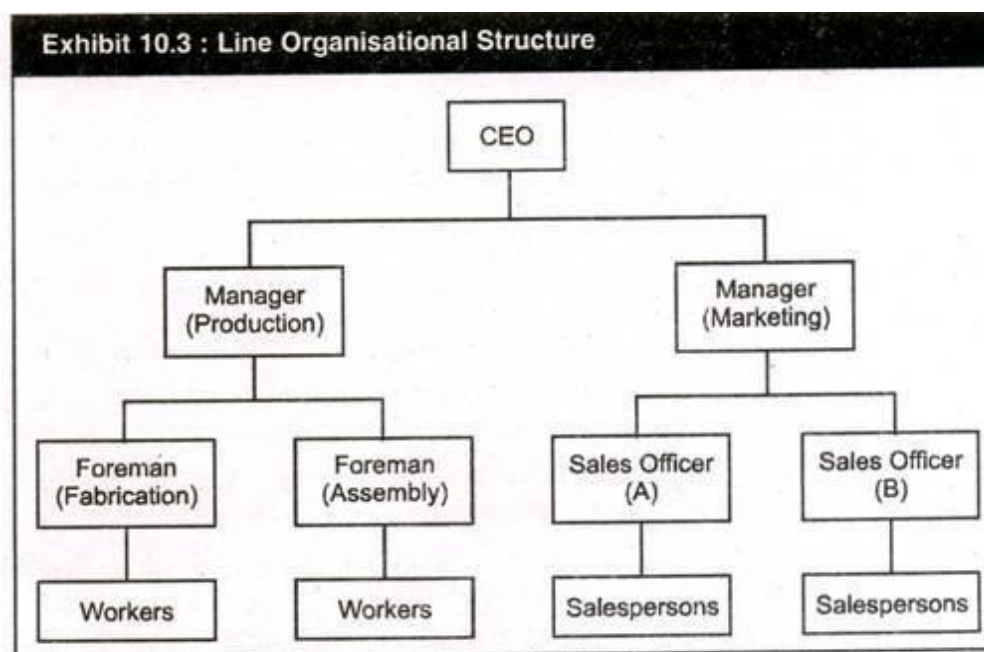**Disadvantage:** difficult to adjust the change, restrict upward communication.

Fig.1.1. Example of line organizational structure

2. Matrix Structure

Matrix Structure has formal vertical and horizontal chain of command. It is designed to focus on both Product and Function. Function is describing all the tasks required to produce the product, and products is the end results of the function. It has less formal rules and fewer level of hierarchy, but decision making can be slow and could be source of confusion and frustration.
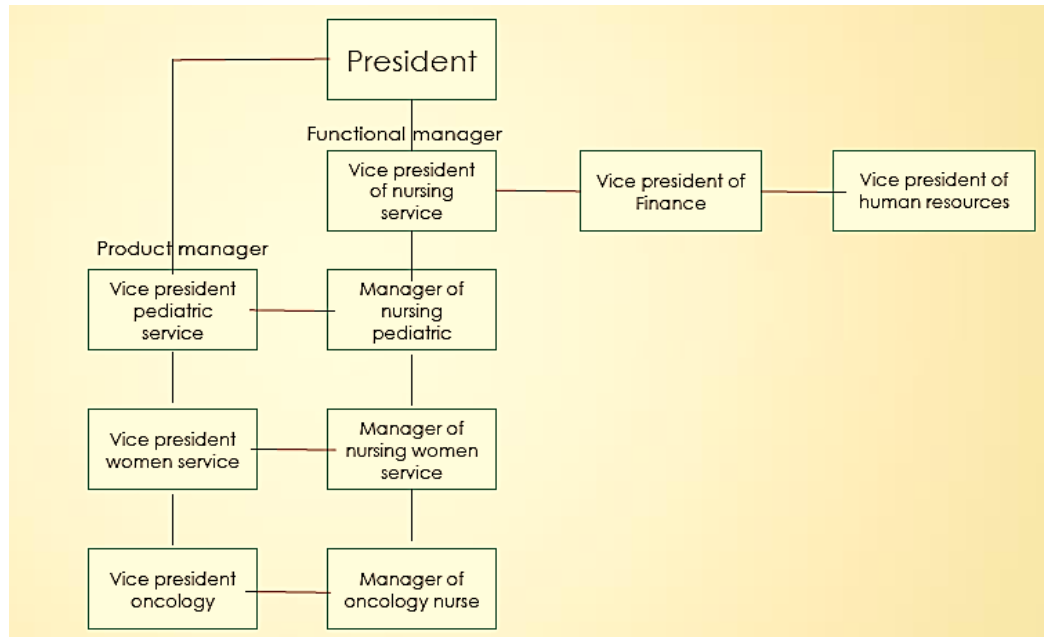

Fig.1.2. Example of matrix Structure

3. Flat design structure

Flat design structure is an effort to remove the hierarchical layers by flatting the chain of command and decentralization the organization. In flatten organization, there continues to be line authority, but because the organizational structure is flattened, more authority and decision making can occur where the work is being carried out.
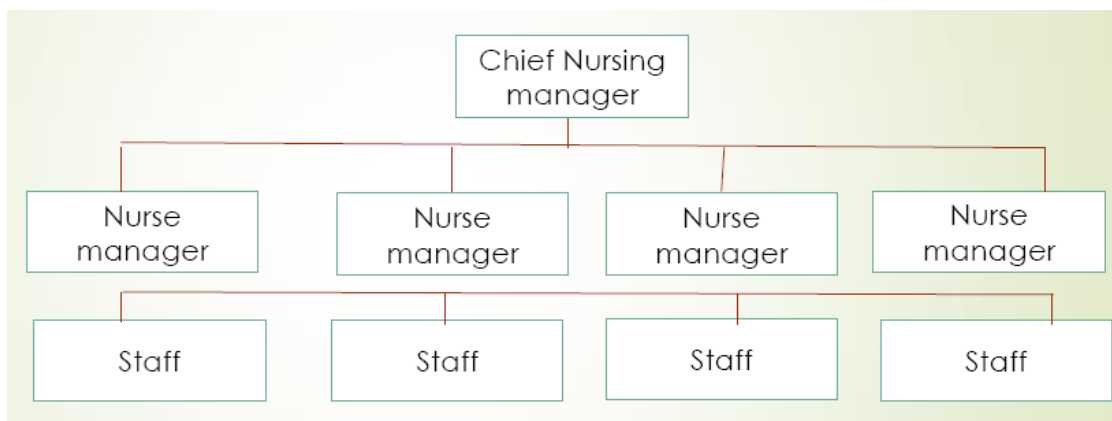

Fig.1.3. Example of flat design

1.4.4.5. Decision making within the organization hierarchy

Decision making hierarchy represents where decisions are made within the management hierarchy.

1. **Centralized decision making:** - a few managers at the top level make the decision.

2. **Decentralized decision making:** - diffuse decision making throughout the organization that allow the problem to be solved at the level which they occur.

