



## Ethiopian TVET-System



# Irrigation and Drainage Construction Level-II

Based on Feb, 2017 G.C. Occupational Standard

**Module Title: Working in Team Environment**

**TTLM Code: EIS IDC2 TTLM 0920v2**



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**This module includes the following Learning Guides**

**LG 7: Describe team role and scope**

LG Code: EIS IDC2 M03 LO1-LG-7

**LG 8: Identify own role and responsibility within team**

LG Code: EIS IDD3 M03 LO2-LG-8

**LG 9: Work as a team member**

LG Code: EIS IDD3 M03 LO3-LG-9

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<b>Instruction Sheet</b>	<b>Learning Guide # 07 Describe team role and scope</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Role and objectives of the team
- Team structures and relationship
- Team parameters and responsibilities
- Line of communication within a team

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:

- Individual role and responsibilities within the team environment are identified
- Roles and responsibility of other team members are identified and recognized
- Reporting relationships within team and external to team are identified

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below
3. Read the information written in the “Information Sheets 1- 3”. Try to understand what are being discussed.
4. Accomplish the “Self-checks 1,2 and 3 ” in each information sheets on pages 11, 18 and 26.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to the next LG. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity.

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## Information sheet 1

## Identifying the role and objectives of the team

### 1.1 Introduction

A team can be defined as a group of people with a full set of complementary skills required to complete a task, job or project. Team members operate with a high degree of interdependence, share authority and responsibility for self-management, are accountable for the collective performance, and work towards a common goal and share rewards. A team becomes more than a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

### 1.2 Formal and informal roles

Formal roles are the external, defined positions that are associated with given responsibilities and are usually allocated according to the position or ability of each person. Individuals in a team will also tend to adopt informal roles that depend more on their character than on any specific knowledge or position. Recognizing these behaviors can be very useful when helping the team to work together.

#### 1.2.1. Formal Roles

In order for a team to work in an organized way towards their objectives, several formal roles are often allocated or decided on within the group. Although the leader is the most common role, other positions of specific responsibility can help give focus to specific activities and ensure formal tasks are completed.

- **Leader:** The style of the group leader sets the style of how the group will operate. This style should be more participative than directive, as improvement groups often operate on a voluntary basis or where the work is outside their normal work scope. There also may be no official reporting line to the leader, who may be a peer or from another area. A key objective of the leader is to motivate the rest of the team into having a strong focus on succeeding in their objectives. An active and effective way to achieve this is by working within the team rather than directing it from above. An important factor is that the leader should be respected by the team members, who will

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be willing to work together with him or her. The leader should also be clearly enthusiastic about solving the problem by using appropriate tools, rather than the less structured 'brainstorm and implement' sessions that often occur. The leader should also have a good understanding of the improvement process being used and should be able to work closely with the facilitator.

- **Recorder:** The information gathered, minutes of meetings, output from tool use and communications inside and outside the team forms the 'group memory' of the team. If this is not recorded and organized, it can result in the team itself becoming disorganized. The role of the recorder (or scribe or librarian) is thus to record and gather all the data and present it in a format which the team can easily understand and reference. The key skills for the recorder are a clear and concise writing style and an ability to organize information for easy access.
- **Analyst:** Measurements made during the project are seldom directly interpretable, and must be translated into an understandable format from which decision points may be identified. The analyst's key focus is on the measurement and interpretation of data to enable these decisions to be made. The exact skills of the analyst will vary with the type of project, for example where detailed numerical measures are being made, a mathematical ability may be needed. Other projects may need an understanding of psychology, for example where the measurement is of people's opinions.
- **Expert:** Experts in the team have specialized knowledge, for example about technical areas or key processes, and act as advisors and authorities in their field of expertise. It is important in an improvement team to either have appropriate expertise within the team or to have it readily available.
- **Facilitator:** The facilitator is not an actual team member, but is closely connected with the team, and especially with the team leader. This person is an expert in team dynamics and in the improvement process, and thus acts as an advisor and teacher. The facilitator never owns the problem, but does have a strong interest in the success of the group. The facilitator then takes over, with the clear mandate of helping the group, whilst the leader sits with the group.

