

# Human Resource Management

## Level - II

Based on March, 2022 (V-II) Curriculum Version I



**Module Title: - Participate in a Team**

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### **Acronym**

<b>GDPR</b>	<b>General Data Protection Regulation</b>
<b>KBC</b>	<b>knowledge-based capital</b>
<b>NES</b>	<b>National Employment Standards</b>
<b>SWOT</b>	<b>Strengths, Weakness, Opportunities and Threat</b>

## Introduction of the module

Now a day organizations are different and complex activity and tasks are takes place. Team participation is important to achieving organizational goal and objective. So, the overall activity is done cooperatively and the same sprit manner.

This module covers the skills, knowledge and attitudes to work in a group of environment, promoting team commitment and cooperation, supporting team members, dealing effectively with issues problem and conflict, identify role and responsibility as a member of a team.

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### **This module covers the units**

- Effective employee's relationship
- Workforce activity contribution
- Team role
- Own role and responsibility within team
- Team work
- Team work reflection

### **Learning Objective of the Module**

At the end of this session, the trainees will able to;

- Develop effective employees' relationship
- Contribute to workforce activities
- Describe team role
- Identify own role and
- Work as a team member
- Reflect on how the team is working

## Module Instruction

For effective use this modules trainees are expected to follow the following module instruction:

1. Read the information written in each unit
2. Accomplish the Self-checks at the end of each unit
3. Read the identified reference book for Examples and exercise

## Unit One: Effective employee's relationship

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

- Duties and responsibilities
- Discussion when difficulties arise
- Encourage and acknowledge others to provide feedback in the team

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

- perform duties and responsibilities in a positive manner to promote cooperation and good relationship
- Seek assistance is from workforce when difficulties arise and addressed through discussions
- Encourage , acknowledge and act upon feedback provided by others in the team is



## 1.1 Undertaking duties and responsibilities

### 1.1.1 Duties and Responsibility

**Duty** owed to a person who, by reason of being a person within subsection, is someone for whose safety the organization is responsible. ... For the purposes of this Act, whether a particular organization owes a duty of care to a particular individual is a question of law.

A duty is an obligation, and we get new duties with new positions in life, like taking a job, or becoming a parent.

Duties: - when you've done your *duty*, you've done what you're supposed to and met your responsibilities. Your sense of *duty* as a citizen might compel you to vote; it might also keep you from voting twice.

A responsibility is something you are expected to do. A responsibility might be a task you are expected to do. For example, your parents expect you to brush your teeth. Brushing your teeth is “a responsibility” and it is your responsibility to brush your teeth every day. Another example is that your teacher expects you to finish your homework on time and to do your best job. So it's your responsibility to do your homework and to do it to the best of your abilities.

A responsibility might be a way you are expected to act. For example, your parents expect that if you go to play at the park, you will play in a way that won't seriously hurt yourself or someone else. It's your responsibility to have fun in a safe and courteous way.

#### **Your responsibilities include:**

- Following health and safety instructions provided by the employer
- Correctly using personal protective equipment and clothing
- Taking care to use equipment safely and for its intended purpose
- Reporting hazards and potential problems without delay
- Reporting all work-related injuries and incidents that you think could result in harm to health
- Co-operating with the employer on health and safety matters

#### **Responsibilities of employees include:**

- Treat all co-workers equally
- Take reasonable care of the health and safety of others

- Report any unsafe work practices, accidents or injuries
- Attend work and to be punctual, giving an honest day's work
- Obey all lawful instructions
- Observe confidentiality and privacy of enterprise, clients and colleagues
- Know the terms of their employment
- Be accountable for money, material and property belonging to the employer
- Be courteous and give good service to clients/customers
- Respect cultural and social diversity among employees and clients
- Advise the employer of inability to work
- Give up all inventions made within the employer's time

Remember that co-operation and consultation are the keys to a safe and healthy workplace. Employers and employees should talk to each other to solve health and safety problems at work.

**Address the workplace issue depends on factors such as:**

- The type of behaviour;
- The context in which the behaviour occurs;
- The seriousness of the behaviour;
- The frequency of the behaviour or similar behaviours; and
- The impact of the behaviour upon yourself or others

Consider the following tips to show work responsibility on the job.

**Tips for showing work responsibility on the job**

- Be punctual.
- Remain positive.
- Practice active listening.
- Motivate others.
- Volunteer.
- Be flexible.

**Promote cooperation between team members**

- Make connections between coworkers.
- Hold regular team building activities.

- Create a safe space to share ideas.
- Champion learning and teaching culture.
- Model positive teamwork as a manager.
- Celebrate wins collectively.
- Set the stage for peer-to-peer praise.

### **How to build good working relationships in your work area**

- Be proactive and help where you can without being asked.
- Make time for everybody, not just the senior stakeholders.
- Deliver on work and always follow up with people.
- Show yourself in meetings.
- Be positive.
- Learn to communicate effectively

### **Steps to encourage cooperation and unity in a team**

Step 1) Clearly Define Goals.

Step 2) Clearly Define Roles.

Step 3) Establish Trust.

Step 4) Encourage Open Communication.

Step 5) Practice

## **1.2 Addressing discussions when difficulties arise**

### **1.2.1 Seeking assistance when difficulties arise**

If difficulties arise when you are carrying out your work, it is important to get assistance before the situation gets too bad. If you feel unable to ask for help about workplace problems, you may end up not completing work on time and letting people down. If the problem persists you may worry more and stress may increase.

During your working life you will encounter many difficulties in the workplace. Regardless of the circumstances it is important to recognize that there are people in your workplace who are willing to assist you. It takes courage and honesty to communicate and ask for help. All difficulties can be overcome. Some problems which may occur in the workplace include:

- Failing to deliver what has been promised, e.g., not meeting a deadline

- Not having the authority to do what is required
- Having too many tasks and responsibilities and not enough time to do them.

If these problems occur be sure to seek assistance from your manager or supervisor.

### 1.2.2 Seeking Response to Workplace Issues

Most workplace issues occur because people don't know what the law is, or because communication has broken down. The quickest, cheapest and most effective way for you to resolve a workplace issue is to find out what the law is and then work with your employee to fix the problem.

#### **Five-step to help you resolve workplace issues with your employees:**

Step 1: Identify the issue

Step 2: Check the law

Step 3: Talk to the employee

Step 4: Resolve the matter

Step 5: Seek further assistance

#### **Step 1: Identify the issue**

Most people enjoy good relationships at work. However, even in the friendliest workplaces, disagreements can occur. Dealing with workplace issues can be time consuming and frustrating, but it's important to address concerns as soon as they arise to stop them from becoming more serious.

Handling workplace issues promptly can also help you to:

- Build better relationships with your employees
- Maintain employee morale and job satisfaction
- Retain your staff maximize workplace productivity.

If your employee approaches you with a question or a problem, the first thing you need to do is get a clear understanding of their concerns. Remember to:

- Demonstrate you are ready and willing to talk and listen
- Be calm and polite – being defensive or aggressive won't help you to resolve the problem
- Ask questions if you do not understand the employee's concerns
- Find out what action the employee would like you to take to resolve the issue
- Take copies of any supporting information provided by the employee

- Reassure the employee that you take their concerns seriously and advise them when you will respond.

## **Step 2: Check the law**

Once you know what the issue is, you need to check your rights and responsibilities under the law. Minimum pay rates and entitlements will depend on the award or enterprise agreement that applies. There are also minimum entitlements such as leave and notice under the National Employment Standards (NES). It is very important that you are familiar with the NES and the terms of the award or agreement that applies to your employees. The award or agreement that applies to your business will set out pay rates based on an employee's duties and other factors like their age and qualifications.

## **Step 3: Talk to the employee**

Once you have checked your records and the law and have an understanding of the problem, you should organize a time to speak with the employee.

It's important to prepare for this conversation. You can do this by summarizing the key points you want to cover, gathering any supporting documents or information and considering your options for resolving the issue. After the conversation, you should make notes about the discussion you had and any agreement you have made. Include the date and time of the meeting and who was present.

## **Step 4: Resolve the matter**

Depending on the issue raised, there may be a number of ways to resolve it. These may include:

- Giving an explanation to the employee about their entitlements
- Back paying any unpaid entitlements
- Updating the employee's records to rectify any mistakes
- Updating any relevant policies and procedures
- Providing training

Setting a date in the future to check in with the employee to ensure the issue has not re-occurred. It's important that you take action in a timely manner and monitor the situation to ensure the issue has been resolved. After talking to your employee, it's a good idea to write to them to confirm your discussion and any actions that will be taken to resolve the matter. Remember, you will need to change the letter to reflect your circumstances.

If other staff members are affected by the same issue, you should fix the matter and discuss this with all affected employees. This may involve checking the entitlements of other employees, updating any relevant policies and procedures or providing information to other employees

## Step 5: Seek further assistance

If you have followed Steps 1 to 4, and still haven't been able to resolve the issue, you may want to ask a third party to help. A third party might be a mediator, your industry association or a solicitor. The approach you choose will depend on the issue you're trying to resolve.

## 1.3 Encourage and acknowledge others to provide feedback in the team

Encourage others to provide you with feedback on your work performance

### Ways to give valuable and constructive feedback to employees

- Be problem-focused and specific.
- Talk about the situation, not the individual.
- Give praise where it's due.
- Be direct but informal.
- Be sincere.
- Listen.
- Make it timely.

#### 1. Be problem-focused and specific

An important part of telling an employee what they could do better is to tell them why. For example, starting a conversation with 'You need to be getting to work earlier' assumes the employee knows why punctuality is so important. Instead, be clear about the actual problem at hand – which in this case might be that customers are being kept waiting – and structure your feedback around it.

The employee might not have all the background or context on an issue. So, if necessary, give them a sense of how the issue affects you and the rest of the business. The more specific you can make your feedback, the more actionable it will be.

#### 2. Talk about the situation, not the individual

Constructive feedback is by its nature focused on outcomes and impartial observations – not the employee's personal attributes. Feedback centered on the individual could be taken as an attack motivated by personal feelings, rather than objective facts.

By discussing the situation itself, rather than your personal opinion about it, you're showing that you're most concerned about fixing the problem at hand and not criticizing the employee's own personality.

### 3. Give praise where it's due

Giving employees positive feedback is essential, too – and acknowledging positives among negatives can be a good way to reassure them that you haven't lost perspective. For example, 'I think you did a great job with this account – sales are up 13% since last quarter. But we've had a few customers tell us that response times have increased.' This tells the employee that you're not criticizing their overall performance; just that certain aspects of their job need attention. Just be careful not to over-emphasize the positives, as this can make you appear uncertain or insincere.

### 4. Be direct but informal

Try not to use technology such as email, text message or the phone to relay your feedback, as this can lead to misinterpretation and make it seem less important than it really is. It's best to speak in person, by finding a quiet space where you can have an honest and informal one-on-one chat with the employee. If that's not possible, a phone or video chat could best suit if that's how you regularly communicate. While you want to be informal, it's best not to beat around the bush – feedback of any sort is most effective when you get straight to the point.