Decision making is need decentralized in large organization, because the complex questions that must be answered can be best addressed by people with distinct of experience. Leaving such decision in large organization to few managers burdens those managers and could results devastating delays in decision making.

1.4.5. Supervision Requirements

Supervision is a process which aims to support, assure and develop the knowledge, skills and values of the person being supervised (supervisee), team or project group. It provides accountability for both the supervisor and supervisee in exploring practice and performance. It also enhances and provides evidence for annual performance review or appraisal; it sits alongside an organization's performance management process with particular focus on developing people in a way that is centered on achieving better outcomes for people who use services and their careers.

1.4.6. Accountability Requirements

The ability of a supervisor to hold their employees accountable is the single, most important Management skill a supervisor must have. This is a statement and reality that is so critical, it needs to be repeated: the ability of a supervisor to hold their employees accountable is the single, most important management skill a supervisor must have.

1.4.6.1. Two Measures of Success Requirements

Before a supervisor can hold staff accountable, they must understand that there are really two measures required for a task to be successfully completed. One measure is quality, the other timeliness.

1. **Quality:** The completion of a task or responsibility in manner that meets all standards of excellence for that task or responsibility.

2. **Timeliness:** Completing a task or responsibility on or before the stated deadline for that task or responsibility

1.4.7. Code of conduct

A code of conduct defines how a company's employees should act on a day-to-day basis. It reflects the organization's daily operations, core values and overall company culture. As a result, every code of conduct is unique to the organization it represents

Workplace Code of Conduct defines labor standards that aim to achieve decent and humane working conditions. The Code's standards are based on International Labor Organization standards and internationally accepted good labor practices.

Employees are respected by the Group and are expected to share common goals and values with their colleagues and collaborate as team members. in establishing best practices for respectful and ethical treatment of workers, and in promoting sustainable conditions through which workers earn fair wages in safe and healthy workplaces.

The elements of codes of conducts like Health and Safety in the Workplace, Equal Opportunity and Non-Discrimination, Harassment-Free Environment, An Open Dialogue with Employees, Conflicts of Interest, Communication with the Public, Data Privacy are Use of Company Resource described in table below.

Table1.1: Elements of code and its description

Code element	Description
Employment relationship	• Employers shall adopt and adhere to rules and conditions of employment that respect workers and, at a minimum, safeguard their rights under national and international labor and social security laws and regulations.
Nondiscrimination and Equal Opportunity	• No person shall be subject to any discrimination in employment, including hiring, compensation, advancement, discipline, termination or retirement, on the basis of gender, race, religion, age, disability, sexual orientation, nationality, political opinion, social group or ethnic origin.
Harassment or abuse, Free Environment	• Every employee shall be treated with respect and dignity. No employee shall be subject to any physical, sexual, psychological or verbal harassment or abuse.
Forced labor	• There shall be no use of forced labor, including prison labor, indentured labor, bonded labor or other forms of forced labor.
Child labor	• No person shall be employed under the age of 15 or under the age for

	completion of compulsory education, whichever is higher.
Freedom of association and collective bargaining	• Employers shall recognize and respect the right of employees to freedom of association and collective bargaining.
Health, safety, and environment	• Employers shall provide a safe and healthy workplace setting to prevent accidents and injury to health arising out of, linked with, or occurring in the course of work or as a result of the operation of employers' facilities. • Employers shall adopt responsible measures to mitigate negative impacts that the workplace has on the environment.
Hours of work	• Employers shall not require workers to work more than the regular and overtime hours allowed by the law of the country where the workers are employed. • The regular work week shall not exceed 48 hours. Employers shall allow workers at least 24 consecutive hours of rest in every seven-day period. • All overtime work shall be consensual. Employers shall not request overtime on a regular basis and shall compensate all overtime work at a premium rate. • Other than in exceptional circumstances, the sum of regular and overtime hours in a week shall not exceed 60 hours?
Compensation	• Every worker has a right to compensation for a regular work week that is sufficient to meet the workers' basic needs and provide some discretionary income. • Employers shall pay at least the minimum wage or the appropriate prevailing wage, whichever is higher, comply with all legal requirements on wages, and provide any fringe benefits required by law or contract. • Where compensation does not meet workers' basic needs and provide some discretionary income, each employer shall work with the FLA (Fair Labor Association) to take appropriate actions that seek to progressively realize a level of compensation that does.

Self-Check -1	**Written Test**

Directions: Answer all the questions listed below.

Part I: - Choose the correct answer from the given alternatives

1. Working with other includes a combination of:
   A. Two or more person work with
   B. Carrying out new or complex tasks or solving problems in team
   C. Machinist, welders and supervisors to plan work
   D. All of the above

2. Which one is true about workplace culture?
   A. The set of shared attitudes, values, goals
   B. Practices that characterize an institution or organization
   C. Corporate culture focused on the bottom line
   D. All are answer

3. Job description summarizes the main points, except.
   A. The key responsibilities and functions
   B. Number of team/group
   C. The duties
   D. Level education and experience requirements;

4. If an organization is a limited amount of authority is delegated, which organizational structure preferred?
   A. Centralization
   B. Departmentalization
   C. Decentralization:
   D. Delegation

5. If there is a formal vertical and horizontal chain of command:
   A. Line structures
   B. Flat design structure
   C. Matrix Structure
   D. All are answer

Part II: - Match Column B to Column A

Column A	Column B
_____1. Refers to the ways workers interact with one another to get the job done	A. Job Duties
_____2. A set of policies, principles, rules, and guidelines	B. Code of conduct
_____3. defines how a company's employees should act on a day-to-day basis	C. Centralized decision making
_____4. section is the foundation of the Job Description	D. Working with other
_____5. Few managers at the top level make the decision	E. Organizational Policy
	F. Decentralized decision making

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

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

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-2	**Seeking assistance from Workgroup when difficulties arise**

2.1. Difficulties arises in workplace

When difficulties, such as conflict, arise in the workplace, it is important to seek assistance from workmates. Often colleagues can put an issue in perspective, provide a fresh point of view or suggest an alternative course of action. Sometimes when you start to talk about a conflict situation and how you are feeling, you start to work through it and the reasons why the situation is occurring starts to make more sense to you.

Everyone should always practice to seek the assistance of other group members who could provide you with sound advice on specific issues.

There are a number of **common problems** that arise during group work, such as:

- Miss-understanding about responsibilities
- Perceived of commitment in some group
- One person doing all the work
- Personality clashes

2.1.1. Misunderstandings about responsibilities

In most cases, miss-understandings about responsibilities can be avoided by following guidelines discussed in the 'model' of group work, for example:

- At a group meeting, identify all specific tasks and allocate them to team members
- Then, agree on a timeline for each task by arranging future meeting dates
- Finally and crucially keep notes during the meeting about everyone's tasks and circulate those notes to all members

This should help ensure that all tasks are covered and that all members will be held accountable if they forget or ignore their responsibilities.