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### 1.2.2. Informal roles

There are a number of models of interpersonal behavior in groups that identify specific roles that people adopt, often unconsciously. It is important that these characters get on together, as subliminal conflict, where people react emotionally to situations they do not consciously recognize, can be particularly difficult to resolve.

#### **Social style: Self versus Group**

It is natural to consider one's own opinions and feelings as important, and many people are largely self-based in their thinking. However, people get on together by also thinking about others, and a person who is more group-based will consciously aim to bring the group together as a harmonious whole. In effective groups, team members feel able to contribute their own ideas, but also take seriously the thoughts of others and work towards an agreeable solution.

#### **Work style: Doer versus thinker**

Some people have a practical work style, working to plan and taking pleasure in completing actions. Others are more interested in the reasons behind the actions, and may challenge conventional approaches. In teams, a balance of both styles is needed, to ensure thoughtful beginnings and solid completions to team actions.

#### **Thinking style: Divergent versus convergent**

Divergent thinkers are good at brainstorming and coming up with unusual ideas. Convergent thinkers, however, are good at judging and selecting items from a large set of possibilities. Improvement teams often have an equal need for both styles of thinking, for example where divergent thinking is used to find possible causes, then convergent thinking is used to select likely key causes to be carried forward for further investigation.

#### **Decision style: Intuition versus facts**

In making decisions, a certain amount of personal judgment is required to be combined with the hard data available to help reach a conclusion. An intuitive decision maker tends to rely more on feelings and unidentified experience, whilst a factual decision-maker will seek to increase

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confidence in a decision by seeking out and analyzing clear facts.

Quality improvement activities tend more towards the factual end of this spectrum, although there are some situations (often to do with people) where there is little hard data available, and an intuitive approach can yield good results.

A number of quality improvement and problem-solving tools are most effective when used with a group of people, each of whom may make a specific contribution. When the team meets, both the conduct of the meeting and the layout of the room should help them to work on the problem together, as one team. Work style: Doer versus thinker

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### **Planning**

Meetings are very expensive in terms of people's time and if there is no objective or agenda,

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then little is likely to be achieved. A short, focused meeting with a simple and clear objective is likely to be far more productive than a lengthy meeting with unspecified aims. The meeting is also more likely to be successful if the process and tools to use in the meeting are identified beforehand and a facilitator brought in as appropriate. It is thus worth spending time before the meeting identifying the objective of the meeting, how this may be achieved and how any blocks to progress may be overcome.

## In the meeting

When the objective and process is agreed by all, the meeting simply becomes a matter of following this plan. It often occurs that one or two people will dominate any meeting and will tend to do all the talking. This prevents or inhibits other people from making useful input to the team. Other people may also be naturally reticent or unwilling to become involved.

It is one of the tasks of the team leader to enable and encourage contributions from all members of the team, which may require specific attention to be paid to both dominant and reluctant individuals. At the end of the meeting, all decisions, actions, responsibilities and timescales should be agreed and clear to everyone.

In summary, teams can be helped to be more successful by considering a few key points:

- smaller groups are usually more focused and successful. Larger groups are slower and more conservative. Around three or four people is a good size for a problem-solving team, although up to ten can work.
- If formal and informal team roles are complementary, the team will find it easier to work together on the problem without conflict and are more likely to have requisite skills available for specific tasks.
- A successful team has a sense of cohesion and focus, having worked through to the 'perform' stage. The problem is well understood and 'owned'. They believe they can succeed and are committed to success.
- People are more likely to accept changes when they have been involved in the decision-making and implementation processes.

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A team needs clear goals that members believe are important and worthwhile. A team is more likely to be effective if it can participate in developing team objectives and work out how they are to be achieved, even if the team's overall goal has been imposed from above. Discussions should lead to action planning, including specific milestones, timetables and monitoring activities to keep the team focused and to create an appropriate sense of urgency.