### 5. Be sincere

If your tone and manner don't match the context of the feedback itself, you could send out a mixed message that confuses your employee.

If the feedback is positive, let your emotions also indicate that you appreciate their efforts. For negative feedback, a more concerned tone will show that you believe the problem should be taken seriously. Most importantly, always try to avoid displaying negative emotions such as anger, sarcasm or disappointment.

### 6. Listen

When you're giving constructive feedback, make sure your employee is given a chance to respond. It should be a conversation between you both. This shows that you're prepared to listen to their concerns and their interpretation of events. It's also an opportunity for the employee to express their ideas to you and become part of the solution.

### 7. Make it timely

It's best to give praise when an employee's achievement is still fresh. Timeliness is also important for negative feedback – except in a situation where an employee has done something that makes you feel genuinely bad. In that case, it may be wise to wait until you've 'cooled off' before taking it up with them. This will help to ensure that your feedback is objective and not closed by emotion.

Ultimately, the best kind of constructive feedback focuses on behavior or situations, not people and personalities. It's given in a tone and setting that conveys support and respect. Great constructive feedback helps employees recognize and avoid their mistakes and inspires them to achieve their potential.

Finally, keep in mind that we all thrive on positive reinforcement, so don't assume that employees will always know when they're performing well – come out and tell them. Be it positive or negative, providing staff with ongoing feedback is one of the most important and powerful employee development tools at your disposal.



## Self-check-1

### Test-I Multiple Choose

**Instruction: select the correct answer for the give choice.**

1. Which one of the following is correct about duty?
  - A. is someone for whose safety the organization
  - B. is an obligation
  - C. is something you are expected to do
  - D. responsible of employers
  - E. All of them are answer
2. Handling workplace issues promptly can also help you to except
  - A. Build better relationships with your employees
  - C. Maintain employee morale and job satisfaction
  - D. Retain your staff minimize workplace productivity
  - E. None of answer
3. Which one of the following correct about your responsibilities include?
  - A. Following health and safety instructions provided by the employer
  - B. Correctly using personal protective equipment and clothing
  - C. Taking care to use equipment safely and for its intended purpose
  - D. Reporting hazards and potential problems without delay
  - E. All
4. How to build good working relationships in your work area?
  - B. Make time for everybody, not just the senior stakeholders.
  - C. Deliver on work and always follow up with people.
  - D. Show yourself in meetings
  - E. All
5. Which one of the ways to give valuable and constructive feedback to employees?
  - A. Talk about the situation, not the individual.
  - B. Give praise where it's due.
  - C. Be direct but informal.
  - D. Be sanative.

## Test-II Matching

**Instruction: Match the correct answer from B column to A column.**

“A”

1. Responsibility
2. Seek further assistance
3. Talk to the employee
4. Establish Trust
5. Providing training

“B”

- A. When difficulty arise
- B. Keep by the employees
- C. Observation and forms
- D. Resolve workplace issue
- E. Encourage cooperation
- F. Resolve the matter

## Test-III

**Give short answer for the following questions.**

1. Discuss about duty and responsibility.
2. Discuss five-step process to help you resolve workplace issues with your employees.
3. Discuss ways to give valuable and constructive feedback to employees
4. List some problems which may occur in the workplace.
5. Discuss about steps to encourage cooperation and unity in a team.

## Unit Two:- Workforce activity contribution

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

- Support team members to ensure workforce goals
- Contribute to workforce goals and tasks
- Sharing relevant information with team

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

- Provide support to team members to ensure workforce goals are met
- make constructive contributions to workforce goals and tasks according to organizational requirements
- Share information relevant to work with team members to ensure designated goals are met

## 2.1 Support team members to ensure workforce goals

### 2.1.1 Support your team at work

There are many ways in which you can support your team at work, no matter what your role in that team is. For example, for managers, you may feel a greater degree of responsibility for those reporting into you. Yet even if you're not in a management role, you can know how to support your team, and even your team leader, in the workplace.

**The following are ten outline ways supporting team:**

#### 1) Communicate regularly

Open and honest communication is the foundation of a successful team. This is true whether it's face-to-face or virtually, as it helps us build the interpersonal skills necessary for effective teamwork. Sharing ideas, points of view, information, and expertise helps to keep everyone informed and in the loop.

For managers and leaders, this means clearly communicating what needs to be done, what the latest successes are, and which areas need focus and attention. Communication is also about giving and receiving feedback, brainstorming ideas, and listening to one another.

For those not in a management role, communication is still vital. Touching base with those around you, whether senior, junior, or on the same level as you, helps establish connections. Doing so can help to build relationships, and means everyone gets a chance to express themselves and their ideas.

#### 2) Check-in regularly

A laissez-faire approach to teamwork isn't always the best solution. It can be tempting to just let people get on with their daily tasks and only check in with others when a crisis hits. Although micromanagement isn't fun for anyone, regular catch-ups can be beneficial. Progress meetings for projects, as well as personal development, can help to keep everyone on the same page.

#### 3) Be inclusive

If you're trying to support your team at work, it's likely that there is a diverse range of people that you've got to appeal to. Although this range of personalities, mannerisms, and approaches can seem intimidating, these differences need to be celebrated.

It can be easy to dismiss or tune out ideas that don't align with your own. However, doing so can be damaging to morale and cause tension, leaving others to feel unheard or disregarded. No matter what your role in your team is, you can support others by remembering the importance of balance.

Differing opinions and disagreements should be acknowledged and dealt with respectfully. Often, these can be learning opportunities and a chance for positive compromise and understanding. Everyone should have the confidence to be heard, and everyone can make an effort to be inclusive.

#### **4) Learn to prioritize**

Being able to plan out the essential tasks can make it easier to manage your work environment. Whether you're prioritizing your own work or that of your entire team, the process contributes towards the overall functioning of the group.

The work environment brings together a wide range of specializations and knowledge. Often, the success of one area of the business relies on a host of other people completing their tasks. So, by prioritizing your own work, you're making sure that someone else can prioritize theirs. It's also a useful way of keeping productive and making decisions.

Again, from the point of view of a leader, you can assist those around you by helping them prioritize their workload. This can make their workload seem more manageable and helps to support your team at work.

#### **5) Empower others**

Empowering those around you is a highly efficient way of offering support to your team. Yet it's not necessarily an easy term to define. Essentially, it's giving others the opportunity to think for themselves, and to make decisions and take action based on their own judgment.

It's a fairly nuanced way of supporting others, but there are several steps you can take to empower them. Delegation is often a key part of it, as it shows trust and faith in them. Similarly, you'll want to define boundaries and expectations for how much freedom they have.

A crucial part of empowerment is giving appropriate and constructive feedback, making sure that the full impact of decisions and actions are discussed. Although this point focuses mainly on those in leadership roles, it's possible for everyone to contribute to an environment where everyone feels empowered. Supporting discussion, ideas, and a positive work environment all contribute.

#### **6) Work on your emotional intelligence**

Emotional intelligence is one of the most in-demand soft skills that employers are looking for at the moment. It's not hard to see why. This skill is the ability to understand, use, and manage your emotions, as well as recognize how other people do the same. It's often linked with empathy and social awareness and can help with collaboration and motivation in the workplace.

#### **7) Set reasonable goals**

People like to know what their purpose is. In the workplace, collaboration relies on everyone having a shared set of goals and expectations. Working towards a common aim can unite people, engage them with the task at hand, and add enthusiasm to the process. This becomes particularly important when it comes to things like remote working.

That being said, having too much pressure to hit targets can have the opposite effect, leaving people feeling burned out and frustrated. It's therefore important to have reasonable goals that the team as a whole can work towards. Similarly, each member should take responsibility for setting their personal goals, as this leads to things like accountability, growth, and career development.

This point links back to ones we've mentioned already. Setting goals relates to a feeling of empowerment, while it also relies on being able to prioritize what's important.

### **8) Take breaks together**

Breaks are an important part of everyone's workplace routine. There are many benefits that come with taking them, and many negatives associated with not. Taking time away from your desk helps you to process and retain information, as well as boosting your creativity and productivity.

Taking your breaks with members of your team can help to build relationships and create a sense of togetherness. It doesn't have to be a formal or even a regular arrangement, but it can help to keep everyone focused and motivated and encourage discussions and openness in the team. There have even been studies that show those who talk more with co-workers are more productive.

### **9) Focus on wellbeing**

Taking into account individual wellbeing, both others' and your own, is an essential way to support your team at work. We've already mentioned how important it is for people to feel heard, included, and valued. It's also vital that everyone has a positive work/life balance and an environment where mental health and wellbeing can be openly discussed.

Promoting wellbeing benefits everyone, resulting in a healthier and more inclusive culture where people feel engaged and have better morale. There are many ways to focus on wellbeing, whether it's taking a more active role in your own or encouraging other people to think about theirs. You can check out further details about wellbeing in the work.

## **2.1.2 Importance of support your team**

Supporting your team at work can help boost morale, increase productivity and create a happier and healthier work culture. Professionals who feel supported by their colleagues often are more confident in their abilities and can return the support to others, which can be beneficial to the entire company. Any employee can choose to support their team, and it can be especially important for team leads and managers to create a supportive work environment for everyone.

There are so many ways to support your team and the benefits of doing so are bountiful. Supporting your team increases creativity and collaboration, builds trust, strengthens relationships, and improves your workplace culture.

Practicing thoughtful leadership is one of the easiest ways to support your team. A positive culture in which your teammates feel appreciated and valued will lead to heightened morale and less stress. Teammates will gain the opportunity to combine skill sets, learn from each other, and be more effective employees.

**Ways of supporting team in the work place include:**

- Interests
- Lifestyle preferences
- Past jobs
- Technical strengths
- Work preferences
- Working styles

### **2.1.3 Organizational requirements**

Organizations formulate rules about how users are to perform their tasks

**The following are some of organizational requirements:**

- Addressing particular customer feedback
- Conceiving and implementing a particular project
- Developing new services
- Generating ongoing ideas within the work unit
- Improving budgetary performance
- Improving or changing work conditions
- New ideas that impact beyond the workplace (e.g. that have a broader social or community impact)

## 2.1.4 Contribute to workforce goals and tasks

Workforce goals are broad, high-level statements that address the key workforce issues. They describe the desired outcomes, but do not include specific strategies or performance measures. It is tempting to address every workforce issue or problem.

### Workforce Planning Guide

- Identify Workforce Issues
- Identify Workforce Goals
- Identify Workforce Objectives
- Identify Workforce Strategies

### Identify the problem/Issues

Identify the Problem Organizations often realize that problems exist in their workplace. Often, however, there are so many concerns or problems that knowing which problem to address first can be difficult. Or, the opposite might be true: The organization understands that problems exist but is not quite sure what those problems are. Often, the issues or concerns center on recruitment and retention of staff members. Although an organization might understand the overall issues, it may have difficulty pinpointing the exact nature of the problem.

