



**Based on November 2019, Version 5 Occupational standards (OS)**



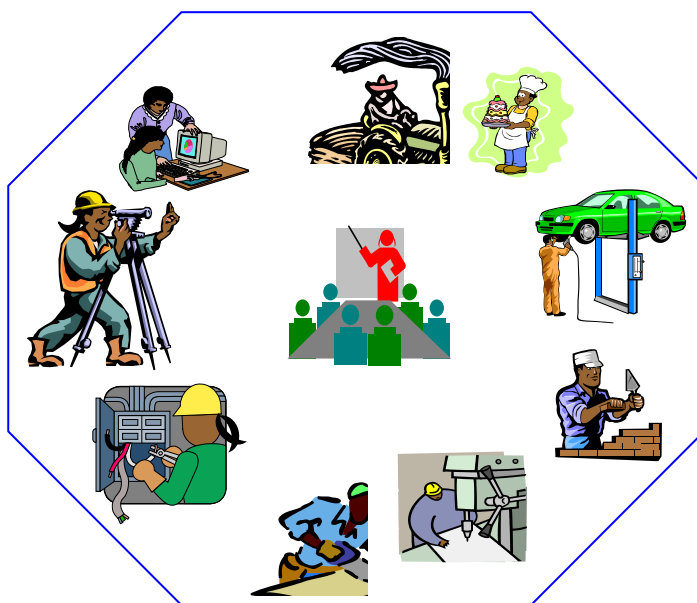
**TTLM Code: IND FWP2 TTLM 1220v1**

Dec, 2020

Page1 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



Page2 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



# Basic Footwear Production Operations LEVEL I

Based on November 2019, Version 5 Occupational standards (OS)

**Module Title: - Perform Pre-fabrication Works**

**LG Code: BFP1 M09 LO9 (43-51)**

**TTLM Code: BFPI TTLM 1220v1**

November, 2020

Page3 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



## Contents

LG #7 .....	5
LO#1- Describe team role and scoop .....	5
Instruction shee .....	5
Information Sheet 1 Describe team role and scope .....	6
1.1 Identifying team role and objective .....	6
1.1.1 Working activities in a team environment.....	9
1.1.2 Limiting discretion, initiative and judgment .....	10
Self-Check -1.....	11
Written Test .....	11
Information Sheet 2- Identifying team parameters, reporting relationships and responsibilities.....	11
2.1 Identifying team parameters, reporting relationships .....	11
Self-Check – 2 .....	13
Written Test .....	13
LG #9 .....	14
LO #2 Identify own role and responsibility within team .....	14
Instruction sheet .....	14
Information Sheet 1- Individual role and responsibilities.....	15
2.1 Individual role and responsibilities .....	15
Self-Check -1.....	16
Written Test .....	16
Information Sheet 2 Identifying and recognizing roles and responsibility of otherteam members .....	17
2.2 Identifying and recognizing roles and responsibility of otherteam members.....	17
Self-Check -2.....	20
Written Test .....	20
LG #9 .....	21
<b>LO #3</b> Work as a team member .....	21
Instruction sheet .....	21
Information Sheet 3- Work as a team member .....	22
3.1Using effective forms of communications for interactions .....	22



Communication may either be oral or written: .....	23
3.2 Making effective contributions .....	25
3.3 Workplace context .....	28
3.3.1 Work procedures and practices .....	28
3.3.2 Work environments conditions .....	28
3.3.3 Legislation and industrial agreements .....	29
3.3.4 Standard work practice .....	29
3.3.5 Safety, environmental, housekeeping and quality guidelines .....	29
3.4 Observing reporting protocols .....	30
Contributing of team work plans development .....	30
Self-Check -3 .....	31
Written Test .....	31
Reference Materials .....	32
AKNOWLEDGEMENT .....	34

**LG  
#7**

## **LO#1- Describe team role and scoop**

### **Instruction shee**

This learning guide is developed to provide you the necessary information regarding the following

- Sources of information
- Role and objective of the team.
- Team parameters relationships and responsibilities from
  - ✓ Team discussions
  - ✓ Appropriate external sources

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 –

- The role and objectives of the team are identified from available sources of information
- Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources



<b>Learning Instructions:</b>
<ol style="list-style-type: none"><li>1. Read the specific objectives of this Learning Guide.</li><li>2. Follow the instructions described below .</li><li>3. Read the information written in the information “Sheet 1,and Sheet 3 .</li><li>4. Accomplish the “Self-check</li></ol>
<b>Information Sheet 1 Describe team role and scope</b>

## 1.1 Identifying team role and objective

### Definition of team? :

Two or more people working interdependently towards a common goal, getting a group of people together does not make a “team.” A team develops products that are the result of the team's collective effort and involves synergy. Synergy is the property where the whole is greater than the sum of its parts.