### Ground ruler

The team needs to establish a mutually-agreed working approach. The means of participation and expectations of the team experience should be agreed on. Team members will also need to discuss process issues, such as how the group evaluates and self-regulates itself (that is, how any performance issues will be addressed) and how conflicts are managed.

**Allocating tasks** are responsibilities and priorities of individual team members is usually done, at least partly, through joint discussion and negotiations in the team. If the team has a manager, it will be the manager's responsibility to see that this is done effectively. Usually the process will be supported and strengthened by regular supervision and appraisal. Key questions for the manager to ask are:

- Has work been fairly distributed between team members?
- Have roles and responsibilities of team members been decided?
- Has each individual member taken personal responsibility for at least some aspect of the team task?

### Developing individual contributions

Based on their prior experience, team members will bring assumptions and ideas about how teams should operate, what is expected of them and what they can expect from the team-working experience? These assumptions, ideas and expectations may not be appropriate to the current situation. Conversations are essential to bring to the surface any possible tensions. Questions for the manager to address here include:

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- How well the tasks do allocated fit with the person's preferred 'role(s)'?
- Who has the skills and experience to handle a particular task competently and efficiently?
- Who will find the task useful for their development?
- What further training, development or support might an individual need?

Team members are selected because they have particular skills that are required to complete project tasks. Examples include specialists in business or technical disciplines, or an outside supplier.

The Team Member's role is to successfully perform the tasks that have been allocated, keeping the project manager informed of progress as well as any issues that may arise.

The role often requires team members to work on their own initiative in areas where they are the 'experts'. This places the responsibility on them to manage their own day to day work, recognize the authority of the Project Manager and report to the Project Manager as appropriate.

### 1.3 Objectives of a team

What are team objectives?

- Objectives are the specific goals that the team will accomplish in a fixed amount of time. These objectives flow from the team's purpose. Each one moves you towards your vision.
- Team objectives support the team's vision and purpose and the Company and/or Department objective
- Team objectives are the basis of the team's planned work.
- Team objectives should be the starting point for the employee objectives set as part of the performance management process
- Team objectives provide the basis for talent and resource planning

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Self-check -1	Written test
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**Directions:** Answer all the questions listed below

**Fill in the blanks: (1 point each)**

1. A team can be defined as a group of people with a full set of ----- skills required to complete a task, job or project
2. Team members are selected because they have particular skills that are required to complete -----.
3. A team is made up of two or more -----
4. A successful team, team members should build off each other's ----- and grow with each other.
5. After a team has created its ----- and structure has assessed each member's capabilities.

**True or false: (1 point each)**

1. The Team Member's role is not to successfully perform the tasks that have been allocated.
2. Team Roles are not used to identify people's behavioral strengths and weaknesses in the workplace.
3. Members should not be open and discuss new ideas or concerns with one another and should trust their teammates' ability to perform their roles.
4. Within a team, everyone needs to be aware of each other's education, skills and abilities as they apply to the project at hand.
5. Team members should put aside their personal goals and instead focus on the overall goal of the team.

**Short answer questions: (2 points each)**

1. Describe briefly role of the team.
2. Describe briefly objective of the team.
3. Describe briefly Facilitator.
4. Describe briefly Expert.
5. Describe briefly Ground Rules

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**Note: Satisfactory rating - 10 point Unsatisfactory - below 10 points**

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

**Answer sheet -1**

Name: \_\_\_\_\_

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

**Part I:**

**Fill in the blanks:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

**Part II:**

**True or false:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Part III:**

**Short answer**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Information Sheet-2

## Identifying Team parameters, reporting relationships and responsibilities

### 2.1 Team structure

Teamwork cannot occur in the absence of a clearly defined team. Therefore, improving upon an existing—or designing a new team structure is the first step in implementing a teamwork system in any environment. It is important to first understand the structure of teams to learn how to promote teamwork and create a climate conducive to effective team functioning. Team structure is an integral part of the teamwork process. A properly structured team is an enabler and the result of effective leadership, communication, situation monitoring, and mutual support. Team structure is the glue that holds together an effective strategy for ensuring quality and reducing error, taking into account the knowledge, performance, skills, and attitudes of team members.

