



# **BASIC AGRICULTURAL PRODUCTION AND NATURAL RESOURCE CONSERVATION OPERATIONS Level I**

## **Learning Guide #1**

**Unit of Competence:** Work with Others

**Module Title:** Working with Others

**LG Code:** AGR BAN1 M19 0919

**TTLM Code:** AGR BAN1 TTLM19 0919

**LO 1 Develop effective workplace relationship**



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

- promoting cooperation on duties and responsibilities
- seeking assistances from work group
- providing feedback on performances
- respecting differences in personal values and beliefs

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

- Develop effective workplace relationship
- Contribute to work group activities

### **Learning Activities**

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets-1
3. Accomplish the “Self-check” in page --
4. If you earned a satisfactory evaluation proceed to “Information Sheet -2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
5. Submit your accomplished Self-check. This will form part of your training portfolio.
6. Read the information written in the “Information Sheet 2”.
7. Accomplish the “Self-check” in page -.
8. If you earned a satisfactory evaluation proceed to “Information Sheet -3”. in page -. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #---.
9. Submit your accomplished Self-check. This will form part of your training portfolio



**Information Sheet-1****Promoting cooperation on duties and responsibilities****1. Effective workplace relationship**

Working in teams can create both benefits and challenges for the individual and the Organization  
For the individual, working in teams can:

Make you more marketable - employers want team players

- Help you develop communication, negotiation and problem solving skills
- Enable you to share ideas
- Expose you to different ideas and ways of working
- Be more enjoyable - we all like to "belong" However, people often find it difficult to work in teams if they are naturally introverted, and it is the job of the Team Leader to ensure that all team members feel able to contribute.

For the organization, working in teams can:

- Release creativity and energy
- Combines a range of specialist skills and knowledge
- Improve communication
- Improve efficiency

However, teams need meetings and unless well managed can take up too much time. Conflict and personality clashes can also arise or just as bad, "groupthink" can set in and lead to a lack of new ideas - remember new ideas often only come from good use of conflict!

Developing effective workplace relations are critical to productivity and ultimately job performance. It is necessary to have relationships with coworkers, supervisors, managers, or employees.

**1.1. Duties and responsibilities**

Regardless of the position, successful relationships among team members at work will make a team more effective. All team members need to be responsible for different parts of the process of the work in their workplace.

For a team to be successful, responsibilities and duties must be undertaken in a positive manner to promote co-operation and good relationships. This can be achieved by following

- The requirements of your job description
- The goals and objectives of both the organization and the team in which you are working
- The organization's business plan
- The organization's supervision and accountability requirements
- Legal requirements, such as Occupational, Health and Safety regulations
- Anti-discrimination policy
- Access and equity principles
- Workplace policies/ethical standards or industry Code of Conduct.

## **1.2. Workplace policies**

Workplace policies often reinforce and clarify standard operating procedure in a workplace. Well written policies help employers manage staff more effectively by defining acceptable and unacceptable behavior in the workplace, and set out the implications of not complying with those policies.

A workplace policy consists of a statement of purpose and one or more broad guidelines on action to be taken to achieve that purpose. The statement of purpose should rarely exceed one page in length and should be written in simple terms free of jargon. The length of the policy may vary depending on the issue it addresses.

A policy may allow discretion in its implementation and the basis of that discretion may be stated as part of the policy. A policy may be required where there is a diversity of interests and preferences, which result in vague and conflicting objectives among those who are directly involved.

Not all workplace issues require a policy. Many routine matters can be dealt through simple procedures.

### 1.1 Problem solving techniques through liaising with workgroup

- ✓ Disagreements and differences of opinion in the workplace should not escalate into personal conflict.
- ✓ Intervention is critical if this occurs to resolve the conflict as soon as possible. Some actions which can be taken to resolve conflicts are:
  - Do not avoid the conflict, hoping it will go away.
  - Even if the conflict appears to have been superficially put to rest, it will rear its ugly head whenever stress increases or a new disagreement occurs.
  - An unresolved conflict or interpersonal disagreement festers just under the surface in the work environment.
  - Talk to the people involved in the conflict and to your supervisor. Sometimes mediation is required so that all employees are listened to and involved in the resolution.
  - Everyone in your office and every employee, with whom the conflicting employees interact, is affected by the stress when a conflict occurs. People feel as if they are walking on egg shells in the presence of the antagonists.
  - This contributes to the creation of a hostile work environment for other employees. In worst case scenarios, team members take sides.

Self-Check 1	Written Test
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. What are the benefits and challenges of working in team for
  - a. the individuals?
  - b. the organization?

2. Responsibilities and duties must be undertaken in a positive manner for a team to be successful. Thus, what is needed to consider achieving this success?
3. How could you resolve conflict?
4. What is workplace policy?