#### Common workforce challenges include the following:

- The organization has trouble finding new employees.
- The organization has difficulty recruiting individuals who are qualified to take open positions.
- New hires quit in the first 6 months.
- Supervisors are constantly hiring new employees to replace those who have left the organization.
- New employees are unsure of their job roles and functions.
- The organization has difficulty finding training that addresses the skills needed by employees.
- Employees have morale problems.
- Long-term employees are dissatisfied with or quit their jobs.
- Employees have inadequate wages or benefits.



The first step in assessing challenges and evaluating outcomes is to select a specific challenge as the focus. The challenges just listed are common, but an organization may identify another problem that is not on this list at all.

## Workforce Goals

Workforce goals are broad, high-level statements that address the key workforce issues. They describe the desired outcomes, but do not include specific strategies or performance measures.

It is tempting to address every workforce issue or problem. Instead, employers should limit the number of workforce goals they set, and focus on those that will address the most critical business issues.

Examples of workforce goals include:

- Reduce turnover in ‘core’ positions.
- Enhance recruitment to support growth of ‘x’ program / institution / region.
- Prepare for retirement of managers, senior leadership, and key technical experts.
- Redeploy and retrain staff to support decentralized case management.
- Enhance employee performance management to support new program goals

## Workforce Objectives

Objectives describe the measurable or observable results an organization expects to achieve related to a goal. They should also tell the organization how well its strategies and action plans is working.

For example, if the goal is to prepare the workforce for implementation of a centralized claims management model, the objectives may include:

- Maintain a 97% staffing level during the transition.
- Design and implement a new training program for claims managers by June 30.
- Decrease the average claims processing time to 21 days by December 31.

Employers should test each objective against the following SMART criteria:

- **Specific** – Does it address a clear and precise element of success?
- **Measurable or observable** – Is it either quantifiable or clearly observable?
- **Action-oriented** – Does it address the results of a specific action?
- **Realistic** – Can the organization realistically influence the desired result?

- **Time-oriented** – Is there a time limit within which the objective must be achieved?

### **Identify Workforce Strategies**

Strategies and action plans describe how to achieve the objectives set by employers. Many factors influence what combination of strategies to use. Employers should choose only those few strategies that have the best chance of improving performance.

### **Workforce Planning Strategy Areas**

#### **A. Staffing**

- Recruitment
- Assessment
- Training & Development
- Deployment
- Retention
- Affirmative Action
- Succession
- Reduction-in-Force
- Employee Performance Management

#### **B. Infrastructure**

- Classification
- Compensation
- Performance Incentive
- Programs
- Statutes & Rules
- Policies & Procedures
- Collective Bargaining Agreements

#### **C. Organizational Design**

- Reorganization
- Work Process Redesign

#### **Culture**

- Values
- Diversity
- Change Management

- Employee Engagement

### **E. Risk Management**

- Critical Incident
- Preparedness
- Workplace Violence
- Workplace Safety
- Employee Health & Wellness
- Employment Litigation

## **2.3 Sharing relevant information with team**

### **Relevant information**

Relevant information is data that can be applied to solve a problem. This is a particular issue when determining the format and content of an entity's financial statements, since the proper layout and level of detail of information can adjust the opinions of users regarding the future direction of a business.

Being accountable to the people we support through development and/or humanitarian projects involves ensuring people are aware of their rights and entitlements and have access to relevant and appropriate information about the project to enable their participation and feedback.

### **What information to share?**

The following minimum information should be provided in the appropriate local language:

- Name and contact details of key project representatives.
- Short summary of the project including objectives, activities, timescale and intended beneficiaries.
- Rights of project beneficiaries e.g. right to receive support on the basis of need alone; right to receive support free of harassment including zero tolerance of corruption and sexual harassment; right to express opinions, give feedback or make a complaint.
- Date of next organization / community meeting is to be held and its agenda.
- What to do and who to contact in case of a complaint, including definition of a complaint.

### **The seven golden rules to sharing information**

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and

human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgment, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgment on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

**The shared information must be:**

**Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

**Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

**Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

**Timely**

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

**Secure**

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organization's policy on security for handling personal information.

**Record**

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organizational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organization's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

## Self-check-2

### Test-I Multiple Choose

**Instruction: select the correct answer for the give choice.**

1. Which one of the following minimum information should be provided in the appropriate local language?
  - A. Name and contact details of key project representatives.
  - B. Rights of project beneficiaries
  - C. Date of next organization / community meeting is to be held and its agenda
  - D. All of them are answer
2. The sharing information must be except one
  - A. Secure
  - B. Irrelevant
  - C. Accurate
  - D. Adequate
3. Which one of the following correct about employers should test each objective against the following SMART criteria?
  - A. Specific
  - B. Realistic
  - C. Timely
  - D. Measurable
  - E. All
4. Which one of the following part of work force planning guide except?
  - A. Identify Workforce Issues
  - B. Identify Workforce Goals
  - C. Define Workforce Objectives
  - D. Identify Workforce Strategies
5. Which one of the following excludes common workforce challenges?
  - A. The organization has trouble finding new employees.
  - B. New hires quit in the first 6 months
  - C. Employees have morale motivation
  - D. Employees have inadequate wages or benefits.

## Test-II Matching

Instruction: Match the correct answer from “B” column to “A” column.

### “A”

1. Develop new service
2. Accurate
3. Relevant
4. Record
5. Timely

### “B”

- A. Information sharing decisions should be recorded
- B. Information should be shared in a timely fashion
- C. Organizational requirement
- D. Types of recording
- E. helps to effectively and makes informed decisions.
- F. Clearly distinguish between fact and opinion

## Test-III

Give short answer for the following questions.

1. List and discuss the seven golden rules of sharing information.
2. Discuss about workforce planning strategy.
3. List and discuss organizational requirements.
4. How to support team in the workplace.

### Unit Three: - Team role

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

- Role and objective of the team from available sources of information
- Team parameters, reporting relationships and responsibilities
- Respecting differences in values and beliefs.

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

- Identify the role and objective of the team from available sources of information
- Identify team parameters, reporting relationships and responsibilities from team discussions and appropriate external sources
- Respect and acknowledge differences in personal values and beliefs in the development



### 3.1. Role and objective of the team from available sources of information

Team is a group whose members influence one another toward the accomplishment of an organizational objective or purpose.

- A collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and who are seen by others as an intact social entity embedded in one or more larger social systems and who manage their relationships across organizational borders
- A group consists of any number of people who interact with one another, are psychologically aware of one another, and think of themselves as a group.

#### 3.1.1 Team Role

A tendency to perform, contribute and interrelate with others in a particular way. Team role shows the different types of contribution that is made to the team.

Team role: team roles describe your "soft product" contribution to team discussions and interactions. For example, when a team meets to resolve a team problem, each team member contributes a different type of perspective to the discussion, and tries to achieve a different effect. One person may want to clarify the problem being discussed; another may suggest ideas for resolution; a third may try to analyze the situation and produce an explanation of how the problem came about.

There are nine team roles and categorized those roles into three groups:

1. Action Oriented,
2. People Oriented, and
3. Thought Oriented.

Each team role is associated with typical behavioral and interpersonal strength

S/n			
1	Action Oriented Roles	Shaper	Challenges the team to improve.
		Implementer	Puts ideas into action.
		Completer Finisher	Ensures thorough, timely completion.
2	People Oriented Roles	Coordinator	Acts as a chairperson.
		Team Worker	Encourages cooperation.
		Resource Investigator	Explores outside opportunities.
3	Thought Oriented Roles	Plant	Presents new ideas and approaches.
		Monitor-Evaluator	Analyzes the options.
		Specialist	Provides specialized skills.

### Structures to Support Teamwork

To be effective, teams require clear structures that outline

- Team objectives
- Roles and responsibilities of team members
- Mechanisms for exchanging information
- Coordination mechanisms for team activities

#### 3.1.2 Team objectives

- Team objectives must be firm, yet realistic
- Team objectives may be based on **SMART** goals:
  - ✓ S-Simple
  - ✓ M-Measurable
  - ✓ A-Achievable
  - ✓ R-Realistic
  - ✓ T-Timely

**Some of the key team building objectives might be:**

### **Collaboration**

A key element of any successful teams is how well the team collaborates together and how well it collaborates with other teams. Having teams who want to help each other to make the company succeed in its main goals can make a huge difference to how successful a company is. Collaborative based team buildings events help teach your teams the benefit of working together and not against each other.

### **Communication**

A team which communicates well will achieve far more than one which doesn't. Because communication is so important to any team it's often a key focus on many of our team events. Communication based activities are designed to help your team members make the most of their communication skills.

### **Change management**

Change is necessary in every team on an almost continual basis. One of the worst phrases in any business is "Because we've always done it that way." We don't mean changing for changing's sake but having the ability to make the most out of change and managing the change within teams so it becomes a benefit rather than a negative.

### **Problem solving**

Like change, problems will always arise in any businesses and every team. However good your risk management and your foresight to see problems before they arise is, there will always be some issues which need to be ironed out. Problem solving activities help teach how to react to problems in a calm manner and overcome them without them becoming far larger than they need to be.

### **Flexible thinking**

The ability to be flexible is a vital skill within every team because there will always be new challenges and tasks arising which are not specifically part of anyone's job description. The ability to see the benefits in working another way and to try new ideas can be a huge boon for any business.

### **Morale building**

No one wants to work in a team which has low morale however a team with high morale and a great working relationship can be seen as the place to be. A high general morale can help lower staff turnover and increase staff retention which will reduce your recruitment and trainings costs as a result.

## **Trust**

A team which doesn't trust each other will struggle to function beyond the most basic terms. Trusting your colleagues to hold up their end of the workload and trust from managers to complete a project without the need for micromanagement can greatly increase the efficiency of any team.

## **Vision**

The ability to see the bigger picture is the ability to see where a small project fits in to the larger goals of the company even where it isn't always immediately apparent. Understanding where you fit in to the bigger organizational goals can help an employee see their worth to the company and their feeling of being valued.

## **Delegation**

Delegation is more common for team leaders and managers as they more often have the need to delegate tasks or projects to their team members and subordinates. The ability to delegate effectively can also become an important skill where a team member might head up and individual project with others reporting to them.

## **Lean Thinking**

Not wasting resources is really important to every business and not just in tough economic times. A company which employs a lean thinking and reducing wastage policy will be in a better position to weather tough economic times. Lean thinking needs to be built in to the company ethos from top to bottom to be fully effective.

## **Conflict Resolution**

In most teams sooner or later there will be some element of conflict and being able to resolve this amicably can enhance the performance of the team and have a positive effect on team morale. By resolving conflict quickly, you also gain the benefit of not allowing problems to fester and become much larger than they initially were.

## **Team building ideas**

We have a vast range of different activities available that are suitable for all types of team building events, whether you would like a competitive element or for the event to be centered on collaboration with everyone working towards one common goal.