**Team Building:** The process of gathering the right people and getting them to work together for the benefit of a project.

Working in a team is a process that allows a group of people with common objectives and complementary knowledge, to reach their common goals, whose responsibility or fulfillment is incumbent of them all.

### Team Building Objectives

Page6 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



All participants will engage in a meaningful and active exploration of the issues facing the group and how good team and leadership skills benefit all team members. Particular attention will be paid to objectives set out by the client; some examples are:

- Giving the team an opportunity to have some fun together.
- Emphasizing leadership skills as integral to great teamwork
- Exploring ways the team sees your organization's mission and values applied in their day-to-day work lives.

Thus, it is important to identify the role and objective of team from available sources of information

**What is an ideal work environment?** Answer to this question may be very subjective.

An ideal environment of a person may not be very comfortable for others because of different people who come from different backgrounds, ethnic races; languages, faiths, political views and most importantly have different psychological behaviors. So what kind of environment can an employer provide to employees which doesn't make the environment alien for them and eventually getting the best out of employees without having them to leave their comfort zone. This will make employees more focused on work rather than the issues caused due to work environment. Development of a professional working environment should be an evolutionary process. It is not just about the bookish human resource management methodologies rather it should be based on problems and concerns of employees at the organization in real terms. By doing this employer will be able to develop realistic, practical and employee friendly methodologies which may eventually lead to better work environment for the mutual benefit of the employer and the employee. Do you consider yourself a team player? Do you work alone often and very rarely seek help or give advice to others? Many people prefer working alone and thus they never gain any additional knowledge from the experience of others. When you work in a team environment you have the opportunity to learn and help others. Therefore you will accomplish more.

You do not necessarily have to work as a "team" in the sense that there are five basketball players on the court or 11 football players on each side of the ball on the field.

Page7 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



When you are applying the "team" concept, you can work with as little as one other person. No matter how many people you work with, 100 or 1, the point is that you collaborate with them as often as possible when needed.

When working in a team environment, people will have different opinions and ideas. You must be willing to express your own ideas while listening and accepting others ideas in a respectful manner. If you immediately shoot down a persons' idea because you feel it is a "stupid idea" or "doesn't make sense" then you are not being a team player. The most successful companies, regardless of which country they are located in or what they sell all must work as a team to achieve the ultimate goal, which is creating a profitable business and make it run as efficiently as possible.

There are different roles that those working in a team will undertake for the most part. When working in a team environment, one must understand what their role is. If everyone is doing the same job or trying to be the "leader" little will get accomplished. There are specific names for those working in a group dynamic such as the "specialist" - a team member who has the majority of the knowledge in a given subject, the "plant" - the creative innovator who strives to think of new ideas and ways to approach a situation, "shaper" - a team member who seeks to get the very best out of the team and tries to instill enthusiasm and confidence in the team.

Whether you are assigning your team members jobs or are doing a job yourself, it is important to understand what an individual can handle and what you can handle yourself. If you have a question then ask the question before you get started on your work. When a team is failing in one aspect, it may fail entirely.

Knowing what your team members are capable of will give you the advantage in succeeding. Why? If you assign a job that you know that person isn't ready for yet, they will struggle and fail to deliver the assignment. If you assign that assignment to someone who has experience in that particular field, then the work will get done in a timely fashion. When working in a team environment, it is important to be willing to listen to people and be open to new ideas. There is nothing a well-organized team can't accomplish. If you come across someone who isn't willing to work in a team environment, you must stress the importance of the team concept. Use old clichés like, "There is no I in team" in order

Page8 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020





to get your point across. The faster you are able to make them understand that the team is more important than one individual, the faster you can resume your own duties.