As a team grows, its structure becomes increasingly important. A large team can't be managed properly unless it has a strong internal structure. There are several ways to structure a team, including by function or by department. One of the most common is a team is composed of employees who work together on a specific project; it's a pragmatic way to group employees.

#### 1. Cross-functional

- A team structure is cross-functional. It combines workers with various skills, like management, administrative assistants and sales.

#### 2. Interdepartmental

- Cross-functional teams are also interdepartmental; this means that people from various departments are included. For example, staff from marketing may work with staff from accounting on a specific project.

#### 3. Advantages

- A team structure has the advantage of speeding up the work flow and lowering costs. It also generally improves employee motivation and eliminates unnecessary layers of management.

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#### 4. Disadvantages

- The disadvantages to a team structure are that it increases the time spent in meetings, and that time management is more challenging. What's more, staff may feel that their work with the team conflicts with their work in their department.

#### 5. Relationships

##### 1) Representing matrix relationships

Relationships in a team are complex. For example, a product line may have reporting responsibilities to multiple functions or vice versa. The usual charts are inadequate to capture these complex relationships.

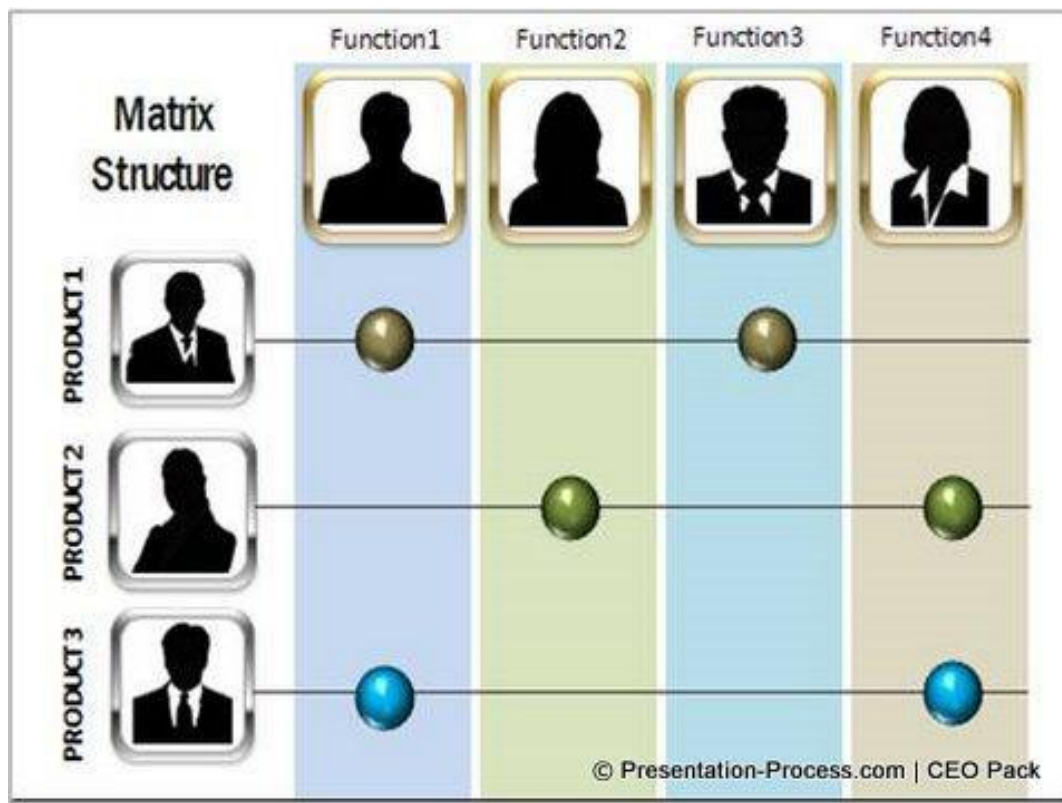


Figure 1: Matrix relationships

## ii). Representing level wise relationship

A template like this will help you present the information easily and effectively: The template is professionally animated to allow you to explain each level at the click of a mouse. As with any other template in the pack, you have complete flexibility to add or remove levels by copying elements.



