



Industrial Electrical Machines and Drives Servicing Level II

LEARNING GUIDE # 6

Unit of Competence: - Work Team Environment

Module Title: - Working Team Environment

LG Code: E EEL EMD2 M02LO3 –LG6

TTLM Code: EEL EMD2 TTLM021019V1

LO3: Work as a Team Member

**Instruction Sheet :3****Learning Guide 5**

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

- Using effective and appropriate forms of communications.
- Making effective and appropriate contributions to team.
- Observing Protocols in reporting.
- Contributing to the development of team work plans.

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

- Using effective and appropriate forms of communications.
- Making effective and appropriate contributions to team.
- Observing Protocols in reporting.
- Contributing to the development of team work plans.

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 and 4.
3. Read the information written in the “Information Sheet 1, Sheet 2, Sheet 3 and Sheet 4” in page 3,6,10,43,51 and 56 respectively”.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self-check” in page 5,9,42,50,55 and 57 respectively”.



Information Sheet-1	Using effective and appropriate forms of communications
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.1. Forms of communications

Communication: communication is an active process in which information including idea, goals, feelings, work orders and so on is exchanged among team members. It gives an opportunity to send their thoughts and feelings, and to have these thoughts and feelings received by someone else.

Team communication is any form of communication among members of the same group or organization that is crucial for a healthy and effective dynamic. Many frustrations, misunderstandings and questions can easily be addressed with the proper team communication.

Team communication is essential for a healthy team. When team members appear to be at odds with one another and lacking direction, it is due to the fact that effective communication is absent. Good communication creates an environment where all team members are inspired to reach a common goal. Effective communication within a team keeps everyone on the same page and allows for open expression and direct feedback.

Team communication is used to guide and direct the team as a whole. It is used to address general questions, issues and agendas in a group setting, either in a lecture or round-table format. Team communication is used to keep potential issues from arising and to avoid misunderstandings.

Specific communication required for team productivity will depend on the specific needs of the team's task. Just defining the team's task often requires considerable communication: any team's success depends on planning its action. Do NOT "jump right into the task" without spending the time it takes to figure out HOW to do the task. Instead, follow these steps: Once the team has planned its work, productivity requires that the work be *managed*. This involves a whole series of communication events. No single person can make the project work well, not even a designated "team leader." Every member of the team will be communicating with others,



WHAT ROLES DO TEAM MEMBERS PLAY

- Creator-innovator
- Explorer-promoter
- Assessor-Developer
- Thruster-organizer
- Concluder-producer
- Controller-inspector
- Upholder-maintainer
- Reporter-adviser
- Linker

.2. Communicating with others in the group/ team

We have seen that there are many advantages to working with others in groups or teams, and when things go well there, work can be a pleasant experience. We have also seen that there are many disadvantages to working in groups or teams, and when such disadvantages inflict real outcomes, then working in groups or teams can be an unpleasant experience.

Nevertheless, much of life consists of living and working with others, so it makes sense to take what we have learnt in this chapter (and other chapters) and apply it to ensure that the pleasant experiences outweigh the unpleasant ones. Here are some suggestions for doing just that:

Become aware of the reasons why people join and leave groups (security, task complexity, social interaction, propinquity and exchange).

Be aware of the preconditions for social loafing, and strive to change things to reverse those preconditions.

Strive for an ideal balance of task and socio-emotional role-playing behaviors in your groups and teams. Expect such a balance from others, but set an example yourself. Pay attention to not only the verbal behavior of others but also the non-verbal behavior. Act and speak to reinforce healthy formal and informal norms, and challenge unhealthy ones.



Be on the alert for groupthink effects in groups and teams, and assertively speak out against such causes of bad decisions.

Be aware of the stages of group/team development, and work actively to move your group/ team to the performing stage.

Be aware of the strengths and weaknesses of teams, and be ready to speak out when weaknesses surface. For example, if you feel that some viewpoints or values are not being properly considered, and someone tries to silence you by accusing you of 'not being a team player', be ready to rebut the charge and explain why.