### **What makes a team?**

- Common goal or purpose or objectives
- Awareness of membership and commitment
- Common operating norms
- A need for each other/interdependence
- Accountability to a higher level
- Acts in unity, almost like a single organism.

### **What exactly is a team Role?**

A Dr Meredith Belbin defines a team role as "Our tendency to behave, contribute and interrelate with others in a particular way."

Knowing everyone's role and being familiar with the responsibility of those roles create efficiency and flexibility. Ideas for clarifying roles of the team include:

- Review team members' roles frequently.
- Relate team member expectations to the team's overall purpose.
- Clarify responsibilities when action planning.
- Learn what others do on the team.
- Figure out ways to help each other.

#### **1.1.1 Working activities in a team environment**

A team environment is essential to a workplace. A team is defined by its composition, culture, and goals. It is made up of people with complementary skills who have common goals.

To find out, it is important to look at the team environment, which is the milieu in which the team operates. This is comprised of three elements:

- The composition of the team

Page9 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



- The culture of the team
- The goal of the team

**The composition of the team** is the people and skills that comprise the team.

**Culture** is the shared values of the team.

**Goals** of the team are the overreaching aims that the team is trying to accomplish.

**Here are five opportunities to turn everyday moments in to team building activities for work place performance:**

- Revel the trouble with communication
- Wipe out cynicism for innovation
- Strengthen relationships and collaboration
- Unite behind the common goal

### **1.1.2 Limiting discretion, initiative and judgment**

Judgment has a number of meanings, so some additional clarity is needed. To address our questions on judgment and decision making, we are excluding specific legal definitions. For our purposes, we will confine the meaning of judgment to

- The ability, capacity or facility to make considered and effective decisions come to sensible conclusions, perceive and distinguish relationships, understand situations, and form objective opinions especially in matters that affect action.



Self-Check -1	Written Test
---------------	--------------

**Directions:** Answer all the questions listed below. Use the Answer sheet

Give the short answer

1. What is team?
2. **What exactly is a team Role?**
3. What is the composition of the team?

**Note:** Satisfactory rating - 5 points      Unsatisfactory - below 5 points

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

## Information Sheet 2- Identifying team parameters, reporting relationships and responsibilities

### 2.1 Identifying team parameters, reporting relationships and responsibilities

What are team parameters?

No team can work ethically or efficiently without defined and consistent parameters. Parameters keep the team focused and provide a policy.

1. Unassigned responsibility. Within a socio-technical system, the responsibility for some critical task is not assigned to any agent. This is most common in circumstances where

Page11 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1 November ,2020
--------------	---	---	------------------------------



the system designers only consider what normally happens and do not think of how exceptions are handled. When such exceptions arise, it is not clear who should take responsibility for dealing with them.

2. Duplicated responsibility. This occurs in a system when different agents believe that they are the holder of some responsibility and each acts to discharge that responsibility. If each agent interprets the responsibility in exactly the same way, then this simply results in inefficiency. If, however, they interpret it differently, inconsistent information may be created and problems may arise when one agent interprets information created by another.

3. Un communicated responsibility. In this situation, there is a formal assignment of responsibility (typically to a role) but this is not communicated to the agent assigned to that role. Therefore, they are not aware that they should discharge that responsibility.

4. Mis assigned responsibility. In this situation, the agent who is assigned the responsibility does not have the competence or resources to discharge the responsibility. Therefore, the proper discharge of the responsibility cannot be guaranteed. To reason about mis assigned responsibilities, you need to understand something about the nature of the responsibility as well as the responsibility.

5. Responsibility overload. This vulnerability arises when the agent who is assigned a set of responsibilities does not have the resources to properly discharge all of these responsibilities. This is particularly likely to arise when an agent must handle exceptions that arise at the same time as other responsibilities that they must discharge.

6. Responsibility fragility. This occurs when a critical responsibility is assigned but there is no backup assigned who can take over if the responsibility holder is unavailable. This is a particular problem for time critical responsibilities where there is not an option of simply delaying the responsibility discharge until the holder becomes available again.