**Note: Satisfactory rating - 25 points and above    Unsatisfactory - below 25points**

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

<b>Information Sheet-2</b>	Seeking assistances from work group
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### 2.1 Assistance from workgroup members

There are many times when a problem arises that you cannot solve by yourself. If you cannot finish a task, then you slow down the whole group. It is then necessary to ask for assistance, by approaching others, for example

- Your supervisor
- Your coach or mentor
- Your colleagues or other members of the team
- Other members of the organisation.

It is important to work together. This can happen in either a meeting, teleconference, face-to-face or online via the Internet.

<b>Self-Check 1</b>	<b>Written Test</b>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

5. When you face problems from whom you seek assistance?

**Note: Satisfactory rating - 25 points and above    Unsatisfactory - below 25points**

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

<b>Information Sheet-3</b>	Providing feedback on performances
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### 3.1 Feedback

Feedback is an essential element for everyone in an organization's workforce. Giving feedback is a task you perform again and again as a manager or supervisor, letting people know where they are and where to go next in terms of expectations and goals - yours, their own, and the organizations.

Feedback is a useful tool for indicating when things are going in the right direction or for redirecting problem performance. Your objective in giving feedback is to provide guidance by supplying information in a useful manner, either to support effective behavior, or to guide someone back on track toward successful performance.

Feedback on performance may include

- formal or informal performance appraisals, which generally occur on a regular basis. The first appraisal usually takes place three months after an employee starts a job then every six or twelve months thereafter. These appraisals allow for a formal method of feedback which can lead to modification of work performance, further training and re-evaluation of performance.
- obtaining feedback from supervisors and colleagues – mainly in the form of informal comments on a job well done or suggestions of how to complete a task.
- obtaining feedback from clients – hopefully positive praise rather than negative points.
- personal, reflective behaviour strategies – thinking about what you have done and how you can improve it next time.

- routine organisational methods for monitoring service – these include customer complaint or satisfaction forms, and surveys that are completed at the end of a task.

It is important that your work performance is monitored and that you receive feedback that is constructive and encourages you to strive for improvement. Some clues that constructive feedback is needed are when:

- Someone asks for your opinion about how they are doing
- Unresolved problems persist
- Errors occur again and again
- An employee's performance doesn't meet expectations
- A peer's work habits disturb you

Therefore, Feedback provided by others in the team should be encouraged, acknowledged and acted upon the goals of the organization.

### **1.2 Techniques of developing communication skills to receive feedback**

- ✓ Some studies have shown that job failures can be due to personality clash rather than lack of job knowledge, skill or competence.
- ✓ The skills required to develop positive working relationships include :
  - Open communication
  - Negotiation for a “win-win” situation rather than a “win-lose” result
  - Trust and respect
  - Acknowledgment of individual differences
  - Effective listening
  - Focus on controlling or changing yourself rather than trying to control or change others
  - Giving everyone fair opportunity to contribute and express their concerns and issues
  - Genuine appreciation of others, rather than criticism or blame
  - Understand the needs of others

Self-Check 1	Written Test
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. When do you provide a constructive feedback to people?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. What are the skills required to develop positive working relationships(2pts)

**Note: Satisfactory rating - 25 points and above    Unsatisfactory - below 25points**

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

<b>Information Sheet-4</b>	Respecting differences in personal values and beliefs
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#### 4.1 Workplace values and beliefs

We each bring our backgrounds, beliefs, values, talents and behavior standards to work. Taken together, these define how we treat others and how we expect to be treated. They define what makes each of us unique.

To respect diversity is to recognize each individual for his/her unusual and unique talents. These talents are as multifaceted and complex as the individual they belong to. Learning how to deal

with diversity involves acquiring some new skills. In fact, succeeding at work is very difficult for those who are unable to collaborate with a diverse group of people.

Diversity by itself doesn't make an organization strong or successful. Dealing with diversity in a healthy, productive and proactive manner, however, can help an organization succeed.

Diversity includes:

- People of different genders
- People with diverse ethnic, racial and cultural backgrounds
- People of different ages and experiences
- People with different abilities
- People with different sexual orientations
- People who practice different religions
- People who speak different languages
- People with different family structures
- People with different educational backgrounds
- People with different work and life experiences

Differences/diversity in personal values, beliefs, talents and behavior standards are needed to be respected and acknowledged in the work place relationships for success of a development organization.

### **1.3 Respecting people of different ethnic background & their culture**

#### **- Individual Differences**

- ✓ It is essential that all team members demonstrate sensitivity to colleagues who may be having difficulty achieving their individual sub-goals.
- ✓ It could be due to personal issues, stress, and lack of experience or exposure to the topic, just to name a few reasons. If your work load permits, offer a helping hand.
- ✓ Remember, this is a team objective; the most important lesson here is communication within a team environment and achieving team goals.