## Core Competencies for Teamwork

Creates better adaptability and flexibility in the organization

- Knowledge of healthcare roles
- Ability to communicate effectively with other health professionals
- Ability to reflect the effect of health professionals' roles/attitudes related to mutual trust
- Willingness to work together

## Protocol for Effective Meetings (ROPES)

- Respect
- Openness
- Participation
- Experimentation
- Safety

## 3.2 Team parameters, reporting relationships and responsibilities

As a leader, there are a number of elements that you must help to create in a team. Teams learn and demonstrate behaviors that are not exhibited by mere groups. These characteristics represent the essential elements of an effective team.

### Common/ essential elements

**A team goal** - Although your team might have a number of goals, one of them must stand out. For example, “To produce 10% more widgets than last year without hiring additional personnel” Everyone must know, agree upon, and are committed to accomplishing the team goal.

**Communication** - Open, honest, and effective exchange of information between members.

**Trust** - Openness in critiquing and trusting others.

**A sense of belonging** - Cohesiveness by being committed to an understood mandate and team identity

**Diversity** - This must be valued as an asset. It is a vital ingredient that provides the synergistic effect of a team.

**Creativity and risk taking** - If no one individual fails, then risk taking becomes a lot easier.

**Evaluation** - The ability to self-correct.

**Change compatibility** - Being flexible and assimilating change.

**Clear Objectives:** The team's overall objective needs to be identified and defined in terms which allow each member to understand the same goal. The leader has an important role in communicating a clear picture of what the organization expects from the team. A style which encourages a questioning approach is likely to reveal any members' doubts, misunderstandings or resistances which need to be positively managed.

**Suitable membership:** For a team to be able to work productively, its members must display the range of skills, knowledge and experience and the right 'mix' of these for the task it is undertaking. Members are valued for what they can contribute and are encouraged to develop. Little time is wasted on considerations of what members cannot do. The emphasis is on strengths, on the positive.

**Commitment to the team:** Team members experience real strength from their membership and the sharing of goals. They are willing to invest considerable energy in the interests of the team. Membership is highly valued and member behavior is strongly influenced by considerations of team success.

**A supportive team climate:** The order of the day is participation and personal responsibility. Members are trusted to contribute in a mature fashion. Self-control replaces imposed control. Responsibility is widely shared throughout the team on a rational basis, given the skills and other strengths among members. Members are encouraged to contribute ideas, take risks and question the team and its activities openly without fear of censorship, disapproval or reprimand. The only condition is that the members' behavior is with the best interest of the team and its performance at heart.

**Getting things done:** The successful team not only knows where it is going, it knows when it has arrived. It sets performance targets and milestones and establishes ways in which the team's movement toward achieving the targets can be measured. It is important that performance targets are ones that represent something of a challenge to the team and its members without being unrealistic and consequently demoralizing. When the right performance standards are set, the team's energy is directed towards achieving results. Team performance is constantly being appraised, in order to identify any problems in the team's path or being experienced by members. This is an important responsibility for the team leader.

**Working techniques:** The team needs to invest time and effort into developing working techniques, methods, procedures and ground rules to move the team toward its goal in the most efficient way consistent with preserving those other qualities associated with effective teams.

These include techniques for making decisions, solving problems and generally coping with anything which gets in the way of progress.

**Learning:** The team and its members learn from their experiences, including their mistakes. Mistakes made in good faith do not lead to heavy penalties, but are incorporated into expectations about the team and its members maturing over time. Problems are analyzed for what they can contribute to the individual and collective maturing process. Constructive criticism, based on logic and rationality and intended to help the team and its members grow in competence is welcomed. These places a premium on fact-to-face skills associated with coaching and giving feedback. They will be particularly highly valued skills when used effectively by the team leader.

**New members:** New team members are quickly integrated into the team, their strengths identified, and contribution defined. Every effort is made to help the new member prove his/her value to the team quickly.

**Managing the group:** An effective work team recognizes the importance of monitoring the team itself and the way in which it is working. Understanding something of 'group dynamics' is an area of knowledge and skills which is highly developed in effective teams. Allocating time and energy to understanding and managing relationships is an important investment. The team leader should be able to display considerable competence in this respect. Responsibility for monitoring events is not invested in the team leader alone. It is shared among members, although some will be more competent than others and show preferences in the direction of 'team maintenance'.

**Relationships with other teams:** An effective team also invests time and energy into developing ground rules for managing its relationships with other teams in a positive and productive way. This includes identifying areas of work where collaboration would clearly help one or both teams achieve results more efficiently or effectively. It includes maintaining open contact and frequently reviewing tasks priorities. Resources are shared where this will help progress toward a broader, but understood and shared, organizational objective. Joint problem solving is widely adopted and the tendency to 'blame others' is replaced in effective team working with a direction of effort toward understanding problems and finding solutions.

**Success:** The effectiveness of a team grows. All the conditions set out above develop more extensively and readily to the extent that the team meets with early, continued and acknowledged success. The cliché, "Nothing succeeds like success," is entirely applicable to the development of effective teams and in the process of developing and reinforcing the conditions underpinning demonstrated effectiveness.

### Team report relationship and responsibilities

The team manager is required to submit a weekly progress report for the team. Follow the same general writing guidelines

1. **Name:**[ Manager Name and Date Submitted: ] Put team manager/coordinator name and the submission date at the top.
2. **Team Accomplishments:** Summarize what the team accomplished in the last week.
3. **Unfinished Tasks:** List things you were supposed to have finished but didn't.
4. **Schedule Revisions:** Describe any changes that have been made to your teamwork Project Schedule.
5. **Group Problems:** Describe any difficulties your team is experiencing, whether technical, personal, or interpersonal. Describe any ideas or plans you have for addressing these problems.
6. **Late Status Reports:** List any team members who did not submit their individual status report on time.
7. **Submission:** Submit the progress report to the concerned body via email or any means of transmission by the due date stated in the Project Plan.

### 3.2.1 Relationship and responsibilities

Being a mutually evolving process, a relationship requires team members to be dependent on each other. Every individual should develop a level of trust for each other in order to be reliable for each other. Some of us just cannot find it easy to entrust a work with another team member or cannot seem to trust what a member can contribute.

In order to build trust, the team can hold trust-building talks during meetings every now and then. Self-disclosure is a good strategy for establishing trust with each other. Learning how to open and share a little about you to your teammates will give them a chance to know you as a person. Inject humor and some fun to be comfortable with each other.

Once you start to trust each other as an important member of the team, you will also become easily dependent on each other. With this, a budding relationship is established.

Each individual in a team has talents and abilities that can contribute to a solid work relationship which is needed to be productive in the job. As a team, members have to identify who excel in technical expertise, who are keen in problem-solving and decision-making, and who are adept in active listening, giving good feedback, and conflict resolution.



Identifying these skills helps a team perform effectively. This is otherwise known as team synergy through a coordinated effort of performing these abilities. Diversities even in skills and talents are common. But sharing these skills for the benefit of the team can build a solid work relationship among the individuals.

For a relationship to become healthy, learn to appreciate each other's talents. Being recognized by fellow colleagues for the effort contributed for the team is heartwarming and rewarding.

### **Relationship with a Team**

Typically, in a work setting, every working individual belongs to a team where a group of members work together with similar functions and work description, though not necessarily similar in interests. Also, individuals in a team generate a collaborative effort to achieve common goals, and may need to give up individual autonomy in order to attain those goals. The organization as a whole can make up a team and this component is by far the largest to be called as such.

If you are paired up with another work colleague on a project, you are already called a team. Regardless of the population of the members and diversities in a team, building a relationship is a crucially important factor grounded on teamwork.

Team members who develop a common strategy in working such as using a discussion in the interaction process or assigning tasks are manifesting teamwork. Individuals work together by sharing individual objectives and eventually come up with a unified goal.

Being a part of a team also entails commitment in the job and the responsibility. In order for a team to be harmonious, a good working relationship has to be established.

## **3.3 Respecting differences in values and beliefs.**

### **3.3.1 Respecting**

Respect is something everyone wants to receive but some people seem to have a hard time giving. Respect is something that must be earned yet something many people think they are owed. Students need to learn the true meaning of respect. They need to understand what respect means in reference to themselves and to other people. The first step in being a more respectful person is being able to define respect and its application to self and others.

Respect is an important component of personal self-identity and interpersonal relationships. It tends to be a self-reinforcing behavior.

#### **Treating someone with respect means:**

- Showing regard for their abilities and worth

- Valuing their feelings and their views, even if you don't necessarily agree with them
- Accepting them on an equal basis and giving them the same consideration you would expect for yourself.

## **Ways to Respect Others**

### **1 – Begin with an open mind.**

Be willing to hear opposing opinions—even outrageous ones—and learn about the worldview of people you don't agree with.

A sure way to shut down a conversation before it ever gets started is to express judgment or condescension. But if you are willing to listen, to genuinely hear the other person, conversations take place. Relationships grow.

If your goal is to genuinely show respect to others — even those with whom you disagree — treat each person you encounter with the love and dignity they deserve. Listen to them—not to change their mind, but to learn more about who they are. This will make them feel respected and open more doors to peace than you can imagine.

### **2 – Look for common ground.**

Every human being is valuable, regardless of their opinions or worldview. Learn to view everyone you encounter through the lens of love, and then look for ways the two of you can connect on a deeper level.

Perhaps the only thing you have in common is that you both have the same number of children, or a love for art, or you like a certain sport or food. Focus there, and before you know it, you'll find common ground in other areas, too.

As your relationship grows and deepens, you might find you are ready for a more open discussion about your differences and how you each came to believe and live the way you do. And that's the goal, isn't it?

### **3 – Listen closely.**

With the rise of social media, listening has almost become a lost art. It's easy to read a post on Twitter, Facebook, or Instagram, type a response in ALL CAPS and then run away from the discussion.

And it's even harder to listen in person. We hear people speaking, but are we really listening? Or are we just thinking about what we will say next?

Stop thinking about your argument or if you agree or not and instead really focus on what the other person is saying. Pay attention to their emotions and their tone. Try to understand where they're coming from.

Lean forward, and really listen. It's that simple.

#### **4 – Keep your emotions in check.**

Have you ever had a discussion with someone where all they do is talk or yell over you?

What did that accomplish, other than provoking anger or irritation?

Passions run high when it comes to differing beliefs and opinions, but remember—every individual has worth, dignity, and a right to an opinion, even if you don't agree. Don't take it personally. Instead, stay calm. If the conversation is getting too heated and one or both of you aren't able to listen well to the other, take a step back. Press pause until you're ready to engage with love and kindness.

#### **5 – Seek understanding.**

Instead of questioning the validity of the other person's opinions or beliefs, ask questions and be curious.

Genuinely try to understand their position. Even if you never fully agree, at least you will learn something new and make them feel respected. And relationship is built in understanding each other. Agreement doesn't make a relationship. But respecting the other, understanding who they are... that builds connection and trust.