### Self-Check – 2

### Written Test

**Directions:** Answer all the questions listed below.

**Directions:** Answer the questions listed below:

1. What are team parameters?(15)------(5 points)



**Note: Satisfactory rating - 5 points      Unsatisfactory - below 5 points**

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

<b>LG #9</b>	<b>LO #2 Identify own role and responsibility within team</b>
<b>Instruction sheet</b>	
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topic–</p> <ul style="list-style-type: none"><li>• Identifying individual role and responsibilities.</li><li>• Roles and responsibility of other team members.</li><li>• Reporting relationships within the team and external to team</li></ul> <p>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 –</p> <ul style="list-style-type: none"><li>• Individual role and responsibilities within the team environment are identified</li><li>• Roles and responsibility of other team members are identified and recognized</li><li>• Reporting relationships within team and external to team are identified</li></ul>	
<b>Learning Instructions:</b>	



1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets 1”.
3. Accomplish the “Self-check. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
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 Information Sheets 1.
5. Read the information written in the “Information Sheet 2”.
6. Accomplish the “Self-check 2”.

## Information Sheet 1- Individual role and responsibilities

### 2.1 Individual role and responsibilities

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 bought 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.



The ideal way of building relationships with team members is to spend time together, face-to-face. As mentioned earlier, this can be difficult in virtual teams whose members may reside continents away. LaFasto and Larson suggest that it is even more important for virtual teams to connect in person on a regular basis: "For a group of regional managers spread across the country or around the world, ensuring adequate face time might mean meeting together every quarter to calibrate major activities, explore common challenges, and confirm relationships".

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.

<b>Self-Check -1</b>	<b>Written Test</b>
----------------------	---------------------

Directions: Answer all the questions listed below.

1. What are the roles of individual in team work?----(5points)

Page16 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020





**Note: Satisfactory rating - 5 points      Unsatisfactory - below 5 points**

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

## Information Sheet 2 Identifying and recognizing roles and responsibility of other team members

### 2.2 Identifying and recognizing roles and responsibility of other team members

The responsibilities of the sports team manager are many and varied and include the following:

- Providing a safe environment
- Encouraging and promoting fair play
- Being sympathetic to the needs and concerns of team members, particularly those who may need additional support

Page 17 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



- Supporting and liaising with other key 'players'
- Liaising with external organizations
- Being knowledgeable about your sport and the rules of competition
- Providing effective and timely communication to all relevant organisations and individuals

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 capitalise 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**

Page18 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



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.
- Clarifier: tries to see how an idea might work if adopted.
- **Summarizer**: restates suggestions after the group has discussed them; outlines related ideas or suggestions; provides a précis of the ideas.
- **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.



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

Self-Check -2	Written Test
---------------	--------------

Directions: Answer all the questions listed below.

1. What are the four main types of roles in team work? (5point)



**Note: Satisfactory rating - 5 points      Unsatisfactory - below 5 points**

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

<b>LG #9</b>	<b>LO #3 Work as a team member</b>
<b>Instruction sheet</b>	
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topic–</p> <ul style="list-style-type: none"><li>• Using effective and appropriate forms of communications.</li><li>• Undertaking interactions with team members.</li><li>• Identifying individual competencies and workplace context.</li><li>• Making effective and appropriate contributions to team.</li><li>• Observing Protocols in reporting.</li><li>• Making contribution to the development of team work plans.</li></ul> <p>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 –</p> <ul style="list-style-type: none"><li>• Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives</li><li>• Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and workplace context</li><li>• Observed protocols in reporting using standard operating procedures</li><li>• Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</li></ul>	
<b>Learning Instructions:</b>	



1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets 1”.
3. Accomplish the “Self-check. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
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 Information Sheets 1.
5. Read the information written in the “Information Sheet 2”.
6. Accomplish the “Self-check 2”. Again you can request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
- 7 If you earned a satisfactory evaluation proceed to “Information Sheet 3”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Information Sheet 2.
- 8 Read the information written in the “Information Sheet 3”.
9. Accomplish the “Self-check 3

### Information Sheet 3- Work as a team member

#### **Using effective forms of communications for interactions Communication & Relationships**

"The way we communicate with others and with ourselves ultimately determines the quality of our lives."

#### **Effective Communication**

In your role of Team Manager you will need to communicate effectively with a number of key people including team members, the team coach, officials, administrators, parents/guardians, other managers, the media and others.