2.1.2. Perceived lack of commitment in some group members

As mentioned earlier, each person's objectives may be very different from yours, so it's important to establish varying levels of motivation early in the group process. If there are some group members who are more committed to achieving high grades, for example, they may have to be prepared to do a greater share of the work. It's better to know this up-front than to have group conflict later on!

If conflict does arise, for whatever reason, rather than assuming that the other members are 'wrong', it's often helpful to adopt the following philosophy:

2.1.3. One person doing all the work

For a number of reasons, one group member will sometimes take on the responsibility of doing the bulk of the work. This is generally not a good idea, and it is unfair, both to that person and the other group members who stand to benefit from working on the project.

Again, take an assertive approach when working out a solution to the problem. Approach the person in a respectful manner, being ready to hear the other person's reasons for their behavior. Suggest the importance of group collaboration, with regard to:

- troubleshooting potential problem areas
- utilizing special skills
- respecting other's ideas
- including everyone in the process

2.1.4. Personality clashes

To avoid these problems occurring, you need to adopt **assertive**, not aggressive, behavior. Assertive behavior means looking for win-win outcomes in communication in which everyone ends up feeling good about things. It does NOT mean getting everyone else to behave in the way you would like them to behave - this is aggressive behavior. It does NOT mean allowing other people to let you do all the work and have all the worry - this is passive behavior.

Take a moment to consider the following chart. It should be noted that aggressive behavior can often be disguised be apparent politeness. In other words, just because someone is speaking softly and smiling, does not mean they are not using aggressive tactics.

2.2. Seeking assistance from Workgroup when difficulties arise

Effective group performance is very important to the organization if the goals of the company are to be achieved. If groups of people are not working well together, this is an indication of internal problems within the group and ultimately within the organization. Therefore, assistance should be sought from a supervisor or manager, Peers/work colleagues and other members of the organization to help solve the problems before production is affected.

2.2.1. From Supervisor or manager

Supervisor or manager will provide support through instruction, training, guidance and direction.

2.2.2. From Staff to staff

From Staff to staff is a very common type of support. As hospitality outlets are commonly very busy, even for brief periods, staff requires the immediate assistance and support of other staff, whether to give a hand, to delegate a task to, or to ask for specific information, opinions, knowledge or reinforcement.

2.2.3. Staff to managers and supervisors

Staff to managers and supervisors will provide support through the completion of tasks and feedback in relation to operations.

2.2.4. Customers to managers, supervisors and staff

Customers to managers, supervisors and staff whilst not normally a support mechanism, they will provide support through giving feedback on products and services through customer comment cards and other information collection formats used by organizations. Examples of the types of support that each person may provide will be explained in further sections of the manual.

2.2.5. Peers/work colleagues

Peers/work colleagues is identification of colleague needs normally is reflected in the requirements of their job responsibilities, however at times these may change. The best method of identifying colleagues" needs is through constant communication:

- In meetings, whether at a departmental or senior management level
- In staff briefings at the start of a shift
- During a shift as needs arise
- In staff debriefings at the end of a shift
- Through comments in handover documents between shifts
- Through emails, memos and telephone calls.

Fig 2.1:peer/work colleagues

Providing support to others is certainly a win-win situation for all involved. Support results in combining knowledge, skills and experiences of more than one person to meet a stated objective. In the case of a hospitality or tourism setting, this usually means providing quality customer service.

Therefore the more effective support provided, the greater the quality of customer service. So how does support benefit stakeholders within a hospitality organization? Benefits to owners, managers and supervisors

- Opportunity to help staff
- Improved teamwork and morale
- Greater understanding of current skill levels of staff
- Greater understanding of what resources staff need to perform their responsibilities and job tasks
- Higher levels of customer service
- Higher levels of productivity and profitability
- More skilled workforce
- Higher levels of customer satisfaction
- Greater chance of increased repeat business
- Less customer complaints.

Fig.2.2.Peer and work colleagues

2.2.6. Other members of the organization

Other members of the organization group members will include other members of the organization, including peers/work colleagues, your supervisor or manager and your coach/mentor. All these people are expected to work within the organization's team structure which includes:

- Organizational code of conduct
- Organizational procedures and policies
- Supervision and accountability including OHS
- Job description and specification relevant to work role

- Using a courteous and helpful manner at all times
- Completing allocated tasks as and when required
- Seeking assistance from an appropriate person if difficulties arise
- Using active and effective listening and questioning to clarify instructions and responsibilities.

Group norms:- these are known behaviors that are expected by all members of a group/team. These are unwritten 'rules' and 'standards' which develop within a specific group/team as people react with one another. Norms help a group to avoid a state of utter confusion and disorder as the inputs of different individuals are organized into a collective group. These norms usually include the following.

1. Behave in a courteous and helpful manner

In any workplace you will be involved with other people. Some people get on really well together, but other people appear to have personality clashes. But cooperation is necessary to work as a group or team in order to complete work tasks and reach the corporate goals.

Mutual respect means treating other people as you would like to be treated yourself, include acknowledging other people's cultural and religious beliefs.

Cooperation is essential for developing the ability to relate effectively to management, customers/clients and colleagues, to work as a team and to communicate well at an interpersonal level. For example, when one section of the business is working to complete a large order, staff from other sections will help out.

Reciprocal effort at a personal level means that if you have a quiet period you will help someone who has a deadline to meet, and they will then help you when you have a large volume of work.

2. Complete allocated tasks as and when required

As you are working as part of a team or group, how you complete your tasks affects the completion of tasks by other people. You should therefore identify and plan and priorities your work goals linked to organizational goals.

3. Questioning techniques to clarify instructions

Active and effective listening is the process of receiving a message and relaying back to the sender exactly what the sender intended. This prevents misinformation, improves morale, rapport and trust levels with other people, and improves teamwork. For example, if you are

not listening correctly when you are working with other people, you will not perform your tasks effectively.

4. Active and effective questioning

Many people speak very badly, or have a different accent to yours, and it might be difficult to understand what they are saying. If you have to ask someone to repeat what they have said, particularly on the telephone, they are sometimes impatient and think you are being stupid. This is very far from the case. If you repeat what someone has said to you at work, it shows that you are working efficiently and effectively. You are clarifying what they have said to make sure you do not make any mistakes.

5. Take Time and resource constraints into account

Completion of your own work tasks is linked to the completion of the tasks of your workgroup and this can be affected by a number of factors:

- Breakdown of machinery
- Interruption to electricity supply
- Either yourself or other members of staff being away ill
- Availability of time in order to complete work tasks
- Availability and delivery of resources
- Cutting costs and downsizing of staff.

This is when reciprocal effort and cooperation come into effect and when assistance might have to be sought from a supervisor or manager.

Directions: Answer all the questions listed below.