### **3.3.2 Values and beliefs**

A **Value** refers *to* an individual's perception of the usefulness, importance, or worth of something. We can value a college education or technology or freedom. Values, as a general concept, are fairly ambiguous and tend to be very lofty ideas. Ultimately, what we value in life actually motivates us to engage in a range of behaviors. For example, if you value technology, you are more likely to seek out new technology or software on your own. On the contrary, if you do not value technology, you are less likely to seek out new technology or software unless someone, or some circumstance, requires you to. Lastly, you can attempt to get people to change their personal beliefs.

A **Belief** is a proposition or position that an individual holds as true or false without positive knowledge or proof. Typically, beliefs are divided into two basic categories: core and dispositional.

A Core belief is a belief that people have actively engaged in and created over the course of their lives (e.g., belief in a higher power, belief in extraterrestrial life forms).

A Dispositional belief, on the other hand, is a belief that people have not actively engaged in but rather judgments that they make, based on their knowledge of related subjects, when they encounter a proposition. For example, imagine that you were asked the question, “Can stock cars reach speeds of one thousand miles per hour on a one-mile oval track?” Even though you may never have attended a stock car race or even seen one on television, you can make split-second judgments about your understanding of automobile speeds and say with a fair degree of certainty that you believe stock cars cannot travel at one thousand miles per hour on a one-mile track. We sometimes refer to dispositional beliefs as virtual beliefs.

If the dialogue took place in the comments, the girl is sure to drop in on you with a return visit. After that, you can look for an excuse to move the communication to a personal or messenger. Do not forget to review personal information, sometimes you can find other contacts of the girl local hookup app near me free in the network and even her phone number. You should categorically not start communicating with the first phrase that comes to mind. Beautiful women every day write “hi, how are you,” “let’s get acquainted,” “you broke my heart,” and so on. To write the same thing is to become “another one,” and your goal is to become the one. The first message should evoke some vivid emotion, because memory filters out the words, leaving only impressions.

When it comes to persuading people to alter core and dispositional beliefs, persuading audiences to change core beliefs is more difficult than persuading audiences to change dispositional beliefs. For this reason, you are very unlikely to persuade people to change their deeply held core beliefs about a topic in a five- to ten-minute speech. However, if you give a persuasive speech on a topic related to an audience’s dispositional beliefs, you may have a better chance of success. While core beliefs may seem to be exciting and interesting, persuasive topics related to dispositional beliefs are generally better for novice speakers with limited time allotments.

### Self-check-3

#### Test-I True false questions

Write true for correct sentence and write false for wrong sentence.

1. Value refers to an individual's perception of the usefulness, importance, or worth of something.
2. Respect is something everyone wants to receive but some people seem to have a hard time giving.
3. Team is a group whose members influence one another toward the accomplishment of an organizational objective or purpose.

#### Test II Multiple Choose

Choose the best answer from the given alternatives.

- 1) Which one of the following corrects about ways of respect others?
 

A. Look for common ground.

B. Listen closely.

C. Keep your emotions in check

D. Seek understanding

E. All
- 2) Which one of the following correct about protocol for effective meetings?
 

A. Preparation

B. Respect

C. Openness

D. All
- 3) Which one of the following correct about follows general writing guidelines
 

A. Team Accomplishments

B. Schedule Revisions

C. Unfinished Tasks

D. All

#### Test-II

**Give short answer for the following questions.**

1. Discuss team parameters, reporting relationships and responsibilities.
2. Define value and beliefs.
3. Discuss protocol for effective meetings.
4. What are role and objective of the team from available sources of information?

## Unit Four: - Own role and responsibility within team

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

- Identifying individual role and responsibilities
- Identifying roles and responsibility of other team members
- Identifying reporting relationships within team and external to team

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

- Identify individual role and responsibilities within the team environment
- Identify and recognize roles and responsibility of other team members
- Identify reporting relationships within team and external to team

## 4.1 Individual role and responsibilities

A critical issue that can impede the success of teams is a lack of clarity regarding the roles, responsibilities, and expectations of the various agencies and/or individuals who compose its membership.

This exercise is designed to assist team members to understand more fully their own roles and responsibilities in relationship to the work of the team, and to provide them with an opportunity to share their expectations about the roles and responsibilities of others.

It can be difficult to understand fully the distinction between a role and a responsibility, please keep the following definitions in mind as you move through this exercise.

**Roles-** Generally, roles are the positions team members assume or the parts that they play in a particular operation or process. (For example, a role an individual might assume is that of facilitator, or communications liaison).

**Responsibilities** -On the other hand, responsibilities are the specific tasks or duties that members are expected to complete as a function of their roles. They are the specific activities or obligations for which they are held accountable when they assume—or are assigned to—a role on a project or team. . (For example, some of the responsibilities of a person in the role of team facilitator might include making sure that meeting agendas reflect feedback and input from all members, that the meetings start on time and end on time, and that all members have opportunities to contribute to discussions.)

### Questions to individuals in a team

- What team role am I playing at work?
- What contribution am I making to the team?
- Does your team role match your personality preferences or stretch you?
- Do I have a clear understanding of what is expected of me? Do I know my boundaries?
- Do the people around me understand my role? Do they understand the relationship between my role and theirs?
- Does each member of my team clearly understand their roles and responsibilities?

### 4.1.1 Individual role and responsibilities within the team

Individuals within a team all have unique skills and strengths. It is only when the contributions of all team members are valued that teams will function efficiently. Any individual team member can play a

number of different roles within the team. Roles are predetermined behaviors expected of people in a group. Some roles will feel natural - "I'm always the one who . . . There will be other roles, however, which may be difficult, e.g. Chairperson or Presenter. Try and gain experience in at both natural and difficult roles in the group.

**There are four main types of roles:**

- Task roles
- Functional roles
- Maintenance roles
- Dysfunctional roles

▪ **Task roles**

The more clearly the task roles are defined, the better the chosen team member will be able to perform the task. If a task role is too narrowly defined, however, the team may miss out on the opportunity to capitalize on the skills and talents of that team member. When a team has the right mix of tasks that are well differentiated and integrated, group members develop a sense of cohesion and team spirit, and each can see where their particular role fits with the objectives of the group as a whole.

Some of the tasks you may need to do include:

- developing an understanding of particular technical knowledge
- obtaining references and taking notes
- doing calculations
- analyzing data
- devising graphs and tables
- preparing designs
- building a prototype
- writing sections of reports
- preparing presentations

▪ **Functional roles**

In order for a group of people to function as a team, members must find ways to interact with each other beyond just performing their task roles. These 'functional' roles help the group to achieve its



goals. Each team member can adopt one or more functional roles as needed. You may find yourself taking on such roles as:

**Coordinator:** draws together the various activities of team members.

**Initiator:** proposes solutions; suggests new ideas, a new definition of the problem, or new organization of the material.

**Information seeker:** asks for data; requests additional information or facts.

**Information giver:** offers facts or generalizations, relating own experience to illustrate points.

**Opinion seeker:** looks for options about something from the team; seeks ideas or suggestions.

**Opinion giver:** offers a view or belief about a suggestion, regarding its value or its factual base.

**Goal setter:** helps the group to set goals.

**Deadline setter:** makes sure that deadlines are set and met.

**Progress monitor:** makes sure that the group is progressing according to plan.

**Evaluator:** measures decisions against group goals.

**Decision pusher:** helps the group to come to closure; makes sure that decisions are reached.

**Planner:** prepares timelines and schedules; organizes.

**Spokesperson:** speaks on behalf of the group.

**Troubleshooter:** asks the 'what if ...?' questions.

**Diagnose:** determines sources of difficulty; decides where to go next; eliminates blocks.

#### ▪ Maintenance roles

As well as the functional roles that assist the group to achieve its tasks there are group maintenance roles which help the team grow and strengthen. These roles support and maintain group life and activities. You may find that your personal skills lend themselves to one or more of the following maintenance roles:

- **Encourager:** is friendly and sincere; praises others; is warmly responsive to others, and their ideas; is accepting when people offer contributions.

- **Gatekeeper:** makes sure that every member of the group has a chance to be heard.

- **Standards setter:** expresses standards for the group to use in its discussions; reminds the team to avoid actions which don't fit these standards.
- **Consensus tester:** checks for agreements, for example 'I think we are all feeling the same way'.
- **Mediator:** conciliates; harmonizes.
- **Tension reliever:** helps eliminate negative feelings.
- **Listener:** is able to listen empathically and hear what others have to say.
- **Volunteer:** offers whatever is needed.

- **Dysfunctional roles**

Unfortunately sometimes you may find either yourself or other team members take on roles that are disruptive to genuine efforts to improve team effectiveness and satisfaction.

**Some of these roles include:**

- being aggressive • blocking or nit-picking • competing • clowning or joking to disrupt the work of the group • withdrawing • being sarcastic or cynical • blaming • taking all the credit • dominating • manipulating.

When group members take on dysfunctional roles, this can lead to very ineffective team behaviors. Examples of these behaviors include team members being late to agreed team meetings, or team members not doing the work they were supposed to do. You might have two hour meetings where nothing was accomplished or one student tells everyone else what to do while other students say nothing. Such behaviors inevitably cause team conflict, which needs to be addressed quickly and effectively to get the group back on track to working effectively and collaboratively.

You have responsibilities as a team member. Your actions must always reflect the highest possible standards of business conduct and ethics. You're expected to use good judgment, integrity, and common sense in making work-related decisions and to be accountable for your actions. And you're expected to respect your fellow team members, treating them with courtesy, respect, and professionalism.

Therefore, individual role and responsibilities within the team environment and of other team members are identified and recognized. Reporting relationships within team and external to team are

necessary for the accomplishment of the roles and discharging the responsibilities of individuals within the team.

## 4.2 Identifying roles and responsibility of other team members

Generally speaking, there are two types of roles that team members may have.

There are **formal roles**, which are the essential parts or positions that must be filled in order to collectively accomplish the goals of a project or team, and there are also **informal roles**, which may or may not be required in order to achieve the team’s goals, but that can have an impact—either positive or negative —on the progress of the team.

When we refer to **formal roles**, we are describing essentially “who” is responsible for “what.” Formal roles are absolutely essential for the success of the team. Obviously, if individual team members do not know what they are expected to do, it is highly unlikely that anything will get done. Again, a lack of clarity around roles and responsibilities is one of the primary reasons that teams fail to produce results. In addition, it is unlikely that members will continue to be interested or invested in a project if they do not know why they are involved or what is expected of them or the other members.

Unlike formal roles, **informal roles** are not assigned. Instead, they are assumed by individuals because of their personalities, motivations, individual styles and attitudes, or the ways that they like to approach situations or tasks.

Just as it is important to understand or recognize the formal roles people have on a team, it is also critical to identify the informal roles played by individuals, because informal roles can have a significant impact on a team. Certain types of informal roles can enhance the overall productivity of the team, but the impact of other types of informal roles—if not addressed—can be negative and may detract from the team’s ability to function effectively.