When communicating with team members via technology rather than face to face, be aware of the pitfalls as well as the advantages of virtual team communication.

- ✓ Learn and practice communication skills such as assertiveness, feedback, questioning, listening and reframing.
- ✓ Learn and practice the verbal skills of speaking
- ✓ Learn and practice negotiation and conflict resolution skills
- ✓ Learn and practice leadership skills
- ✓ Learn and practice meeting and group skills such as brainstorming and nominal group technique
- ✓ Learn and practice sensitivity to intercultural and gender communication styles
- ✓ Learn and practice logical, persuasive and influential skills

Generally the forms of communication in the team seem like the followings:

- **Verbal**

Verbal communication is anything spoken directly from the mouth of the leader or members of the team. This can include statements, presentations and feedback. Verbal communication is the No. 1 way most teams attempt to understand one another and be understood.

- **Nonverbal**

Nonverbal communication is anything that sends a message without words. For example, if your boss verbally communicates that she is happy with your performance and then starts to decrease your hours at work, the nonverbal communication contradicts her verbal statement. Nonverbal communication can produce a lot of confusion, frustration and misunderstanding if it isn't consistent with the verbal communication.

- **Feedback**

Feedback is an opportunity for those involved in the team to express their ideas, frustrations and praise. Teams that permit feedback have a much healthier culture and



team dynamic. Feedback can be either formal or informal. For example, formal feedback is when a leader of a team asks team members to fill out a comment form. Informal feedback is when team members voluntarily give advice, opinion or suggestions.

- **Presentation**

A less common type of team communication is the presentation. A presentation is when a smaller group within the team collaborates to create an explanation or argument for education or change. This is commonly seen in large businesses where a department will create a presentation to share with leadership.

- **Debate**

Debate is a healthy form of team communication that encourages members to disagree and challenge various issues and norms. This enables the members to explore new ideas and provides time for expression, feedback and healthy change. Debate is used primarily in brainstorming sessions.

Self-Check -1	Written Test
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Directions: say true or false

1. Debate is a healthy form of team communication that encourages members to disagree and challenge various issues and norms
2. Debate is when team members voluntarily give advice, opinion or suggestions.
3. Learn and practice communication skills such as assertiveness, feedback, questioning, listening and reframing.

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____
Rating: _____

Name: _____

Date: _____



Information Sheet-2	Making effective and appropriate contributions to team.
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2.1. Characteristics of Good Work Team Members

Today, most workers are part of a work team. What are the qualities of good team members?

- **Honest and Straightforward.** A good team member is up front. He/she doesn't play games, or lead others on. You can count on a good team member to tell you what's what, whether it is good news or bad news.
- **Shares the Load.** A good team member does his or her fair share of the work. There is a sense of equity and fairness, which is critically important for team members' collective motivation.
- **Reliable.** The good team member can be counted on. She or he meets deadlines and is on time.
- **Fair.** A good team member takes appropriate credit, but would never think of taking credit for someone else's work.
- **Complements Others' Skills.** An important characteristic of effective work teams is the shared capacity: Every member has areas of strength and some weak spots. A good team member provides some unique skills and/or knowledge that moves the team forward.
- **Good Communication Skills.** Teamwork is social, so good team members need to be skilled, and tactful, communicators.
- **Positive Attitude.** No one would follow a pessimistic leader, and the same goes for team members. A positive, can-do attitude is critical for the good team member.

2.2. Ten (10) qualities of an excellent team player

Every organization relies on good teams. Effective teamwork in the workplace helps drive the organization toward success. Here are a ten qualities that can make a team player outstanding in the workplace:



- **Show Genuine Commitment**

Team players are genuinely committed to their cause. Good team players might make sure they are in the office when needed, but great team players will make “seat” time worth it and contribute as much as possible. They strive for excellence.

- **Be flexible**

Instead of sitting on the bench watching the rest of the crew perform, an outstanding team player wants to see the magic happen through his or her efforts as well. They are flexible to the situations thrown their way, and they participate and tackle challenges without showing too many signs of stress or pressure.