Match column B to Column A

Column A	Column B
_____1. Common problems that arise during group work	A. Adopt assertive behaviors
	B. Staff to staff
_____2. Used for solving problems personality clashes	
_____3. can provide support through instruction, training, guidance and direction	C. Miss-understanding team responsibilities
_____4. It is very common type of supporting each other's	D. Group Norm
_____5. The known behaviors that are expected by all members of a group/team	E. Interruption to electricity supply
_____6. The factor for completion of your own work tasks and workgroup	F. Supervisor or manager

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

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

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-3	**Encouraging, acknowledging and acting upon Feedback on performance**

3.1. Feedback on Performance

Feedback is a part of how we work. It can be a simple comment on a piece of work or can be a more detailed and structured discussion about how we are going and what we could do even better.

It can happen in a 'day to day' way, for example:

- You just handled that enquiry really *well. You gave the correct information and communicated it very clearly.*
- I think you could improve the report by talking with X to find out more...

Day to day' feedback happens naturally and continuously as part of the way we interact with each other at work.

More structured feedback discussions happen when you talk with your supervisor/manager about how you are going in your job. Structured feedback discussions can happen as part of the performance cycle (e.g. performance planning discussions and mid or end of cycle review discussions) or at other times if there is a particular matter you wish to discuss, this example:

- I think the things you do really well are …
- I've arranged this time to talk with you about a couple of issues I've noticed with your work recently…
- Some areas I would like to see you develop in are …

Who can I give feedback?

We can all give feedback to people that we work with in the workplace.

- Our supervisors/managers
- The staff we supervise/manage (this is a responsibility of all supervisors/managers)
- Our peers and colleagues
- People in other teams/areas that we interact with or rely on to do our job.

It doesn't matter what level they are, or whether our job is at the same, higher or lower level.

In general we don't give feedback to members of the public or our clients/customers. This may be different in some roles (e.g. teachers will give feedback to students and parents).

3.1.1. Formal/Informal performance appraisal

A performance appraisal compares each employee's actual performance with his or her duties and performance standards. Managers use job analysis to learn what these duties and standards are. Compensation (such as salary and bonus) usually depends on the jobs required skill and education level, safety hazards, degree of responsibility, and so on all factors you assess through job analysis.

Appraisals by the immediate supervisor are still the heart of most appraisal processes. Getting a supervisor s appraisal is relatively straightforward and makes sense. The supervisor is usually in the best position to observe and evaluate his or her subordinate performance. The supervisor is also responsible for that person's performance .The human resources department serves a policy-making and advisory role. Generally, human resource managers provide the advice and the appraisal tool to use, but leave final decisions on procedures to operating division heads. The human resource team should also be responsible for training supervisors to improve their appraisal skills, for monitoring the appraisal systems effectiveness. The following are different types of Formal or Informal performance appraisal

Peer Appraisal:- With more firms using self-managing teams, appraisal of an employee by his or her peer's appraisal is popular.

Rating Committee:- A rating committee is usually composed of the employee's immediate supervisor and three or four other supervisors.

Self-rating:- Some employers obtain employees self-ratings that usually in conjunction with supervisor ratings.

Appraisal by subordinates:- Many employers have subordinates rate their managers, usually for developmental rather than for pay purposes. Managers who receive feedback from subordinates who identify themselves view the upward feedback process more positively.

Alternation Ranking Method:- Ranking employees from best to worst on a trait or traits is another option. Since it is usually easier to distinguish between the worst and best employees, an **alternation ranking method** is most popular.

Paired Comparison Method:- The paired comparison method helps make the ranking method more precise. For every trait (quantity of work, quality of work, and so on), you pair and compare every subordinate with every other subordinate

Forced Distribution Method:-The forced distribution method is similar to grading on a curve. With this method, you place predetermined percentages of rates into several performance categories.

Critical Incident Method:- With the critical incident method, the supervisor keeps a log of positive and negative examples (critical incidents) of a subordinate s work-related behavior.

3.1.2. Obtaining feedback from supervisors and colleagues and clients

When we receive feedback we usually go through three stages we react, we reflect and we respond. For feedback to be useful it is important that we 'analyze' the feedback before responding. The following tips provide guidance on how to approach each of these stages:

	During this stage we:
React	**During this stage we:** • Need to be aware of and manage our emotional reaction to what we are hearing. Think about how what we say and do now will seem to us (and others) later on. • Should concentrate on listening to the feedback and ask questions to ensure that we understand the other person's views and expectations. • Must remember not to skip the next stage! Depending on what the feedback is, we might need to end the discussion at this point to give ourselves time to think properly about what we have heard.
Reflect	**During this stage we:** • Should be honest with ourselves about our own performance and be open minded about what the other person has said. • Should allow ourselves extra time for our emotions to calm down if necessary. • Ask for specific examples to help us to understand the feedback e.g. "What would you have preferred me to do"? • "How could I do it differently next time"?

	During this stage we:
Respond	- Accept the feedback by thanking the person giving it. - If we don't agree, we respectfully say so and support what we're saying with facts or our alternative views. - Should focus on the future and improvement - suggest options or solutions. We respectfully negotiate and agree to 'next steps' (to address issues raised in the feedback). - Need to ensure we understand the next steps and we are committed and able to implement what have agreed to do.

3.1.3. Personal, reflective behavior strategies

Reflective supervision is an opportunity to provide structured support for staff who wants to build skills and enhance their work with families. Positive Goal-Oriented Relationships: Reflective practice is, in its simplest form, thinking about or reflecting on what you do. It is closely linked to the concept of learning from experience, in that you think about what you did, and what happened, and decide from that what you would do differently next time. Reflective practice is an active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex and difficult situations.

3.1.3.1. Developing and Using Reflective Practice

Reflective practice is a tool for improving your team both as a group and in relation to your work and life experiences. Although it will take time to adopt the technique of reflective practice, it will ultimately save you time and energy.

- **Read -** around the topics you are learning about or want to learn about and develop
- **Ask -** others about the way they do things and why
- **Watch -** what is going on around you
- **Feel** - pay attention to your emotions, what prompts them, and how you deal with negative ones
- **Talk** - share your views and experiences with others in your organisation
- **Think** - learn to value time spent thinking about your work

3.1.4. Routine organizational methods for monitoring service delivery

The organizational routine defined here as a coordinated, repetitive set of organizational activities is an important element of organizational learning and knowledge management. Some scholars even consider routines to be the only source of sustainable strategic advantage for firms. Yet we know little about the actual operation of routines, particularly what makes them work well. This study helps fill this gap in the literature by examining two knowledge-intensive routines one involving explicit knowledge; the other, tacit knowledge in four large companies.

Organizational routine is the type and level of interdependency in work teams, created by the interaction between work environment and individual, provides the basis for organizational routines and organizational routine change in the framework.