### iii) Showing interrelations across levels

Take a look at the following diagram representing org structure

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Figure 3: interrelationship across levels

This unique diagram shows staff positions at each level, when the team is viewed as concentric circles of roles. The positions at the outer rim are entry level and those at the middle are senior roles.

#### vi) Showing team wise distribution

Sometimes teams are distributed around specific objectives or projects. The following template allows you to depict that relationship in a straight forward way:



Figure 4: organizational chart

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## v) Showing career path

A hierarchy chart need not always be linear. Sometimes breaking the convention helps you come up with interesting variations on Team Charts in PowerPoint like this one:

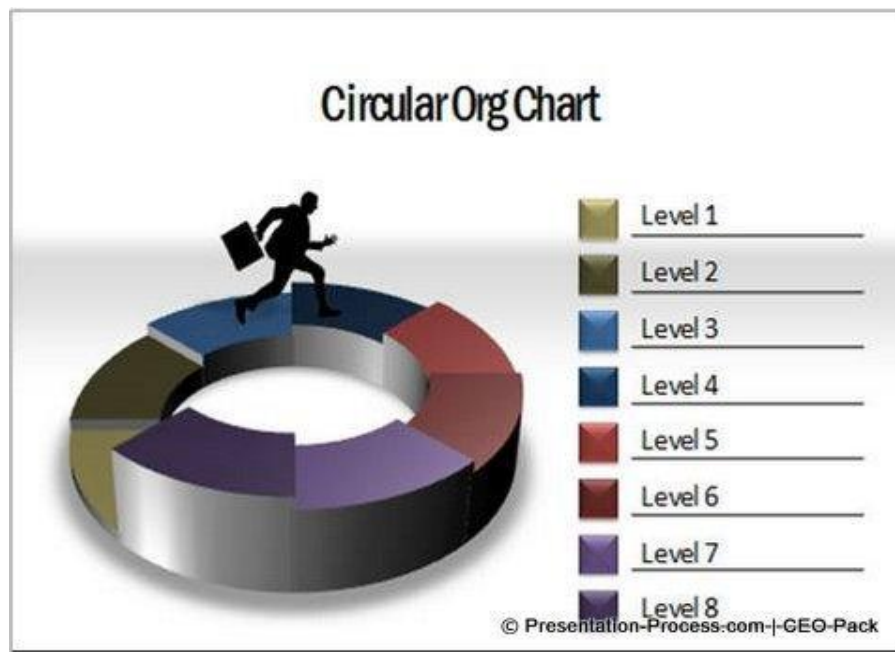


Figure 4: circular organizational chart

## 2.2 Characteristics of a relationship

- **Goal Orientation:** People joining together for some purpose, and to achieve some goal
- **Interdependent:** People who have some type of relationship, see connections among themselves, or believe they share a common fate.
- **Interpersonal Interaction:** People who communicate and interact with one another
- **Perception of Membership:** Recognition that there is a collective to which one belong
- **Structured Relations:** Roles, rules, and norms that control people's interactions
- **Mutual Influence:** Impact people have on one another because of their connections
- **Individual Motivation:** Satisfaction of personal needs through membership in the group.

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## Self check 2

## Written Test

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

### Part I. Fill in the blanks:

1. To form a better team we must have a ----- which will help our team to go forward.
2. The disadvantages to a team structure are that it----- the time spent in meetings
3. A hierarchy chart need not always be -----.
4. Team structure is an integral part of the----- process.
5. ----- is Impact people have on one another because of their connections

### Part II. True or false

1. Goal Orientation: People joining together for some purpose, and to achieve some goal.
2. Individual Motivation: Satisfaction of personal needs through membership in the group.
3. Perception of Membership: Roles, rules, and norms that control people's interactions.
4. A team structure has the advantage of speeding up the work flow and lowering costs.
5. Team structure is the glue that holds together an effective strategy for ensuring quality and reducing error.