Effective communication is a two way process; it's about giving and receiving information. This sounds simple, but is not always easy because we all have different thinking and presentation preferences. Research undertaken by the psychologist Albert Mehrabian relating to face to face communication concluded that over 90% of information is

Page22 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



conveyed non-verbally i.e. without words. The impact of your gestures, expressions, signals and the tone, pitch, volume and speed of your voice can be more powerful than the words you use, so you need to be aware of the impact your body language can have on the interaction.

It takes only a few seconds to form an impression which means we are often being 'judged' by those we meet even before we have opened our mouths! This doesn't mean that the words we use are unimportant, merely that effective communication requires congruence i.e. if what we say, how we say it and how we behave are aligned we are more likely to get the desired outcome.

As communication is a two way process we only have control over part of the interaction. Whether or not a person is 'receiving' what we intended depends on a variety of factors, some of which are out of our control. It helps if we know something about the person or people we are trying to communicate with, particularly if we want to influence them. So let's start by looking at some of the reasons people participate in and give up sport.

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

Page23 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



- 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 prioritize tasks so that the most important is completed first
  - Reports: often used as feedback or when evaluating a task/procedure

### Communicating Effectively with Others

As part of your role as Team Manager you will be expected to liaise with a number of different people. These will include Team members, parents or guardians, team coaches, sports centre staff, club officials, teachers, other managers, governing body representatives, sports development officers, the media and more.

### ***Communicating with Team Members***

These individuals rank alongside the coach as the people with whom you will have most contact. Effective communication with this group is crucial – remember they are the reason you're there! Maintaining a performer-centered focus will give you clarity in every role and responsibility you undertake.

The following tips may help you be more effective in managing your team.

- Be clear about what you want to say and how you will say it – write it down so you don't forget important issues
- Set out clear parameters for the behavior and conduct you expect from your team – the use of a code of conduct <sup>3</sup> may help
- Make sure you have the attention of everyone before you start – an initial announcement followed by silence can have a powerful effect on getting the group's focus





- Take notes and distribute these to those that can't be there so everyone gets the same message
- Use the KISS principle – Keep It Short & Simple!
- Never assume everyone understands – if your communication is successful you'll know by the response you get. Observe reactions, ask questions and provide information in writing and via demonstration if possible
- Summarize key points and circulate these in writing
- Be patient and treat people as individuals – remember you are part of the communication process so if someone isn't clear about what you mean it may be that you are not explaining it in the best way for them!
- Encourage and support
- Listen – it's one of the most important skills you'll ever develop

### 3.2 Making effective contributions

When working you are usually part of several teams. Your organization is a team, as are the workers in your department and on your work shift.

Most tasks cannot be done in isolation. It takes a number of people, working together, to satisfy internal and external customs.

To work together successfully, group members must demonstrate a sense of cohesion. Group members exhibit the following skills:

- **Openness:** Group members are willing to get to know one another, particularly those with different interests and backgrounds. They are open to new ideas, diverse viewpoints, and the variety of individuals present within the group. They listen to others and elicit their ideas. They know how to balance the need for cohesion within a group with the need for individual expression.
- **Trust and self-disclosure:** Group members trust one another enough to share their own ideas and feelings. A sense of mutual trust develops only to the extent that everyone is willing to self-disclose and be honest yet respectful. Trust also grows as

Page 25 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



group members demonstrate personal accountability for the tasks they have been assigned.

- **Support:** Group members demonstrate support for one another as they accomplish their goals. They exemplify a sense of team loyalty and both cheer on the group as a whole and help members who are experiencing difficulties. They view one another not as competitors (which is common within a typically individualistic educational system) but as collaborators.
- **Respect:** Group members communicate their opinions in a way that respects others, focusing on “What can we learn?” rather than “Who is to blame?” See Constructive Feedback in the process section for more details.

As an instructor, you can use several strategies to encourage students to develop a healthy climate within their small groups:

- Assign students into diverse groups so that they encounter others with different backgrounds and interests.
- Design activities that break the ice, promote awareness of differences within the group, encourage reflection on the stresses of working within a group, and point out the demands of working in a group.
- Have students participate in trust challenges. For example, try the Trust-Fall, in which individual group members fall backward off a table and are caught by their fellow group members. Or blindfold individual students, and have their group members guide them orally through an obstacle course.
- Encourage students to participate willingly and ask questions of others. To encourage listening skills and ensure that everyone in the group speaks, try the “Circle of Voices” exercise. See CTE Teaching Tip “Group Work in the Classroom: Types of Small Groups.”
- After students have worked in their groups for a couple of weeks, have them fill in a “Are we a team?” checklist individually, then discuss their answers within their group. Have them repeat this exercise when they have completed their task. See Appendix B for an example of this checklist.