Directions: Answer all the questions listed below

1. The simple comment on a piece of work or how we work is:
   A. Encouraging
   B. Feed back
   C. Acknowledging
   D. Correct information
   E. Communication

2. We can receive feedback in the workplace. Expect.
   A. Our supervisors/managers
   B. Our peers and colleagues
   C. People in other teams/areas that we interact with or rely on to do our job.
   D. None of the above
   E. All of the above

3. The types of personal appraisal and It is usually easier to distinguish between the worst and best employees.
   A. Peer Appraisal
   B. Rating Committee
   C. Alternation Ranking Method
   D. Paired Comparison Method

4. When we receive feedback the first stages should be:
   A. Respond
   B. React
   C. Reflect

5. It is a tool for improving your team both as a group and in relation to your work and life experiences.
   A. Reflective practice
   B. Routine organizational
   C. monitoring service delivery
   D. organizational structure

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

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

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-4	Respecting and acknowledging personal values and beliefs

4.1. Personal values, belief and attitudes

As human beings, we all have our own values, beliefs and attitudes that we have developed throughout the course of our lives. Our family, friends, community and the experiences we have had all contribute to our sense of who we are and how we view the world. As community services workers, we are often working with people who are vulnerable and/or who may live a lifestyle that mainstream society views as being different or unacceptable. If, as community services workers, we are to provide a service that meets the needs of our target groups and helps them to feel empowered, we need to be aware of our own personal values, beliefs and attitudes and be prepared to adopt the professional values of our industry and not impose our own ideas on our clients.

4.1.1. Personal Values

Values are principles, standards or qualities that an individual or group of people hold in high regard. These values guide the way we live our lives and the decisions we make. A value may be defined as something that we hold dear, those things/qualities which we consider to be of worth.

4.1.2. Personal belief

Personal beliefs come from real experiences but often we forget that the original experience is not the same as what is happening in life now. Our values and beliefs affect the quality of our work and all our relationships because what you believe is what you experience. We tend to think that our beliefs are based on reality, but it is our beliefs that govern our experiences.

4.1.3. Personal attitude

The word 'attitude' can refer to a lasting group of feelings, beliefs and behavior tendencies directed towards specific people, groups, ideas or objects. An attitude is a belief about something. It usually describes what we think is the 'proper' way of doing something. The attitudes that we feel very strongly about are usually called values. Other attitudes are not so important and are more like opinions. Sometimes our own attitudes can make us blind to

other people's values, opinions and needs. Attitudes will always have a positive and negative element and when you hold an attitude you will have a tendency to behave in a certain way toward that person or object.

4.1.4. The influence of attitudes

Our attitudes develop over time and not only reflect where we have come from i.e. the influence family, friends and experiences have had on our attitudes, but also how we will proceed with our life in the future. Attitudes are therefore a powerful element in our life, are long enduring and hard to change but not impossible!

4.1.5. The problem with attitudes

One of the problems with our attitudes is we often ignore any information which is not consistent with them we become selective in the way we perceive and respond to events and issues and lose our 'objectivity' about the world. By developing insights about our attitudes we reduce the risk of making decisions at work based on our unconscious, pre-existing perceptions, allowing us work more professionally with clients.

4.1.6. Awareness of personal attitudes

It is good practice to think about your attitudes and beliefs: it helps you to understand yourself better. It is beneficial to reflect on your life, identify some of the significant events that have shaped you, consider what qualities you admire in yourself and others and be mindful of what values and are important to you.

4.2. Respecting the beliefs, attitudes and values of others

Everyone is entitled to their own values, attitudes and beliefs. It is important to accept and respect that other people may well have different attitudes, values and beliefs than you. We do not have the right to expect that others change their values, attitudes and beliefs just because they are different to ours.

It is quite possible that you may face situations at work that either challenge or compromise your own values, attitudes or beliefs when working to support people with a disability.

It is not always easy to avoid communicating your beliefs and values to clients, but it is something you need to be very aware of. It can be very easy to influence clients in subtle

ways. Simple things like body language, gestures, the way you say something, or even actions, can give a client the impression you agree or disagree with their values or beliefs. The diagram below illustrates the influences on us that result in our behavior and whether that resulting behavior is ethical. The diagram first outlines the sources of our beliefs. It then shows the relationship between the beliefs and values to our attitudes and our resulting behavior.
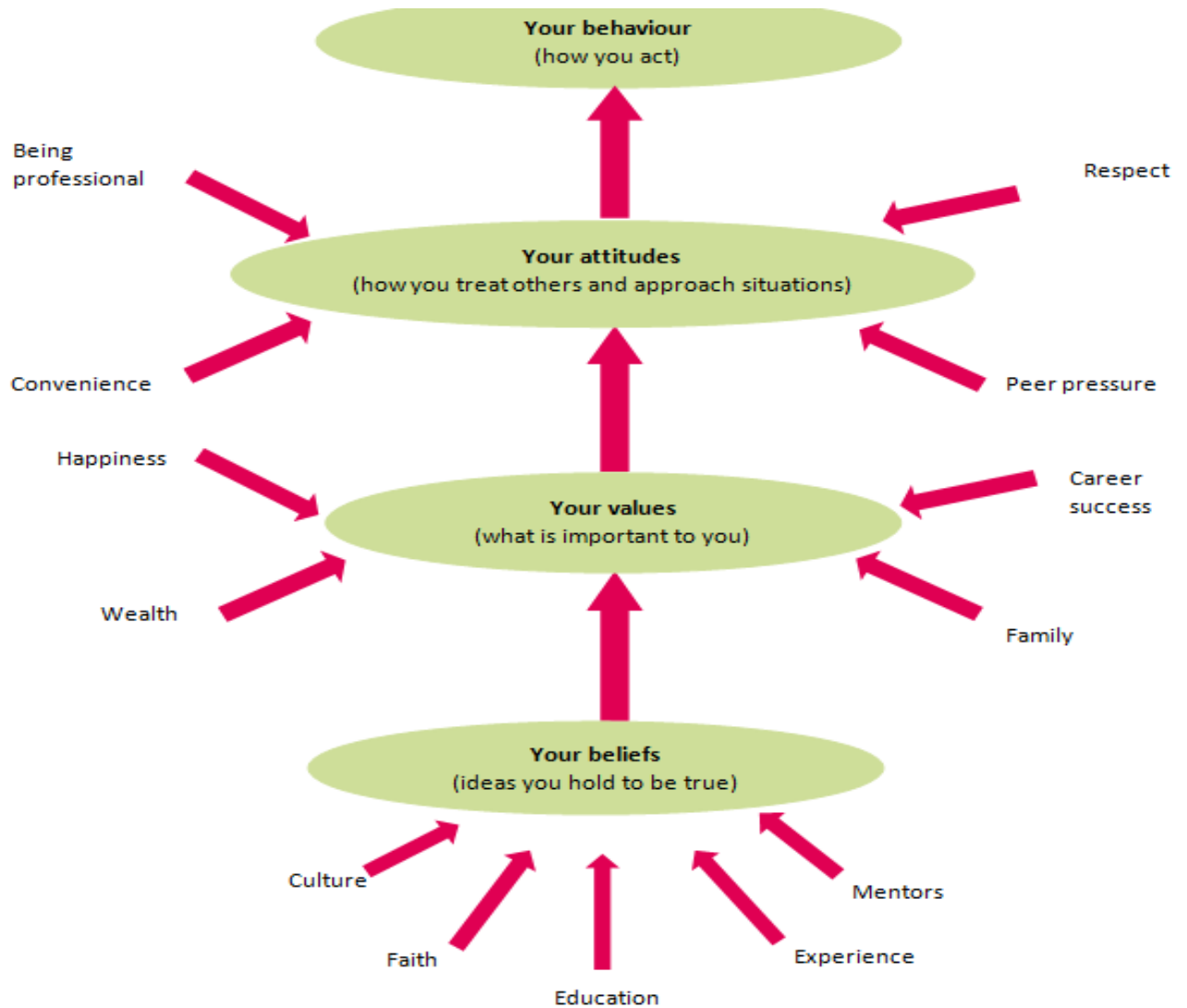
Fig.4.1. development of personal beliefs, attitudes and values

Directions: Answer all the questions listed below

1. _____ is principle, standard or quality that an individual or groups of people hold in high regard.