The following are examples of some of the informal roles that members play on teams.

- Teams might have a caretaker.

This is the person who makes sure that there is harmony that everyone is getting along and everyone’s needs are being met.

- Sometimes teams have an informal spokesperson.

This is the person who takes responsibility for hearing everyone’s voice, synthesizing different opinions, and then speaking out on behalf of the group.

- The role of the comedian is played by the person who wants to assume responsibility for making sure everyone is having a good time.

Comedians break tension and conflict with humor. They make sure teams do not take themselves too seriously.

- There is the catalyst.

This is the person who is like the cheerleader, who contains the energy for the project, gets people excited, and forces people to move forward.

- The optimist is someone who is always looking at the positive side of issues, who brings an upbeat perspective.
- There is the pessimist, who brings the negative perspective.

Pessimists often will call themselves “realists” because their view of reality is negative. But the true realist is not necessarily negative.

- The realist is the person who conducts the reality checks for the team, who wants to see the team succeed and not get blindsided by events that are unanticipated.

These are just some examples of the kinds of informal roles that individuals play. The important thing to note here is that informal roles do have a significant impact—both positive and negative—on the work of teams, and it is important to identify and address those effects when necessary.

As has been emphasized, clear roles and responsibilities are critical to the ultimate success of teams. However, such clarity is not always present within collaborative teams—particularly when teams are first established, and especially if there are individuals on the team who have not worked together previously. Regardless of whether a team is newly formed or longstanding, each of the team members will have desires and beliefs about what the other members of the team could or should be doing.

These beliefs are referred to as role expectations, and it is very important for members to discuss them so that there are no misunderstandings between what team members expect of one another or one another’s agencies, and what individual members perceive their own roles to be.

### **Exercise Purpose**

Team members come from different specialties and backgrounds, and it is important that they “step outside” their professional day-to-day responsibilities and think in terms of what they can specifically contribute to the team and how each can positively improve the level of team collaboration.

This exercise allows time to discuss what individual team members believe they contribute to the team. It also provides all team members with an opportunity to comment on how they view other members’ contributions. The purpose is to clarify and agree on each member’s roles and responsibilities on the team.

## Exercise Instructions

- Using the attached Role Expectations Worksheet, individually write a brief statement describing your perception of your roles and responsibilities on your team. Give thought to the unique skills, talents, and expertise you bring to the group and how these relate to the specific role(s) you can perform. Your statement should include information about what you think the other team members expect you to contribute.
- Using the attached Role Clarification Worksheet, write brief comments about what you expect each of your teammates (list each by name) to contribute to the team's operations and performance.
- Read your roles and responsibilities description, and express what you see as your contributions to the team, allow others to ask questions and clarify your comments, Have others describe their expectations of you, Compare and contrast your personal ideas with those of your fellow team members and discuss any differences in opinions or observations.
- Follow the instructions above for each team member, Come to an understanding of and consensus on each person's roles and responsibilities on the team.

## The team must have principled leadership

Teams usually need someone to lead the effort. Team members must know that the team leader has the position because they have good leadership skills and are working for the good of the team. The team members will be less supportive if they feel that the team leader is putting him/her above the team, achieving personal recognition or otherwise benefiting from the position.

### Work role preference

- The role you are expected to play by your boss/employer
- The demands of the job
- The roles played by other team members, and a need to compensate for what the rest of the team lacks
- Your training or education
- The working environment

In general, the closer your work role to your preferences, the more likely it is that you will enjoy work, though this is not a definitive rule. The greater the disparity between your team role and personality preference, the more likely it is that you may be finding the work.

## 4.3 Identifying reporting relationships within team and external to team

### 4.3.1 Reporting relationships within team and external to team

The relationship generally refers to the head of department and will already be set up for each organizational unit but you may occasionally receive requests to change them. This relationship allows them visibility of all positions within their organizational unit. You can have more than one of these relationships per organizational unit. For example the acting head of department may be given access if the head of department is away.

It is important that every member of a team has a full understanding of the capabilities and roles of individual team members. Each must know his or her role, the role of others, and to who they may look for resources and support. Without this knowledge, the team will not achieve its performance potential. If the responsibilities of team members are clearly defined and documented, each team member will be accountable to each other and to the group for the fulfilling of their responsibilities. The ground rules established in the formation of the group should address responsibilities and tasks and likewise identify remedies and protocol when individual and group responsibilities are not fulfilled. In order for team members to "own" their role and responsibilities, they should document their perceptions of their role within the team. Only when team members have fully brought into the team's purpose and their role within it can they be held fully accountable. Naturally, it is important that the roles and responsibilities of team members complement one another and represent a unique and useful asset to the team. Selecting individuals to take part in a team requires thoughtful consideration. Depending on the size of the team and scope of its purpose, teams may include a core group which is fully accountable for the results, as well as extended or ancillary members who bring unique knowledge to the team. Flexibility and adaptability are necessary in new teams as their purpose and needs evolve. When relationships between team members are built and confirmed on an ongoing basis, a culture of trust will exist even when members are working virtually with one another. The way a group behaves and performs affects individual members. When trust is present and group behavior is positive, so too will be team member's evaluation of the experience. An individual's positive evaluation of the team leads to greater trust and ongoing participation. Team leaders are expected by people outside of the team, as well as the members within, to manage much of the team's contacts and relationships with the rest of the organization. You must communicate effectively the team's purpose, goals, and approach to anyone who might help or hinder it. In addition, you need the courage to intercede on the team's behalf when obstacles that might cripple or demoralize the team get placed in

their way. Generally, responsibilities and relationships among team members are identified from team discussions and appropriate external sources (different external sources which can help the team for identifying responsibly

### **4.3.2 External Role of a Team Member**

When you form a team at a small business, it is helpful to assign roles to the members so that all tasks are covered. One of those roles should be external liaison.

This member not only participates in team meetings, but also communicates with groups and individuals outside the team. This vital role ensures that the team has the support of the company, and it helps the team have an impact on other teams.

### **Liaison between Teams**

Your team may need to work with other teams. This requires a liaison that conveys the team's findings and questions to another group and gathers that group's input. This member may attend meetings of both groups.

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## Self-check-4

### Test-I True false questions

Write true for correct sentence and write false for wrong sentence.

1. The closer your work role to your preferences, the more likely it is that you will enjoy work, though this is not a definitive rule.
2. The more clearly the task roles are defined, the better the chosen team member will be able to perform the task.
3. In order for a group of people to function as a team, members must find ways to interact with each other beyond just performing their task roles

### Test-II Matching

Instruction: Match the correct answer from “B” column to “A” column.

#### “A”

1. Task role
2. Functional role
3. Maintenance role
4. Dysfunctional role
5. Liaison team

#### “B”

- A. Being aggressive
- B. Analyze data
- C. Encouragement
- D. Coordination
- E. work role performance
- F. Relationship of other team

### Test-III

Give short answer for the following questions.

1. Discuss work role performance.
2. Define reporting relationships within team and external to team.
3. Identifying roles and responsibility of other team members.
4. Discuss Individual role and responsibilities within the team



## Unit Five: - Team work

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

- Using effective and appropriate forms of communications
- Contributing to team development based on skills and competencies
- Observing protocols in reporting using standard operating procedures
- Planning to contribute to the development of team work members

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

- Use effective and appropriate forms of communications and interactions and undertake with team members who contribute to known team activities and objectives
- Make effective and appropriate contributions to complement team activities and objectives, based on individual skills and competencies and workplace context
- Observe protocols in reporting using standard operating procedures
- Contribute the development of team work to plans based on an understanding of team's role and objectives and individual competencies of the members

## 5.1 Use effective and appropriate forms of communications

### 5.1.1 Using effective and appropriate forms of communications

Effective communication is important so that

- Team members understand and agree with team goals
- Goals and tasks can be clarified
- Team members understand how their tasks fit in with other people's tasks
- Problems can be sorted out before they become too serious
- Information that affects team goals can be shared
- The team can evaluate their progress and discuss ways to improve their work.

Communication may either be oral or written.

#### **Oral communication methods may include**

- Discussion: to share ideas to facilitate a job being completed on time
- Debate: when two people do not agree so put forward their point of view in order to convince the other person
- Negotiation: when people discuss their differences of opinion but are willing to compromise with each other in order to get a job done
- Speeches: for example, in a training session. →

#### **Written communication methods may include**

- Instructions: to explain how a task must be completed in order to limit misunderstanding
- Schedules: to priorities tasks so that the most important is completed first
- Reports: often used as feedback or when evaluating a task/procedure.

Effective communication is an essential part of any successful team. As the leader you are responsible for ensuring that all relevant information is distributed to team members. Without effective communication there can be no leadership.

As the leader of a team, some of the roles that you play are:

- Coach
- Mentor
- Counselor

As a leader, the way that you communicate with your team will determine the effectiveness of your roles. The ability to send and receive clear messages is the key to effective communication. Effectively

communicating to others is a complex process. If it was simply a matter of delivering OUR message and the other person automatically understanding and agreeing, there would be few if any conflicts or misunderstandings around us.

There are many facets to effective communication. It is a complex process that involves a:

- Sender: the person creating the message
- Receiver: the person that gets the message
- Channel: the medium used to transmit the message
- Message: the information that is to be shared
- Feedback: the receiver's response to the message
- Noise: any interference that could distort the message or feedback.

In addition to the elements of the communication process, you must also consider each person's:

- Skills and physical abilities
- Attitudes Self-concept
- Family and/or cultural background
- Language and values
- Status or relationship to the other people in the communication.

Any or all of these elements have the potential to influence the effectiveness of the communication. Each party to the communication has a responsibility to ensure that a “shared or common meaning is achieved”. In addition to sound communication skills, your attitude is a major influencing factor on your effectiveness as a communicator.

Attitudes influence your communication in three ways.

1. Your attitude towards yourself influences how you conduct yourself when you communicate. A positive attitude towards yourself will be seen by others as self-confidence while, a less than positive attitude may be interpreted as being uncertain or nervous. This will impact on the quality of the message and/or the receiver's attention to it.
2. Your attitude towards the receiver will influence the tone, structure and/or content of the message being sent. For example, you are likely to communicate differently to a person in a high position compared to someone in a similar position as you or a lower one.

3. Your attitude towards the subject matter will influence how you word your message and/or present it. If you have a positive attitude you may tend to gloss over any negatives or focus only on positive aspects while, a negative attitude may have the opposite influence on how you present the information. Another important aspect of your communication is the faith that your team has in your message. As with any relationship, trust is a critical factor. A frequent mistake made by inexperienced leaders is to not follow through on their statements. Some leaders promise to do something and never actually do it. This tends to devalue the communication and the relationship as a whole. Generally, your communications have maximum impact when the receiver sees you as credible, objective and knowledgeable.