**Note: Satisfactory rating - 4 point Unsatisfactory - below 4 points**

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

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## Answer sheet 2

Name: \_\_\_\_\_

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

### Part I:

#### Fill in the blanks:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

### Part II:

#### True or false:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

<b>Information Sheet - 3</b>	<b>Identifying Team Parameters and Responsibilities</b>
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### 3.1 Team parameters

The questions that help you set your parameters are:

- What's the process you're going to use?
- How much time and energy will your team expend to achieve your goal? What are the timings and milestones you'll be using to measure progress?
- What's the definition of that result you're looking for? You need to determine what qualifies as a worthy end result of your process.
- What are the boundaries for the idea search? What will qualify as success?
- What will be looked at as anemic or too small to qualify as a Big Idea?

### 3.2 Management parameters

Management parameters are an acknowledgment that you're on a leash. It may be a long leash, but you need to hold yourself responsible for the process and the results.

- What checkpoints along the way have you built into your process?
- What will be your reporting procedure?
- Who in management is your go-to person, your champion and protector?

He or she is the person responsible for helping to manage the ongoing enthusiasm and continued support for your work, to keep management at bay and give you breathing room to do what you need to do.

### 3.3 Management reporting

Setting the reporting structure and the expectations is critical in this process and involves four key steps. Depending on how considering a series of ideas that have been in the air for a while. Can you integrate them into a bigger, more elegant opportunity? Suddenly, it's an opportunity to bring those ideas to life (while maintaining a safe distance, in case it's a bust). If

you strike the right note, there may be a sudden allocation of dollars.

### 3.4 Consensus.

How will you get buy-in, both on your team and along the way, so that your Big Idea will be pre-sold when you bring it to the table at your final presentation?

Time and again we see vendors—especially advertising agencies—spring important work on their clients as if they were magicians pulling a rabbit from a hat. “Ta-Dah!” they exclaim. And they are amazed when the room doesn’t respond with the same enthusiasm. The reason is that it takes time for a new idea to percolate and then catch peoples’ enthusiasm. Especially if it’s a groundbreaking new idea.

While you want to keep your work secret, as you develop new ideas you’re going to want to “feel out” key people in management to sense how the idea will be received. It’s always good, when you make a presentation, to have one or two allies in the room. In other words, take a lesson from the best trial attorneys. Treat management the way attorneys treat witnesses; never ask question to which you don’t already know the answer.

This is a delicate process, of course. Dissecting everything you are doing and putting it into frequent reports runs a very real risk of diluting both the creativity of the project and the grandness of the quest. And, it’s a great disease in business today: Spending lots of time preparing management updates rather than driving the task at hand; that’s small-time thinking and a big time-waster.

### 3.5 Scheduling and presenting

Put it all into a schedule. What deliverables do you expect from your team and when? What do you plan to take to management and when? Who are the key players on your team for synthesizing and reporting information and providing updates? How will you present your insights? When? And, with what intended effect?

Remember, the best presentations are the ones that are so carefully planned that buy-in is

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virtually a foregone conclusion.

### You know the drill:

1. Tell them what they're going to see.
2. Tell them why it's inspired, brilliant, and so right for the business.

Keep management informed. But, you've got to be equally vigilant because, at any time, you could be one step away from being canceled and disbanded. So, manage the enthusiasm at every turn and keep your options open.

### Parameters Are Your Friends

To the extent that you're successful in setting and managing both team and management parameters, you'll be that much happier and more successful in managing your process. You want to avoid ever having to revert to process discussions in the pursuit of breakthrough ideas. Get that stuff out of the way, identified clearly and placed in the background of procedures, away from the inspiration. You've got a big mission. You don't want to be battling protocol and process as well.