   A. Value

   B. Belief

   C. Attitude

2. _____ come from real experiences but often we forget that the original experience is not the same as what is happening in life now.

   A. Personal Value

   B. Personal Belief

   C. Personal Attitude

   D. Influence of attitudes

3. Among the following which one first outlines the sources development of personal behavior?

   A. Value

   B. Belief

   C. Attitude

   D. Behavior

Note: **Satisfactory rating – 2 points   Unsatisfactory - below 2 points**

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

Score = _____

Rating: _____

Name: _____   Date: _____

List of Reference Materials

1. "Team Building Module Facilitator's Guide ",New Partners Initiative Technical Assistance Project , (NuPITA), *© September 2012 John Snow, Inc.*

2. Critchley, B., & Case, D. (1986). Teambuilding – At what price and at whose cost? In A.Mumford (Ed.) Handbook of Management Development. Gower Publishing Company Limited, University Press Cambridge

3. Smith, K. (1996). Cooperative Learning: make groupwork work. New Directions for Teaching and Learning, 67, Fall, pp. 71-82.

4. https://dera.ioe.ac.uk/7639/1/Effective%20practice%20in%20teaching%20and%20learning%20Working%20With%20Others.pdf

5. https://westsidetoastmasters.com/resources/career_coach/lib0098.html

6. https://web2.aabu.edu.jo/tool/course_file/lec_notes/1001446_Organizational%20structure.pdf

7. https://ils.unc.edu/daniel/405/Montana11.pdf

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9. http://pvkketcho.pbworks.com/f/Chapter13_Org_Structure.pdf

Basic Metal Works

Level-I

Learning Guide-09

Unit of Competence: Work with Others

Module Title: **Working with Others**

LG Code: **IND BMW1 M03 LO2-LG-09**

TTLM Code: **IND BMW1 M03 TTLM 1019v1**

LO2: Contribute to work group activities

Instruction Sheet	**Learning Guide: 09**

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

- Providing Support to team members
- Organizational requirements
- Making contributions to workgroup goals and tasks
- Sharing Information relevant to work

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**:

- Provide support to team members to ensure workgroup goals are met.
- Make Constructive contributions to workgroup goals and tasks according to organizational requirements.
- Share information relevant to work with team members to ensure designated goals are met.

Learning Instructions:

5. Read the specific objectives of this Learning Guide.
6. Follow the instructions described below 3 to 6.
7. Read the information written in the information "Sheet 1, Sheet 2, Sheet 3 and Sheet 4".
8. Accomplish the "Self-check 1, Self-check t 2, Self-check 3 and Self-check 4" **in page - 37, 43, 46 and 50** respectively.

Information Sheet-1	Providing Support to team members

1.1. Providing Support to team members

This sheet helps you think about how you work with people in your team who are experiencing either work or personal difficulties. It will also help you to consider effective ways of supporting your team members and improving working relations in the team. You will think about the people you work with and their strengths and weaknesses as part of a team. You will also look at how you can support them to improve their performance.

A team is a group of people working towards a common goal. Team Building involves the process of enabling the group of people to reach their goals. It consists of steps like clarification of team goals; identification of hindrances to goal achievements; facing the identified challenges and enabling the achievement of the goals.

1.1.1. Why do you need to support your team?

As a team leader, you are responsible for:

- Agreeing work goals or objectives with your team members (what work needs to be done, and by when);
- Supporting team members to achieve their objectives; and
- Taking action when team members are not performing effectively.

A team that is working effectively is a team that can achieve its objectives. It will be a successful team. **Providing support is used to improve poor performance.** If people aren't performing properly it's usually not deliberate. There could be many reasons they don't perform well, which is why they need your support. Look at this case study to see how one person ran into problems.

1.2. Maintaining effective support for team members

This session has looked at the support that team leaders need to give to team members who are experiencing difficulties at work. Working through the exercises and reflecting on your own work situation you have learnt that:

- It is important that team leaders work with the member of their team to identify the source of the problem. Together they should agree what specific action needs to be taken and what support is available to help overcome the problem.

- It is important to be clear about the type of problem and realistic about the support that can be offered.

- The team leader's role is to support team members to perform their work tasks effectively. But you should also recognize the limits of your role in dealing with a team member's personal problems.

- As a team leader you need to be informed and up to date about the support your organization can offer to help people with problems.

Don't try to do things that are beyond your responsibility or your skills. Once you have identified a problem which you can't handle, pass it on to someone else who can help, like your manager. Don't ignore problems - a problem with a member of your team is always your problem.

Teamwork is important and the key issues people face when working collaboratively. Overall it aims to help team members work better together and address many of the inter-personal issues such as trust, respect and leadership that influence how people collaborate successfully. Actions teams can take to become more effective are suggested throughout the guide, together with illustrative case studies.

The matrix identifies six key elements for effective teamwork:

- Team identity
- Shared vision and team objectives
- Communication
- Collaboration and participation
- Issue negotiation and resolution
- Reflection and self-assessment.

Fig.1.1. Systematic illustration of supporting in a team

Self-Check -1	Written Test

Directions: Answer all the questions listed below

Write true if the following statement is correct otherwise write false

_____1. A team leader shouldn't discuss personal problems with team members.

_____2. A team leader should find out about the support that the organization can offer people with personal problems.

_____3. A team leader should always try to resolve personal problems before passing them on to other people.

_____4. A task analysis is a way of identifying the tasks which are involved in performing a job.

_____5. A team is a group of people working towards each individual goal.

_____6. Team leaders work with the member of their team to identify the source of the problem.

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

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

Score = _____
Rating: _____

Name: _____   Date: _____

Information Sheet-2	Organizational requirements

2.1. Organization goal

The goal of any organization is to be successful to fulfill its purpose. To achieve this success, an organization requires certain things of its people. Motivation plays an important part in achieving this. In this information sheet we will be discussing organizational requirements and how they interact with motivation.

The goals of organization are a statement of broad purpose, a general statement of intents. They describe what the institution are expected to accomplish. Goals and purposes are answers to the question "why" and for "what" this institution exist. These are non-behavioral and non- measurable and lead to the attainment of the mission.