## Skills for an Effective Group Process

Besides knowing how to develop a healthy group climate, students also need to know how to function so that they are productive and accomplish their tasks effectively. An effective process will emerge as students' exhibit these skills:

- **Individual responsibility and accountability:** All group members agree on what needs to be done and by whom. Each student then determines what he or she needs to do and takes responsibility to complete the task(s). They can be held accountable for their tasks, and they hold others accountable for theirs.
- **Constructive Feedback:** Group members are able to give and receive feedback about group ideas. Giving constructive feedback requires focusing on ideas and behaviors, instead of individuals, being as positive as possible, and offering suggestions for improvement. Receiving feedback requires listening well, asking for clarification if the comment is unclear, and being open to change and other ideas.
- **Problem solving:** Group members help the group to develop and use strategies central to their group goals. As such, they can facilitate group decision making and deal productively with conflict. In extreme cases, they know when to approach the professor for additional advice and help.
- **Management and organization:** Group members know how to plan and manage a task, how to manage their time, and how to run a meeting. For example, they ensure that meeting goals are set, that an agenda is created and followed, and that everyone has an opportunity to participate. They stay focused on the task and help others to do so too.
- **Knowledge of roles:** Group members know which roles can be filled within a group (e.g., facilitator, idea-generator, summarizer, evaluator, mediator, encourager, and recorder) and are aware of which role(s) they and others are best suited for. They are also willing to rotate roles to maximize their own and others' group learning experience.



### 3.3 Workplace context

Is the process of equipping people with the tools, knowledge, and opportunities they need to fully develop themselves to be effective in their commitment to themselves, the company, and their work?

#### 3.3.1 Work procedures and practices

**Safe work procedures:** is a written, specific step –by-step description of how to complete a job safely and efficiently from start to finish.

Is a set of guide lines or do's and do not on how to perform a specific task that may not always be done in the same way.

**Safe work practices:** are the foundations of a safe work place. The development and implementation of individual safe work practices are usually a local management responsibility.

#### 3.3.2 Work environments conditions

Working conditions are defined as the circumstances such as working hours, stress, degree of safety, or danger that affect the work place. Improving the work environment and conditions contributes greatly to the staff's motivation, and subsequently to their performance.

The work environment comprises the physical, geographical location and the immediate surroundings of a workplace as well as the perks and benefits associated with the employment.

Factors of work environment and conditions that improved by the organization includes:

- Vacation and holidays
- Job security
- Team work
- Flexibility of working hours
- Training and personal

Page28 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



- Autonomy and freedom

### 3.3.3 Legislation and industrial agreements

Agreement law and legal definition:

Agreement is the meeting of minds or a mutual understanding between two or more persons about their reciprocal rights and duties regarding past or future performances.

Legislation is a law which has been promulgated by a legislature or other governing bodies or the process of making it.

### 3.3.4 Standard work practice

A standard work ensures a safe working environment, facilitates efficient use of both man and machine, and make sure everybody performs a task the same way.

It is also used to preserve knowledge and skills, forms the basis for continuous improvement, is the communication tool for all improvements as well as the documentation of improvements ,it is used as training materials and it is used as a reference for employees.

### 3.3.5 Safety, environmental, housekeeping and quality guidelines

Housekeeping refers to the management of duties and responsibilities involved in the running of a household, such as cleaning, cooking, home maintenance, shopping, laundry and any activities performed in house. These tasks may be performed by any of the household members or by other persons

hired to perform these tasks. The term is also used to refer to the money allocated for such use. These tasks may be performed by members of the household, or by other persons hired for the purpose.

Housekeeping including house cleaning that is disposing of rubbish, cleaning dirty surfaces, dusting and vacuuming.

Effective work place house keeping

Page 29 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



- Can Prevent injuries and improves productivity
- House keeping should be an ongoing procedure, not a onetime practice

### **3.5 Observing reporting protocols**

A variety of published tools can assist instructors when assessing their teaching practices. Many such tools, including class room observation protocols and teaching inventories, have been utilized in science, technology, engineering and other courses, but are easily adaptable to other disciplines.