There are also individual differences inherent in

- Culture
- Race
- Language
- Religion
- Physical capacity
- Ethnic origin
- Age and sex



- ✓ Every person has different experiences with the range of individual differences that can occur, and we can each increase our competence in relating to these differences by recognizing and developing ourselves, our opinions and attitudes.

❖ Problems may occur when the following attitudes are manifested in the workplace :

#### **A. Denial**

- ✓ Denial of differences is the state in which one's own experience is accepted as the only real one.
- ✓ People with other differences are avoided by maintaining psychological and/or physical isolation.
- ✓ People with denial generally are disinterested in other's differences, although they may act aggressively to eliminate a difference if it impinges on them.

#### **B. Defense**

- ✓ Defense against individual differences is the state in which one's own experience is accepted as the only good one.
- ✓ The world is organized into "us and them," where "we" are superior and "they" are inferior.
- ✓ This attitude is threatened by differences, so they tend to be highly critical of others, regardless of whether the others are their managers, their customers, or newcomers to the environment.

#### **C. Minimization**

- ✓ Minimization of differences is the state in which elements of one's own world view are experienced as universal.
- ✓ Team members with a minimization attitude expect similarities, and may become insistent about correcting others' behavior to match their expectations.

❖ These problems can be overcome by developing these attitudes to replace those listed above:

#### **A. Acceptance**

- ✓ Acceptance of differences is the attitude in which one's own experiences are viewed as just one of a number of equally complex worldviews.
- ✓ Acceptance does not mean agreement — however differences may be judged positively instead of negatively.
- ✓ People with acceptance are curious about and respectful toward differences.

**B. Adaptation**

- ✓ Adaptation to differences is the attitude in which the experience of another's viewpoint yields perception and behavior appropriate to that difference.
- ✓ One's worldview is expanded to include constructs from other worldviews. People with adaptation are able to look at the world "through different eyes" and may intentionally change their behavior to communicate more effectively with people from a wide range of experiences.

**C. Integration**

- ✓ Integration of differences is the attitude in which one's experience of self is expanded to include the movement in and out of different worldviews.
- ✓ This attitude is not necessarily better than adaptation in most situations demanding team competence, but it is common among non-dominant minority groups.

Self-Check 1	Written Test
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. Why do workplace values and beliefs need to be respected and acknowledged in workplace relations?
2. Describe the different manifestations of attitudes on individual difference that may cause problems in the workplace. (2pts)

**Note: Satisfactory rating - 25 points and above    Unsatisfactory - below 25points**

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

# **BASIC AGRICULTURAL PRODUCTION AND NATURAL RESOURCE CONSERVATION OPERATIONS**

## **Level I**

### **Learning Guide #2**

Unit of Competence: **Work with Others**

Module Title: **Working with Others**

LG Code **AGR BAN1 M19 0919**

TTLM Code: **AGR BAN1 TTLM19 0919**

**LO 2 Contribute to work group activities**

**INSTRUCTION SHEET****Learning Guide 19**

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

- Providing support to team members
- Making constructive contribution to work group goals and tasks
- Sharing information with team members

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

- Develop effective workplace relationship
- Contribute to work group activities

**Learning Activities**

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets-1, sheet 2 and sheet 3.
3. Accomplish the “Self-check 1, self-check 2 and self check 3” in page 9, 11 and 14 respectively.

**Information Sheet-1****Providing support to team members****1.1 Providing support**

It is important to provide support to team members to ensure that workgroup goals are met. Providing support to team members may include

- explaining or clarifying policies, procedures, instructions etc
- helping colleagues to complete tasks on time, especially if you have completed your own tasks ahead of schedule
- assisting with solving problems
- providing encouragement in order to foster a positive attitude
- providing feedback to another team member
- undertaking extra tasks if necessary.

**1.2 Time management strategies**

In order to ensure workgroup goals are met, it is important to apply time management strategies, including

- Prioritizing: the ordering of tasks so that the most important are completed first and so on to the least important.
- Delegation: passing on specific tasks for completion by someone else, particularly if that person is more skilled to complete the job than you are.
- Problem-solving: often achieved by brainstorming so that the best method of solving the problem is adopted and agreed on by all team members.
- Decision-making: often the responsibility of the team leader so that tasks are completed within the set deadline.

### 1.3 Communication

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.

### 2.1 Providing support to team members to ensure achievement of goals

- ✓ People effectively achieve organizational goals through teams. When working in a team, you consider your individual work plans when helping to fulfill a team's overall goal.