2.2. Objectives

An objective is a specific statement of a desired purpose or outcome. The S-M-A-R-T rule should be considered in writing objectives:

S	Specific
M	Measurable
A	Attainable/achievable
R	Realistic
T	Time bounded

Objectives and targets represent the qualification and operationalization of goals. They are expressed in terms of numbers or statistics in behavioral statements (of desired changes or values and attitudes or of new knowledge and skills to be acquired).

2.3. Mission

The Mission Statement expresses an organization's reason for being, its vision, and its purpose. It includes and embodies the values or principles that the organization stands for. It guides organizational decision-making and choices, and defines the organization's public profile or image. In short, a Mission Statement answers three questions:

- What are we committed to? (vision)
- What is our business or outputs? (mission or functions)
- What do we believe in or stand for? (values)

2.4. Organization action plan

Finally, an organization's action plan describes in great detail exactly how strategies will be implemented to accomplish the objectives developed earlier in this process. The plan refers to: a) specific (community and systems) changes to be sought, and b) the specific action steps necessary to bring about changes in all of the relevant sectors, or parts, of the community.

The key aspects of the intervention or (community and systems) changes to be sought are outlined in the action plan. For example, in a program whose mission is to increase youth interest in politics, one of the strategies might be to teach students about the electoral system. Some of the action steps, then, might be to develop age-appropriate materials for students, to hold mock elections for candidates in local schools, and to include some teaching time in the curriculum.

Action steps are developed for each component of the intervention or (community and systems) changes to be sought. These include:

- Action step(s): What will happen
- Person(s) responsible: Who will do what
- Date to be completed: Timing of each action step
- Resources required: Resources and support (both what is needed and what's available)
- Barriers or resistance, and a plan to overcome them!
- Collaborators: Who else should know about this action

2.5. Legal and organization policy/guidelines

A policy is a general framework to attain the organizational objectives.

- Policies focus on how organizational objectives will be achieved.
- Policies provide ageneral guideline to action.
- It is a framework for administrators to follow in making
   decisions and handling problem situations.
- Policy statement should be clear and
- Understandable, stable over time and communicated to everyone involved.

Organizational guidelines: the organization is responsible for providing policy and procedural guidelines that support the practice of services. Policies and procedures must reflect

legislation and ethical standards of the community services sector. Quality of service delivery is dependent on the responsibility of both the organization and the worker in following the policies that guide service delivery.

A list of such policy documents is:

- the organization's strategic plan
- policy documents, for example, providing services to cultural and linguistic diverse clients (CALD)
- Job descriptions.

As well, there are legal documents which provide protocols for:

- ethics in practice
- Occupational health and safety guidelines.
- duty of care guidelines which include confidentiality, and equity and access
- child protection policy

2.6. OHS Policies, Procedures and Programs

A health and safety program is a definite plan of action designed to prevent accidents and occupational diseases. Some form of a program is required under occupational health and safety legislation in most Canadian jurisdictions. A health and safety program must include the elements required by the health and safety legislation as a minimum.

Because organizations differ, a program developed for one organization cannot necessarily be expected to meet the needs of another. This document summarizes the general elements of a health and safety program. This approach should help smaller organizations to develop programs to deal with their specific needs.

2.6.1. OHS policy statement

An organization's occupational health and safety policy is a statement of principles and general rules that serve as guides for action. Senior management must be committed to ensuring that the policy is carried out with no exceptions. The health and safety policy should have the same importance as the other policies of the organization.

The policy statement can be brief, but it should mention:

- Management's commitment to protect the safety and health of employees.
- The objectives of the program.
- The organization's basic health and safety philosophy.

- Who is accountable for occupational health and safety programs?
- The general responsibilities of all employees.
- That health and safety shall not be sacrificed for expediency.
- That unacceptable performance of health and safety duties will not be tolerated.

The policy should be:

- Stated in clear, unambiguous, and unequivocal terms.
- Signed by the incumbent Chief Executive Officer.
- Kept up-to-date.
- Communicated to each employee.
- Adhered to in all work activities.

2.7. Ethical Standards

Ethical standard refers to standard principles that encourage the greater values of trust, fairness and benevolence. Ethical standards may refer to responsibilities for some professionals.

Ethical standards vary based on industry and a person's own moral compass. Different industries have ethical standards that determine how a person must act in order to be respected within the field. Those who work in medical and financial fields often have more strict ethical standards and guidelines than other professionals.

Most people also have their own set of ethical standards that refers to how they are comfortable in acting in everyday life. It also reflects their belief system that drives many of their actions and overall attitude in circumstances.

2.8. Quality and Continuous Improvement Processes and Standards

Continuous quality improvement is a fundamental requirement of all quality management systems. It is a recurring theme in all quality management literature and international standards including ISO 90011 .The core principle is that quality improvement is not a one-time effort; it is an ongoing process that lasts for the life of an enterprise. Experience has shown that without a constant focus on product quality and process improvement organizations naturally descend into randomness and quality standards lapse sometimes with catastrophic results for the company and its customers. A continual improvement process is an ongoing effort to improve products, services, or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.[1]

Delivery (customer valued) processes are constantly evaluated and improved in the light of their efficiency, effectiveness and flexibility Media.

The fact that it can be called a management process does not mean that it needs to be executed by 'management'; but rather merely that it makes decisions about the implementation of the delivery process and the design of the delivery process itself.

A broader definition is that of the Institute of Quality Assurance who defined "continuous improvement as a gradual never-ending change which is: '... focused on increasing the effectiveness and/or efficiency of an organization to fulfill its policy and objectives. It is not limited to quality initiatives. Improvement in business strategy, business results, and customer, employee and supplier relationships can be subject to continual improvement. Put simply, it means 'getting better all the time.

Self-Check -2	Written Test

Directions: Answer all the questions listed below

Match column B with Column A

Column A	Column B
_____1. A statement of broad purpose, a general statement of intents	A. Objectives
_____2. Specific statement of a desired purpose or outcome	B. Policy
_____3. What is our business or outputs?	C. OHS policy
_____4. General framework to attain the organizational Objectives	D. Mission or functions
_____5. A statement of principles and general rules that serve as guides for action	E. Goals of organization

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

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

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-3	Making contributions to workgroup goals and tasks

3.1. Making a contribution

Most tasks cannot be done in isolation. It takes a number of people, working to satisfy internal and external customers. Each person is important, and if anyone fouls up, the entire team and its processes are impacted. Here are some ideas to help your team perform at the highest level:

1. Develop a team mentality. Think "we" not "me".
2. Be open to the ideas of your teammates. No one person has a monopoly on good ideas. Each idea can be built on until it becomes viable. In fact, the greater the contribution by all team members, the higher the chances of successful implementation.
3. Be respectful of others. Listen to their ideas. Don't cut them off. Listen to be influenced. Think about why you should be influenced rather than why the idea won't work.
4. Be approachable. When people come to you, project openness through your voice and body language. Smile. Lean forward, maintains eye contact.
5. Be helpful. Offer assistance when you see others being overwhelmed with work or unable to solve a problem.
6. Be a role model. Behave the way you expect others to behave. But have minimum expectations that others will follow.
7. Accept others as they are. You can't change people. You can change only behavior towards them.
8. Avoid rewarding people for things they do that annoy you. Laughing at stupidity at team meetings, for example, will simply serve to encourage the functional behavior.
9. Celebrate your team's achievements. This will encourage cohesiveness and pride in what you are doing. For example, if your team has reached a new plateau in its performance bring baked goods to your next meeting.
10. Avoid territorialism. Too much pride in a team can lead to counter-productive behavior that undermines other teams. Your loyalty is first to your organization and second to your team, not the other way around.