It is important that feedback is a two way process. People with poor communication skills tend to make similar mistakes. One of the best ways to encourage feedback is to allow the other person the opportunity to ask questions and comment on the information you have provided. This will assist them to develop an understanding of your message and you have the opportunity to clarify if they understand the true intention of your message.

## **5.2 Contributing to team development based on skills and competencies**

Team development is carried out in four steps with the assistance of a trained facilitator from inside or outside the organization.

### **Step 1: Sharing expectations**

After introductions and a brief review of what is to take place, the facilitator asks members of the team to answer several questions about their expectations for the team and themselves. Generally, participants are asked to write down their answers and then to share what they have written with other participants. A summary of major concerns can be listed by the facilitator on a chart pad to encourage discussion.

**Here are among the questions about expectations the facilitator might ask:**

What concerns you most about working on this team?

What would the team be like if everything went right?

What would it be like if nothing went right?

What actions do you think are needed to ensure positive results?

### **Step 2: Sharing levels of commitment**

Members of a new team will vary in the amount of time and energy they are individually willing to commit to team activities. These commitments are influenced by how important they view the team's

task, demands made on their time by other work priorities, how personally interested they are in the team assignment, and other considerations.

### **Step 3: Establishing goals and plans**

As a starting point, the facilitator helps the team clarify and state in words the team's mission - its most fundamental reason for existing. The relevance of all subsequent plans and activities being considered by the team should be justified on the basis of their contribution to the team's mission. The creation of a written mission statement is followed by the development of specific goals to be achieved by the team on or before a specific date and a detailed work plan for each of the goals. Establishing goals and work plans provides focus and direction for the team and a convenient way of dividing up the work to be done among members of the team.

### **Step 4: Developing procedural guidelines**

To avoid the confusion about how things are to be done, a primary source of team conflict, the facilitator assists the team to develop guidelines on how various procedural matters are to be handled. Areas where guidelines will be useful to the team are shown as follows:

How decisions will be made - majority vote, a team consensus (all decisions made by the total group) or some decisions left to subgroups with specific work assignments.

What the basic method of work is to be - everything is done in the total group, individuals do things and submit their results to the total group, or initial work is done by subgroups for ratification by the total group.

How to ensure that everyone's issues are discussed - all members are invited to contribute items to the team's meeting agenda, open times are provided on the agenda for discussion of any topic, memos on topics of interest can be circulated by team members.

How differences are resolved - two-party arguments are resolved outside team meetings to avoid consuming meeting time, a third party is appointed to work out differences between the parties time limits are set on the open discussion of differences.

How to ensure the completion of tasks - setting realistic priorities and timetables, making assignments to people who are certain they have the time and energy to complete them, action summaries that describe progress, reminders of due dates issued by the team leader.

How to change things when not getting results - a periodic review and evaluation session focused on team progress, its successes and failures: What actions must we take to make our team more effective?

### 5.2.1 Workplace context

The most commonly studied and influential concepts concerning workplace context are organizational culture, organizational climate and manager skills. Organizational culture is defined as a pattern of shared basic assumptions invented, discovered or developed by a given group .

#### **Workplace context generalize:**

- Work procedures and practices
- Conditions of work environments
- Legislation and partnership agreements
- Safety, environmental, and quality guidelines

## 5.3 Observing protocols in reporting using standard operating procedures

How do you begin teamwork? Meet with team members to agree upon protocol. Here is an example of team protocol:

- Begin by negotiating criteria for success
- Determine how much control the team has in the organization
- Plan what you intend to accomplish
- Plan how you will accomplish it
- Choose team leader/s
- Determine membership rules for the team

#### **Reporting using standard operating procedures**

Having an established standard, measuring performance against those standards and then coaching team members to achieve competency is an effective way to develop the skills that contribute to your store's success.

There are two reporting standards are:

**Fully Successful Standard:** with few exceptions, written products include accurate data, detailed information, and are in the correct format, with only minor errors; and written reports are produced as requested, usually within the time frames established, and routinely meet the customer's needs.

**Outstanding Standard:** Meets Fully Successful standard plus: Written products are error free, reflect great attention to detail, and completely review all aspects of the subject matter.

## 5.4 Planning to contribute to the development of team work members

### 5.4.1 Begin teamwork

Effective teams are not accidental. They are developed. But, before they can be developed, the organizational environment must be supportive of teamwork. There are a number of common characteristics of supportive environments.

First, there is awareness that managers don't have all the answers. Input is needed from those who are closest to the problems and the opportunities.

Secondly, employees have ideas about how their work could be done more productively, no matter what they do or where they work, and they are willing, and even eager, to share what they know with management.

Finally, employees who are recognized for their contributions will take more pride in what they do. And those who are involved in making decisions will be more committed to carrying them out.

In organizations, there are many kinds of teams. Until recently, the term meant relatively permanent work groups composed of front-line employees and their immediate supervisors. Also, higher up the organizational ladder, elected councilors in local governments, together with their top administrative staffs, are sometimes referred to as teams, (e.g., municipal leadership teams). Teams might be organized, for example, when funds are received from a donor agency for a new project, when new functional units are formed as the result of a management reorganization decision, or when funding cutbacks make it necessary to merge two or more work units into one.

Team development is an intervention to ensure the effective and efficient functioning of new and existing teams. It is called for only when lack of effective teamwork is experienced or is anticipated, as with new teams. But team development is not the solution to every problem facing work units and teams. It is not, for example, an appropriate way to address intergroup problems (between work units or teams), technical difficulties or administrative foul-ups. Problems like these should be handled in some other way.

Learning-by-doing is emphasized in team development. It is expected that the team and its members will learn to cooperate and solve problems by experiencing themselves cooperating and solving problems, or not doing so, as they go about their team tasks. Generally, a trained facilitator is assigned or employed by the organization to guide the team learning-process.

The facilitator's role in team development is threefold, to serve as:

- A planner who provides a suitable design for learning,

- An initiator who gets things going and helps team members learn all they can from it; and
- A resource investigator that provides information and guidance from other team development experiences when needed by team members



## Self-check-5

### Test-I True false questions

Write true for correct sentence and write false for wrong sentence.

1. Effective teams are not accidental. They are developed. But, before they can be developed, the organizational environment must be supportive of teamwork.
2. the most commonly studied and influential concepts concerning workplace context are organizational culture, organizational climate and manager skills.
3. Effective communication is an essential part of any successful team.

### Test-II Matching

Instruction: Match the correct answer from “B” column to “A” column.

#### “A”

1. Conditions of work environments
2. Message
3. Sender
4. Receiver
5. Channel

#### “B”

- A. the person creating the message
- B. Workplace context
- C. information that is to be shared
- D. person that gets the message
- E. the medium
- F. receiver’s response to the message

### Test-III

Give short answer for the following questions.

1. How do you begin teamwork? list example of team protocol.
2. Discuss about effective communication.
3. Identifying team development based on skills and competencies.
4. Discuss about workplace context.

## Unit Six: - Team work reflection

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

- Activities and opportunities for improvement and innovation
- Gathering and using feedback to generate discussion and debate
- Challenges of being innovative
- Taking ideas for improvement and communicating key issues
- Promoting and celebrating successful innovation

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

- De-briefed and reflect activities and opportunities for improvement and innovation
- Gather and use feedback from within and outside the team to generate discussion and debate
- Discuss the challenges of being innovative in a constructive and open way
- Take ideas for improvement, and build into future activities and communicate key issues to relevant colleagues
- Identify, promote and celebrate successes and examples of successful innovation

## 6.1 Activities and opportunities for improvement and innovation

### 6.1.1 Importance of innovation

Innovation is good for business. It helps organizations achieve commercial success by providing new and better products and services. These are often delivered at lower costs. Doing things differently can also help to create better, more productive workplaces and make staff feel more involved and happier at work. Clients also benefit from improved products and efficiencies and better prices. Innovative organizations outperform others. They can respond faster and better to changing environments, grasp opportunities and develop necessary partnerships to generate and act on ideas.

#### **Business innovation activities have the following features:**

- Firms can perform innovation activities in-house or source goods or services for innovation activities from external organizations.
- Innovation activities may be postponed or abandoned during the observation period due to multiple reasons.
- Innovation activities can create knowledge or information that is not used to introduce an innovation during the observation period. This includes knowledge from activities that fail to meet their primary innovation goals.
- Firms can use the results of their innovation activities, including innovations, new knowledge, and new information for their own benefit within the observation period, they can retain the results for their own use until a later date, or they can transfer, sell or license the results to other firms or organizations. Different innovation activities are typically linked to each other as part of a goal oriented process that can require multiple recursive steps before resulting in an innovation. Innovation activities can be undertaken informally or follow a systematic approach comprising organized and formal processes to evaluate opportunities for introducing changes, for example through the use of analysis, creativity and problem-solving methods.

Many activities of potential relevance to innovation can be conducted for other purposes that serve to enhance business performance without necessarily being intended for innovation. Indeed, some firms may not be aware of the innovation potential of their activities. It is recommended in this chapter to collect data on a range of innovation-relevant activities, for all types of firms, including non-innovative firms. This recommendation is in recognition of the value of such data for research into the performance (e.g. productivity) effects of expenditures that are not directly related to innovation compared to those that are. In addition, data on expenditures for knowledge-based capital (KBC)

intellectual property [IP], know-how, skills, etc.) And tangible capital (equipment, buildings, machinery, etc.) are useful for analyzing embodied technological change.

Qualitative data on business involvement in different activities of potential value to innovation can provide evidence on the capabilities of all types of firms – whether innovative or innovation-active the specific activities that firms undertake to develop innovations, and the types of activities that are conducted internally versus acquired from external sources. This information can be used to create different profiles of how firms innovate and identify the different types of knowledge and other assets that are used to develop innovations.

**Innovation activities can be managed as separate** “innovation projects” or undertaken as an ad hoc addition to other business functions. All activities for innovation exhibit some degree of overlap or close interrelationship and can be conducted sequentially or concurrently for one or more innovation projects

Types of activities of relevance to innovation

Eight broad types of activities that firms can undertake in pursuit of innovation:

1. Research and experimental development (R&D) activities
2. Engineering, design and other creative work activities
3. Marketing and brand equity activities
4. IP-related activities
5. Employee training activities
6. Software development and database activities
7. Activities related to the acquisition or lease of tangible assets
8. Innovation management activities.

### 6.1.2 Opportunities for improvements.

A person with good ideas could spend all day being innovative. But we still need to get our work done. It’s about having a balance. If there is no innovation, our jobs and our organizations become stale and boring. But too much time spent thinking about how to do things differently means that nothing will be achieved on a daily basis. It’s a good idea to see your role as having two parts: one where you focus on innovation, one where you get the job done. Have your working hat on when there’s a deadline to meet; have your thinking hat on during quieter times. Some people make notes about ideas. Others spend a few minutes each day thinking how they could do their job better.