- **Don't stay in the shadows**

It is not in your interest to just sit quietly and get your work done. It's a good thing to involve others, as long as you aren't bothering people with questions you should know the answer to. Great team players come to their teammates having prepared their ideas clearly.

- **Be reliable and responsible**

An excellent team player will be reliable and responsible. They complete the tasks in order of priority, not necessarily in order that they're given. When you're not sure of what should take priority, ask your manager.

- **Actively listen**

You are only a team player if you respectfully consider the viewpoints and ideas of other people as well. This is why diverse teams have the potential to be so effective, and it all depends on active listening. Active listening is harder than you think. When you hear



someone saying something you don't initially agree with, keep from interrupting and don't let your mind prepare any counter remarks. Just listen, and consider what they're saying and more importantly, *why* they believe that.

- **Keep your team informed**

Share your opinion and ideas without trying to come up with a plan for taking credit for it. Transparency is key on a team, so keep your team members informed. Planning for your own success is important, but whether you get promoted may have a lot to do with how you communicated with your team members.

- **Always be ready to help**

Even if it is not in your job description, be generous with pointers or tips to help your team members. For example, if a member of your team is having trouble with a technology tool that is easy for you, offer to sit down with him and show him what you know.

- **Support and respect others**

It seems obvious that you wouldn't want to shut someone from your team out, or laugh at other people's ideas, but we do these things in a subtle way, without realizing it, all the time. It is important to become more self-aware of how you treat others. Remember, you'll receive respect when you give it to others. An ideal team player knows how to have fun, but he would never do it at someone else's expense.

- **Be a problem-solver**

Your team leader may be working on solving problems, but there is no reason why you can't offer solutions yourself. Your teammates will appreciate your skills, and this may pay off later when your manager considers you for a promotion!

- **Recognize when you are wrong**

A good team player will back off an idea when it becomes clear it's not the right path. If you believe strongly that your team is making a mistake, you can find a way to come back to the issue when the time is right, but being a stubborn stick in the mud is not a quality of a good team player.



Self-Check -2

Written Test

Directions: Choose the best answer.

1. Good Communication Skills Teamwork is social, so good team members need to be skilled, and tactful, communicators.
2. An excellent team player will be not reliable and responsible.
3. Every organization relies on good teams. Effective teamwork in the workplace helps drive the organization toward success

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____

Rating: _____

Name: _____

Date: _____



Information Sheet-3	Observing Protocols in Reporting
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3.1. Introduction

Protocols are an agreed upon set of steps or actions that govern team conversations, based on previously established norms. They are a vehicle for collaboration and ensure that the conversation is centered in meaningful learning. Protocols are the structure of deeper conversations and a guarantee that substantive, and collaborative work can be accomplished. There are many benefits to the use of a protocol when facilitating team dialogue. For instance, protocols:

- Ensure a safe, equitable, and trusting environment where team members are safe to ask questions of one another
- Ensure meaningful and sustained dialogue
- Structure the time during meetings
- Provide built in time to think and time to listen without the need for team members to continually respond
- Promote reflection by individuals and teams
- Help members gain differing perspectives and insights
- Focus the team's work on the issue at hand
- Prevent off topic conversations
- Prevent individual team members from dominating the conversation

3.2. Protocols for Collaborative Learning Teams

Protocols help facilitate sustained conversations that ensure every voice is heard in an equitable and balanced way. Protocols help to achieve trust, and create an environment where participants are comfortable taking risks and sharing ideas, successes, and challenges. Protocols help to build culture and trust among group members and ensure that substantive dialogue is occurring. Protocols also provide structures that make it safe for team members to share unique perspectives and ask challenging questions of each other.

Collaborative learning team discussions involve varying degrees of risk, trust, intensity, and time, as do the many different protocols available to teams. The protocols shared below move along a continuum from the least amount of trust required to those that require a greater degree of time, intensity, and trust. For instance, a team having a discussion on a shared text is a far different level of intensity and trust than is required by teams who are openly sharing their students' assessment data.