In observation protocols, an observer witnesses classroom teaching or views a video tape of instruction.

### **Contributing of team work plans development**

Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

Developing a team plan sets a clear direction for the team. As part of this process you need to define the role that each team member will play. This shows each person how they can contribute to achieving the goal. In this process it is important to develop clear areas of responsibility, provide adequate resources and ensure that each person is accountable for their actions.

There are many ways to define these roles depending on the maturity and experience of the team.

1. You could let the group decide for themselves. If all members have worked together before and are aware of individual strengths, this could work well.

Page30 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



2. People could choose their own role. There may be issues of authority or skill that could impact on their effectiveness in their chosen role.
3. You could decide who does what. If so, it's a good idea to explain why the roles are delegated as they are, so team members understand the reason for the decision

Self-Check -3	Written Test
---------------	--------------

**Directions:** Answer all the questions listed below. Use the Answer sheet

Give the short answer

**Directions:** Answer all the questions listed below.

1. Why effective communication is important?-----(1point)
2. Mention the housekeeping and quality guidelines?----(2point)

Page31 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020



3. Write the contribution of team work plans development?---(2point)

**Note: Satisfactory rating - 5 points      Unsatisfactory - below 5 points**

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

## Reference Materials

### Book:

**TTLM of footwear level one on os Version 4January 2012 work with others**

### WEB ADDRESSES

<https://www.coursehero.com>file>team> –parameter-in-thi—

Page32 of 35	Federal TVET Agency Author/Copyright	TVET program title- footwear production Level-II	Version -1
			November ,2020





AIG (Australian Industry Group). (2011). *Comparison of Provisions – Model WHS Laws and Victorian OHS Laws*. Retrieved from [http://pdf.aigroup.asn.au/ohs/WHS\\_lawsvsVictorianlegislation\\_shortversion.pdf](http://pdf.aigroup.asn.au/ohs/WHS_lawsvsVictorianlegislation_shortversion.pdf)

Implementing an occupational health and safety(OHS)program  
(<http://www.ccohs.ca/productios/OHSprogram.html>)

Clarke, K., M. Harts wood, et al. (2001). "Hospital Managers Closely Observed:Some Features of New Technology and Everyday Managerial Work." *J. of New Technology in the Human Services*.

Clarke, K., M. Harts wood, et al. (2002). "Minus nine beds": Some PracticalProblems of Integrating and Interpreting Information Technology in a Hospital Trust. *Proc. BCS Conf. on Healthcare Computing*, Harrogate, BCS

Clarke, K., J. Hughes, et al. (2003). 'When a bed is not a bed: The situated display of knowledge on a hospital ward'. *Public and Situated Displays Social and interactional aspects of shared display technologies* K. O'Hara, M. Perry, E. Churchill and D. Russell. Amsterdam, Kluwer



## ACKNOWLEDGEMENT

We wish to extend thanks and appreciation to the many representatives of TVET instructors and respective industry who revision new OS on footwear and Teaching, Training and Learning Materials (TTLM) proposed in LIDI (LEATHER INDUSTRY DEVELOPMENT INSTITUTE ) .

experts of Oromia Regional TVET bureau and Federal TVET bureau in Bishofitu city BIN INTERNATIONAL HOTEL

This Teaching, Training and Learning Materials (TTLM) was developed on November, 2020 Bishoftu

No	Full Name	Region	Institution	Qualification	Position	Telephone	e-mail
1.	Asnakech Lakew	oromia	Bushoftu	B.sc footwear technology	High Ins Instructor	0911071066	<a href="mailto:Asnakech2013@gmail.com">Asnakech2013@gmail.com</a>
2.	Mekonen kene	.oromi a	ATKBPT Asellaa	B.Sc. in Leather and leather products technology	Trainer	0915984655	Mekonenkene30@gmail.com
3.	Shitaye Teklu	Oromi a	Bushoftu	B.Sc. in Leather and leather products technology	Trainer	0917849948	shitayeteklu@gmail.com
4.	Tarekegn Guluma	Oromi a	Nekemte	B.Sc. in Leather and leather products technology	Instructor	0917078832	<a href="mailto:tarekengguluma@gmail.com">tarekengguluma@gmail.com</a> leather2019