## 6.2 Gathering and using feedback to generate discussion and debate

You have been following a systematic process for developing ideas. First, you obtained supporting information for an original idea of yours about something that needed to change. Then, you explored the usefulness of finding people who can and should provide extra input, how to share your ideas and also how to receive feedback from them. Now, you need to review the feedback you have received and make any necessary changes.

### Document feedback

Feedback usually needs to be documented in some way before it can be used. There are many ways you might document your feedback; however, three common methods to use are a key point's summary, a SWOT analysis and a pros and cons table. When producing a key point's summary, you may like to add the name of the person who raised each point.

When using a SWOT analysis table, you will describe your idea's strengths, weaknesses, opportunities and threats. Finally, when using a pros and cons table, you create two columns listing arguments in favor of the idea in one, and those against in the other.

### Reasons for documenting feedback may include:

- Keeping track of the historical development of an idea
- Acknowledging and valuing others' time and effort
- Saving time by not going back over steps or having people re-raise issues that have already been dealt with
- Ensuring that you get the best possible outcome
- Providing evidence that you have followed all necessary steps, in case problems arise later.

## 6.3 Challenges of being innovative

### 6.3.1 Challenges of Innovation in Business

The process of innovation is not always smooth. It often requires a specific environment to be in place so the people involved are encouraged, as well as enabled, to generate ideas freely – ideas that can truly propel projects forward. The right tools must also be in place for the innovative process to offer as much value as possible.

Innovation is a major factor in terms of organizational growth and success. Generating a culture of innovation in your company is a critical initiative today but despite this, many businesses combat internal challenges that slow the innovative process. Below are 5 common challenges of innovation in business today.

## **Missed Innovation Strategy**

One of the most important elements of taking your organization from an emerging newcomer to an established brand is your company's innovation strategy. Constant innovation enables your business to remain constantly proactive rather than reactive. An innovation strategy helps to define the direction of innovation and the implementation of operations. Without an innovation strategy in place, your organization may be missing the mark, and a misalignment of your innovation efforts is a risk you are taking.

## **Employees are Not Motivated or Empowered**

A number of managers erroneously believe that innovation will prove to be more of a hindrance than a help in the company when it comes to employees focus, fearing that innovation will distract them from their daily duties. As a result, employees are not empowered to innovate. Employees need the freedom to take risks and/or try new ideas but this internal innovation cannot be accomplished without the support of managers and other leadership.

When employees do feel empowered, they also need motivation. Employee motivation for the sake of innovation can come in many forms, including contests, incentive programs for inventors or simply time set aside for unstructured employee innovation.

## **Innovation Takes Place in One Group Alone**

Many organizations delegate the role of innovation to one functional group, such as product development or research & development. Some fall into the myth that the most innovative ability lies in one functional group which is a hindrance to organizational innovation. Each department within an organization offers unique perspectives on problems. By failing to adequately use *all* of the resources in an organization, leaders who opt for tasking only one functional group with the role of innovation are at risk of losing out on truly successful organizational innovation.

## **Lack of Collaboration**

The key to innovation is collaboration – both internally and externally. Customers, industry partners and competitors can all be put to use to drive a company's innovation forward in the industry.

## **Missed Customer Connections**

Customer feedback is incredibly important when it comes to innovative success. Customer empathy is a must-have for all businesses in order to truly understand changes in demand, while reaching for the goal to meet future trends. Stay on top of listening for customer feedback and you will find an organizational roadmap for problems that need to be solved next.

If you want your organization to be successful in the long-term, innovation is crucial. Remain aware of the challenges and plan for them while working against these challenges of innovation in business.

The others challenges of being innovative may include:

- Creating positive energy within the team
- Fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication)
- Generating ideas
- Networks or spheres of influence
- Particular ways of thinking
- Powers of persuasion
- Problem-solving capacities
- Specific technical skills or knowledge

#### **6.4 Taking ideas for improvement and communicating key issues**

The likelihood of an innovative idea or project succeeding is increased if a risk analysis has been undertaken and challenges have been overcome. Changes can be implemented and innovations incorporated into future team activities.

However, all change involves a level of discomfort.

The following quotation encapsulates this: ‘To change is to live, not to change is to die.’

##### **Plan for change**

When planning for change, it is essential to implement a structured approach to change – this enables the transition from the existing state to the desired state to be made as easily and as smoothly as possible. During the preparation for a change phase, decisions need to be made regarding:

- Whether the change will be short-term or long-term, temporary or permanent
- Whether the change will be introduced quickly and completely in one go or gradually over time with a transition period
- Who will be directly involved with the change and who will need to know about it • whether any training or skills development will be needed • what other changes or events the change is contingent on
- Whether the change needs to be built into formal systems or structures.

Effective communication skills are fundamental to success in many aspects of life. Many jobs require strong communication skills. People with good communication skills also usually enjoy better interpersonal relationships with friends and family.

Effective communication is therefore a key interpersonal skill and learning how to improve your communication has many benefits. However, many people find it difficult to know where to start. This page sets out the most common ‘problem areas’ and suggests where you might focus your attention.

## **Four Key Areas for Improvement**

There are generally four main areas of communication skills that most of us would do well to improve. These are listening, non-verbal communication, emotional awareness and management, and questioning.

### **1. Learn to Listen**

**One of the most common areas to need improvement is listening.**

We all have a tendency to forget that communication is a two-way process. We fall into the trap of ‘broadcasting’, where we just issue a message, and fail to listen to the response. Quite a lot of the time, we are not really listening to others in conversation, but thinking about what we plan to say next. Improving your listening skills is likely to pay off in improvements in your relationships both at work and at home.

What, however, is listening? Listening is not the same as hearing. Learning to listen means not only paying attention to the words being spoken but also how they are being spoken and the non-verbal messages sent with them. It means giving your full attention to the person speaking, and genuinely concentrating on what they are saying—and what they are not saying.

Good listeners use the techniques of clarification and reflection to confirm what the other person has said and avoid any confusion. These techniques also demonstrate very clearly that you are listening, just like active listening.

### **2. Studying and Understanding Non-Verbal Communication**

Much of any message is communicated non-verbally. Some estimates suggest that this may be as much as 80% of communication.

It is therefore important to consider and understand non-verbal communication particularly when it is absent or reduced such as when you are communicating in writing or by telephone.

Non-verbal communication is often thought of as body language, but it actually covers far more. It includes, for example, tone and pitch of the voice, body movement, eye contact, posture, facial expression, and even physiological changes such as sweating.



You can therefore understand other people better by paying close attention to their non-verbal communication. You can also ensure that your message is conveyed more clearly by ensuring that your words and body language are consistent.

Find out more in our pages on *non-verbal communication*.

### 3. Emotional Awareness and Management

The third under sung area of communication is awareness of our own and other people’s emotions, and an ability to manage those emotions.

At work it is easy to fall into the trap of thinking that everything should be logical, and that emotion has no place. However, we are human and therefore messy and emotional. None of us can leave our emotions at home—and nor should we try to do so. That is not to say that we should ‘let it all hang out’. However, an awareness of emotions, both positive and negative, can definitely improve communication.

**This understanding of our own and others’ emotion is known as Emotional Intelligence.**

There is considerable evidence that it is far more important to success in life than what we might call ‘intellectual intelligence’.

Emotional intelligence covers a wide range of skills, usually divided into personal skills and social skills. The personal skills include self-awareness, self-regulation and motivation. The social skills include empathy and social skills. Each one of these is broken down into more skills.

For example:

**Self-awareness** consists of emotional awareness, accurate self-assessment and self-confidence.

**Empathy** is the ability to ‘feel with’ others: to share their emotions and understanding them. It includes understanding others, developing them, having a service orientation, valuing and leveraging diversity, and political awareness.

Fundamentally, the principle behind the different skills that make up emotional intelligence is that you have to be aware of and understand your own emotions, and be able to master them, in order to understand and work well with others.

### 4. Questioning Skills

**The fourth area where many people struggle is questioning.**

Questioning is a crucial skill to ensure that you have understood someone’s message correctly. It is also a very good way of obtaining more information about a particular topic, or simply starting a conversation and keeping it going. Those with good questioning skills are often also seen as very good

listeners, because they tend to spend far more time drawing information out from others than broadcasting their own opinions.

## 6.5 Promoting and celebrating successful innovation

### Promote successful innovation

Innovations are often a driving force in the entrepreneurial sector in terms of economic success. Especially in digital industries, the exploitation of innovation potential is of great importance today. But how can innovations actually be specifically promoted and what needs to be considered in this context?

### Successful Innovation

Success can be measured at each stage of the continuous improvement cycle. The completion of each activity forms part of a successful project. Conversely, success at the end of a change process does not mean people and teams can stop thinking and behaving innovatively, because there will always be something new to explore, and new needs and wants to meet.

Nonetheless, success can be identified in a number of ways: an improvement in the way a team works together, better outcomes, higher-level results or even greater efficiency as evidenced by the better use of resources.

### Measure success

An organization needs to have processes or strategies in place to continuously measure how well aspects of the business operation are doing, and to make adjustments in order to maintain its financial sustainability.

### Success in implementing change can be measured as follows:

Measuring success in implementing change

**Measuring quantity** – comparing work output and/or results before and after changes

**Measuring efficiency** – comparing error rates against past performance or benchmarks; examining reductions in expenditure, resource use or time taken to complete tasks

**Evaluating quality** – comparing client or customer satisfaction before and after changes

**Evaluating secondary outcomes** – comparing staff satisfaction, retention rates, team connectedness and skill sets before and after changes

**Measuring innovation** – gauging the ability and readiness of staff to engage in the continuous improvement cycle and to embrace change as part of everyday working life

## Self-check-6

### Test-I True false questions

**Write true for correct sentence and write false for wrong sentence.**

1. Innovation helps organizations achieve commercial success by providing new and better products and services.
2. Success can be measured at each stage of the continuous improvement cycle.
3. The key to innovation is collaboration – both internally and externally. Customers, industry partners and competitors can all be put to use to drive a company’s innovation forward in the industry.
4. Much of any message is communicated non-verbally. Some estimates suggest that this may be as much as 80% of communication.
5. One of the most important elements of taking your organization from an emerging newcomer to an established brand is your company’s innovation strategy.

### Test-II

**Fill the blank space**

- 1) \_\_\_\_\_ gauging the ability and readiness of staff to engage in the continuous improvement cycle and to embrace change as part of everyday working life.
- 2) \_\_\_\_\_ consists of emotional awareness, accurate self-assessment and self-confidence.
- 3) \_\_\_\_\_ is the ability to ‘feel with’ others: to share their emotions and understanding them.
- 4) \_\_\_\_\_ it is essential to implement a structured approach to change – this enables the transition from the existing state to the desired state to be made as easily and as smoothly as possible

### Test-III

**Give short answer for the following questions.**

1. Discuss and list challenges of being innovative may include.
2. Discuss Key Areas for Improvement.
3. List and discuss about success implementation change.
4. Discuss about workplace context.

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