Self-Check -3

Written Test

Directions: say true or false

1. Prevent individual team members from dominating the conversation
2. A good Protocols are an agreed upon set of steps or actions that govern team conversations, based on previously established norms
3. Provide built in time to think and time to listen without the need for team

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____
Rating: _____

Name: _____

Date: _____



Information Sheet-4	Contributing to the development of team work plans
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4.1. Development of team work

4.1.1. Group or team

We now have some basic ideas about the way in which groups develop. In many modern organizations, however, groups of workers are more likely to be called teams. Are 'group' and 'team' the same thing? Not necessarily. A team is probably (and the matter is still open for debate) a special case of a group:

A team is a collection of people who must work interdependently to achieve a common goal or output, whereas a group is a collection of people who work together, but individual members may achieve individual goals while another member may not.

Team members may differ from group members in that they are empowered or self-managing — that is, they may have decision-making power delegated to them, and thus not need leadership in the conventional sense.

Team members may differ from group members in that they may experience more open and honest communication, they may have a greater sense of trust, they may accept conflict as normal, and they may feel more of a sense of ownership for their jobs and unit because they are committed to goals they helped establish (Maddux 1992). We can very easily get stuck in wordplay here. 'Teams' has a very emotional, positive ring.

Yet the 'empowered teams' and 'self-managing teams' of the 1990s and 2000s are not all that different from job design innovations in the 1960s and 1970s, such as the 'semi-autonomous work groups' pioneered in Scandinavia in the socio technical job design experiments, and the 'quality circle' movements developed in Japan, both of which involved (or in some cases only appeared to involve) a transfer of decision-making power from managers and supervisors to work group members (Grenier 1989; Pruijt 2003).

'Team building' is a distracting term. Strictly speaking, you can build a house, but how do you build a collection of human beings? 'Group development' might be a more accurate term for a process of unifying a collection of people so that they pursue goals with effectiveness, but it certainly sounds less exciting. (Team-building exercises, such as outdoor survival and cooperation training, are commonplace in many workplaces



today, and yet the success rate of such activities is still problematic (Williams, Graham & Baker 2003; Keller & Olson 2000; Robbins & Finley 2001; Schultz & Bloch 2006).

What people may mean when they use the term 'team' is simply 'effective group'. If they wish to use exciting terms like 'teams' and 'team building', and that excitement helps to motivate people to greater levels of effectiveness, then that should be okay. Groups and teams are sometimes seen as being more motivating, productive and emotionally healthy than the more traditional ways of organizing human beings, but remembers this is not always the case.

4.1.2. Group development

There is strong evidence that groups pass through a sequence of five stages of development. These are sometimes defined as:

- Forming, or coming together
- Storming or conflict
- Forming or working out the rules
- Performing, or getting the job done
- Mourning, or breaking up.

The length of time different groups take to pass through each of these developmental stages will vary, but it is generally not possible to achieve high team performance until the group has passed through at least the first three stages. The duration of each stage will depend on factors such as individual and team maturity, task complexity, leadership, organizational climate, and external climate.

- **Forming** *Am I a member of this group?*

During this stage of group development new team members discover what being a member of this group means.

You may find that you and/or other group members need:

- ✓ clear goals and objectives
- ✓ definition of tasks and roles
- ✓ clear work plans
- ✓ to identify group behavior, standards and norms and ways to handle behavioral problems

You and/or other group members may:

- ✓ demonstrate excitement
- ✓ participate hesitantly
- ✓ show tentative attachment to the group
- ✓ discuss problems peripheral to the task
- ✓ be uncomfortable and anxious about the new situation
- ✓ accomplish minimal work



This stage is complete when new members start thinking of themselves as part of a group.

• **Storming** *Who controls this group?*

During this stage of group development, team members may become hostile or overzealous as a way to express their individuality and resist group formation.