- ✓ Goals are better achieved by teams when there is too much for a single person to do or when there are ranges of tasks involving varied skills. In meeting goals, the team must be well organized and coordinated in its efforts.
- ✓ A team must have a leader or a coordinator who is responsible for monitoring, collating and, at times, approving the individual efforts which will contribute to the team goal.
- ✓ Teams may have a range of goals but there should be one overall outcome to achieve.
- ✓ The overall goal is usually quite broad and provides a focus for the team. The team will develop smaller goals based on the overall goal. These sub-goals will be more specific and appointed to individuals for the task to be carried out.
- ✓ The whole team may or may not be involved in the determination or allocation of these specific sub-goals.
- ✓ However all team members must be advised what the goals involve and how they are expected to achieve them. This would occur through a team meeting or discussion.
- ✓ Timeframes are usually set in agreement with the individuals and the leader; however the urgency of the overall goal may set the timeframe.
- ✓ Parameters should be set on how often progress reporting is necessary and for the format for updates.
- ✓ Remember to communicate with the leader and the other team members when you find problems or need assistance. A critical part of a team working together is meeting timeframes and the commitment to one another. If you are unable to complete any tasks on your own, do not think of this as being a failure but rather an opportunity for the team to again re-evaluate its goals and timeframes.

Self-Check 1	Written Test
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. Who do you provide support to a team members? List at least four of the ways to provide support.

- a.
- b.
- c.
- d.

2. List at least five importance of effective communication.

- a.
- b.
- c.
- d.
- e.

**Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points**

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

**Information Sheet-2**

Making constructive contribution to work group goals and tasks

**2.1 Strategies and opportunities for improvement of the workgroup**

It is important that strategies and opportunities for improvement of the workgroup are identified and planned in liaison with the workgroup. Some strategies or opportunities may include

- holding meetings: an important way for members to communicate and solve problems.
- brainstorming: many people are able to contribute ideas, particularly when trying to solve a problem, so that the best alternative is adopted.
- coaching, mentoring or supervision: enables more experienced personnel to help the less experienced in order to improve the latter's efficiency and performance.
- formal and informal training provisions: formal includes attending courses whereas informal is often one colleague helping another, which will improve the performance of the person receiving the training.
- internal and external training provisions: internal training occurs on site whereas external is held another College or other business premises, depending on the size and resources of the business. All training would result in improvements in awareness, performance and efficiency of the workgroup.
- work experience or exchange opportunities: allows a worker to see what is occurring in other work venues and can share ideas with team members to improve work performance of team.
- personal study: to improve knowledge and performance, which can then be shared with other team members.
- career planning and development: to have a plan for the future, which can benefit the team.
- performance appraisals: will identify the need for further training.
- workplace skills assessment: to determine what skills the members of a particular workplace have so that workgroups can be chosen with the knowledge that the best people for a certain task will be chosen to maximize the outcomes.
- recognition of prior learning: to ensure that the most experienced or the person with the most training will be chosen for each task to ensure that tasks are completed on time.

Self-Check 2	Written Test
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

**1. Explain how the following Strategies and opportunities improvement a workgroup**

- a. Holding meetings
- b. Brainstorming

**Note: Satisfactory rating - 10 points and above Unsatisfactory - below 10 points**

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

**Information Sheet-3****Sharing information with team members****3.1 Means of sharing Information with team members****+ Keys to Effective Communication**

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

**+ Give your attention**

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

**+ Listen, not just hear**

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

**+ Don't let your mind wander**

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

**+ Check for accuracy**

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

**+ Be aware of other's needs**

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

**+ Ask, don't tell - demonstrate equality**

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

### **Keep an open mind**

- ✓ Do not criticize, pass judgment, or preach.
- ✓ It is extremely important to learn to make objective evaluations about ideas, people, and situations.
- ✓ You are making a value judgment when you attach your values, beliefs, or needs to an appraisal.

### **Offer advice, don't give advice**

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

### **Develop trust**

- ✓ Trust is the product of open and honest communications. So it is important that good communication channels exist.
- ✓ Also, trust is an essential ingredient of teamwork. If trust exists among business associates, teamwork and cooperation are much easier to achieve.

### **Create feelings of equity**

- ✓ People share a sense of equality if all parties are informed, trust exists, and work is based on cooperation.
- ✓ For business ventures to succeed, all the parties must feel that they are equals. If one party feels left out or feels like a subordinate, success becomes less likely.

### **Develop comfortable relations**

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

### **Become genuinely interested in others**

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

### **Motivate others**

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

 **Keep a sense of humor**

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

Self-Check 3	Written Test
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. Discuss at least three means of sharing information.

**Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points**

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

## Reference

2. <http://toolkit.smallbiz.nsw.gov> (accessed on 21/7/2012)
3. **Inner Eastern Group Training Inc.** (ABN 86 867 080 226)