11. Play a positive role at team meetings. The meetings are great opportunity to communicate, solve problems, develop plans, and make decisions. They are important for the effective running of the team. You will make the meetings more effective if you: Volunteer for a role at the meeting, such as secretary, recorder, or timekeeper;

- Stick to the topic;
- Avoid dominating the discussion;
- Encourage others to share their ideas;
- Avoid interrupting others
- Avoid repeating ideas;
- Volunteer for action items

12. Share information readily. In fact, over-communities-people should never be able to accuse you of hiding or withholding information.

13. Let people know if you are not happy. Don't sweep issues under the carpet. Deal with issues professionally, so as to make more or bigger problems than actually exist.

14. When dealing with problems, avoid finger-pointing. Instead, deal with the issue assertively. This require you:

- Make the problem yours. Use the "I" word rather than the "you" word.
- Let people know how you feel. For example, start off by saying "I am really angry when this or that happens".
- Get agreement to the way you fell. Say, "Can you see why I'm upset?"
- Ask others who are involved how they can help you the problem. You should never tell them what to do, since you will "own" the solution and they will not.
- Listen to their solution and then thank them for helping you.

15. If you are not sure where the team is headed, create your own vision. Share it with others, particularly your leader. Determine how valid your vision really is.

16. Train others. While being a specialist add to your value on the team, it also makes the team vulnerable if you are away or transferred. Offer to others your skills.

17. Learn other jobs. You can increase your value by being able to take over for others who are away. Don't make people feel threatened by demanding that they show you what they do. Simply offer to help if they intend to be away, so they won't be overloaded on their return.

Self-Check -3	Written Test

Directions: Answer all the questions listed below

Write true if the following statement is correct otherwise write false

_____1. Developing a team mentality is thinking "me" not "we".

_____2. Play a positive role at team meetings, because have opportunity to solve
problems, develop plans, and make decisions.

_____3. Make the problem for others and use the "our" word rather than the "I" word.

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

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

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-4	Sharing Information relevant to work

Means of sharing Information with team members:

Keys to Effective Communication:

- Simply reading the following keys to effective communications will not improve your communication skills. You must practice them. Practice them until they become habits.

Give your attention

- When someone starts to talk to you, stop what you are doing and thinking.
- Face the person and devote your whole attention to what and how it is being said.

Listen, not just hear

- One of the keys to good communication is the willingness to listen for meaning in what the other person says and not just for the words.
- Watch facial expressions and body language.

Don't let your mind wander

- While the person is talking, do not think about your answer or response.
- Listen until the person is finished, and then decide what you are going to say.

Check for accuracy

- When the person is finished talking, paraphrase back to the person what was said to you. If you heard right, then respond to that statement or question.

Be aware of other's needs

- You need to be aware of the needs of the other business associates. Each person has different needs that should be considered and respected.
- Although each of us has differing needs, all of us have a need for trust, responsibility, praise, security, sense of belonging, and recognition.

Ask, don't tell - demonstrate equality

- Do this by asking for advice or asking a person to do something. This shows you respect the other person as a peer or equal.
- Telling often implies a superior/subordinate relationship, such as boss vs. employee.

Keep an open mind

- Do not criticize, pass judgment, or preach.

- It is extremely important to learn to make objective evaluations about ideas, people, and situations.

- You are making a value judgment when you attach your values, beliefs, or needs to an appraisal.

Offer advice, don't give advice

- Learn to offer in-sights, advice, and expertise without being forceful. It is wrong to say "this is how you should handle it" or "this is what you should do." It is better to say "what do you think about this way," or "I suggest we...." However, sometimes it is not appropriate to even soft-pedal advice. You should offer it only if asked for.

Develop trust

- Trust is the product of open and honest communications. So it is important that good communication channels exist.

- Also, trust is an essential ingredient of teamwork. If trust exists among business associates, teamwork and cooperation are much easier to achieve.

Create feelings of equity

- People share a sense of equality if all parties are informed, trust exists, and work is based on cooperation.

- For business ventures to succeed, all the parties must feel that they are equals. If one party feels left out or feels like a subordinate, success becomes less likely.

Develop comfortable relations

- Tension and stress are normal in any relationship. However, the level of tension and stress can be reduced in businesses that develop teamwork and trust through open and honest communication.

Become genuinely interested in others

- All of us have a need to feel important and be understood.

- One of the ways we feel important is if others are interested in us. So talk in terms of the other persons' interests and try to understand another point of view. If we expect others to understand us, we must first understand them.

Motivate others

- There are several ways to motivate people. Both negative and positive reinforcement are effective. But in the long run, negative reinforcement like criticism or punishment often creates a desire for revenge. Too often we think of positive reinforcement as receiving more income, but other positive reinforcements that require little effort are praise, trust, interest, and recognition.

Keep a sense of humor

- Laugh at the goofy things that happen. Laugh off little annoyances. Smile at every opportunity. Seeing the humor in a situation can often defuse it.

Self-Check -4	Written Test

Directions: Answer all the questions listed below

1. Which one ways to positive motivate people?
   - A. Criticism
   - B. Recognition
   - C. Punishment
   - D. Revenge
2. A team shares a sense of equality if all members are:
   - A. Informed
   - B. trust exists
   - C. Work is based on cooperation.
   - D. All of the above
3. Which one not means of sharing Information with team members?
   - A. Give your attention
   - B. Check for accuracy
   - C. Keep an open mind
   - D. Develop trust
   - E. All of the above
   - F. None of the above

Note: **Satisfactory rating – 2 points   Unsatisfactory - below 2 points**

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

Score = _____

Rating: _____

Name: _____   Date: _____

List of Reference Materials

1. "Promoting group work, collaborative and cooperative learning in the primary school", primary professional development service.

2. "Team Building Module Facilitator's Guide ",New Partners Initiative Technical Assistance Project , (NuPITA), *© September 2012 John Snow, Inc.*

3. Critchley, B., & Case, D. (1986). Teambuilding – At what price and at whose cost? In A.Mumford (Ed.) Handbook of Management Development. Gower Publishing Company Limited, University Press Cambridge

4. Smith, K. (1996). Cooperative Learning: make groupwork work. New Directions for Teaching and Learning, 67, Fall, pp. 71-82.

5. https://dera.ioe.ac.uk/7639/1/Effective%20practice%20in%20teaching%20and%20learning%20Working%20With%20Others.pdf

6. http://pvkketcho.pbworks.com/f/Chapter13_Org_Structure.pdf

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