You may find that you and/or other group members exhibit:

- ✓ Infighting, defensiveness and competition
- ✓ Doubts about success
- ✓ Low group morale
- ✓ •Polarization of group members
- ✓ Concern over excessive work
- ✓ Disunity and increased tension

You and/or other group members may:

- ✓ set unrealistic goals
- ✓ resist the task demands
- ✓ establish a pecking order
- ✓ criticize group leaders or other group members
- ✓ complain.

Many groups do not develop beyond this stage because they lack the ability to listen to each other and find mutually acceptable resolutions to the major issues.

• **Norming** *What are the rules of this group?*

During this stage of group development, members accept the team, the team norms, their own roles and the idiosyncrasies of fellow group members. Emotional conflict is reduced by patching up previously conflicting relationships.

You and/or other group members may:

- ✓ attempt to achieve maximum harmony by avoiding conflict
- ✓ develop a high level of trust and respect for others in the group
- ✓ discuss group dynamics constructively
- ✓ form friendships
- ✓ develop a sense of team cohesion with a common spirit and goals
- ✓ have high group morale
- ✓ •establish and maintain group boundaries
- ✓ accomplish a moderate amount of work

During this stage, if the formally appointed leader is not effective, or there is no formal leader, a leader will emerge or should be agreed upon who can focus the group resources to solve problems.



- **Performing** *How high can this group go?*

Now that the team has established its interpersonal norms, it becomes an entity capable of diagnosing and solving problems, and making decisions. This stage is not always reached by all teams.

You and/or other group members may:

- ✓ be willing to sort through group problems
- ✓ develop high conflict resolution skills
- ✓ understand members' strengths and weaknesses
- ✓ undertake constructive self change
- ✓ identify closely with the group
- ✓ accomplish a great deal of work

Groups reaching this stage will be effective and will devote energy to maintain good group relations

- **Mourning** *Where do we go from here?*

This final stage of group development applies more to temporary teams like task groups or committees. However these days, with reorganizations occurring frequently this stage is not uncommon.

You and/or other group members may:

- ✓ feel elated at the successful attainment of goals
- ✓ feel disappointed at unattained goals
- ✓ feel a sense of loss when the group is disbanded
- ✓ feel relief at the end of the process
- ✓ Congratulate each other celebrate.



Self-Check -4

Written Test

Directions: say true or false

1. attempt to achieve maximum harmony by avoiding conflict
2. develop a sense of team cohesion with a common spirit and goals
3. attempt to achieve maximum harmony by avoiding conflict

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____

Rating: _____

Name: _____

Date: _____



Reference

1. <https://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf>
2. <https://www.scribd.com/document/360133390/WORK-IN-TEAM-ENVIRONMENT-pdf>
3. <https://grubngab.toastmost.org/wp-content/uploads/sites/88/2018/02/Working-in-The-Team-Environment-Workbook.pdf>
4. <https://study.com/academy/lesson/working-in-a-team-environment-definition-skills-quiz.html>
5. <http://www.iosrjournals.org/iosr-jbm/papers/Vol20-issue3/Version-1/C2003011522.pdf>
6. http://constructingexcellence.org.uk/wp-content/uploads/2015/03/Teamwork_Guide.pdf
7. https://www.researchgate.net/publication/12145106_Characteristics_of_Effective_Teams



The trainers (who developed the Learning Guide)

No	Trainer Name	Education back ground	Region
1	SERKABEBA ABERA	MSC	DEBUB
2	MULU DAMANE	MSC	ADDIAABEBA
3	ABERA GEBRE	BSC	DIRADAWA
4	ESUBALEW AMSALU	MSC	HARER
5	MERON HUSEN	BSC	HARER
6	SHIMELS CHEKOLE	BSC	AMHARA
7	FISIHA BIREHANU	MSC	AMHARA
8	YIMER SEID	MSC	AFAR
9	HINDA IBRAHIM	BSC	SOMALI
10	TADDELE GASHAW	MSC	SOMALI