### 3.6 Responsibilities of Team

In a way, every person on a team is a leader and will demonstrate leadership at different times. Among other things, every person in a team has a responsibility to:

- Improve quality
- Instill pride of workmanship
- Increase output
- Find better ways of working and make continuous improvements
- Remove the causes of failure
- Provide training
- Help others do a better job with less effort
- Make it possible for everyone to do a better job with greater satisfaction

Most teams are pretty clear about the principal roles and responsibilities of each member. But there are often responsibilities that span two or three people's areas where things can get

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blurred. An example: the director of the television programme has the final say artistically, the production accountant has the day-to-day responsibility for the budget. When the director asks the set designer to improve the set, the designer assumes (conveniently) that the director has found the necessary extra money from somewhere else in the programme budget. Only after the money has been spent, and the programme made, is there a discussion about who is responsible for the programme overspend. This scenario translates to many different settings. Often it is handled on a “muddling through” basis between people, but sometimes the confusions become so frequent that it is best for all concerned to clarify exactly where responsibility lies.

### 3.7 The responsibility matrix (RASCI)

The responsibility matrix helps you do this in a team by distinguishing five separate roles:

1. The person ACCOUNTABLE for the final result or outcome. This is the person with the ultimate decision-making power. The buck stops here. This should be just one person so that accountability for the final result is clear. This person may delegate particular pieces of work but they will still be held accountable for the final result. **(Marked A on the sample responsibility matrix)**

2. The person or people RESPONSIBLE for managing the work (or streams of work) that are necessary to deliver the final result, and making sure that everything gets done effectively and on time. **(Marked R)**

NOTE: if the team member ultimately accountable for results is also the person responsible for overseeing the work streams, then this person gets an A+R in the matrix.

3. The person(s) who must SUPPORT or make some defined contribution to getting the work done - assisting, offering expertise, people, equipment and so on. **(Marked S for support).**

4. Any people who need to be CONSULTED before final decisions or changes are made.

This needs two-way communication. **(Marked C)**

5. People who need to be kept up-to-date on progress or INFORMED when a task is completed **(Marked I)**

The point of these rather formal definitions is to help the team really clarify who is in which role in a particular situation. It has the twin benefit of clarifying who does not need to be involved in

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particular pieces of work.

### 3.8 The exercise

The exercise is straightforward, but needs to be handled sensitively:

Form the **RASCI responsibility matrix** template for each team member to make notes on, and set up a matrix that will summarize the team agreements. A projector can be very useful for this exercise so that everyone can see exactly what is being decided as it is typed into the team matrix.

1. List any decisions or responsibilities that would benefit from a clarification of who is responsible for what.
2. Complete the responsibility matrix for each decision / responsibility – either after discussion and agreement in the team, or by decision by the team leader.
3. Final responsibility for which letters go where on the matrix belongs to the team leader. (See "**Consultation and delegation**" for why this is important. There are some ultimate responsibilities for which the buck stops with the team leader – especially allocating resources and responsibilities in the team, **performance management** and individual appraisals.)

The result of this process should be to smooth out those day-to-day "who's responsible for what?" wrinkles that can get in the way of **delivering great results**.

The Belbin test identifies the following roles that individuals adopt when working in teams:

- Shaper
- Plant
- Coordinator
- Monitor Evaluator
- Resource Investigator
- Implementer
- Team Worker
- Specialist
- Completer-Finisher

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**Shaper** is attempting to apply a shape to the team and are very focused on taking positive action.

Plants are individuals who originate new ideas and provide unique solutions to problems.

**Coordinator** like to consult with their colleagues when making decisions and encourage co-operative team work

**Monitor Evaluator** are identify the pros and cons of each decision and like to ensure that they have all the facts before making decisions.

**Resource Investigator** are very good at finding the necessary information required for a decision. They also are very good at networking with other teams and teams.

**Implementer** are focused on practical solutions and will do what is required to achieve the desired outcome.

**Team Worker** are the team diplomats. They encourage team unity and attempt to diffuse potentially damaging interpersonal conflicts.

**Specialist** provide in depth knowledge about a service or product. They are often technically minded individuals.

**Completer-Finisher** ensures that tasks are completed. They pay attention to detail and are very good at organizing meetings and keeping the team on schedule.

Each of the different roles has their own unique strengths and weakens .Therefore, if you know which role each team member enjoys fulfilling, it can assist you in providing your team members with motivating tasks

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<b>Self-Check - 3</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below

**Part I. Fill in the blanks:** (2 points each)

1. Each of the different roles has their own----- strengths and weaknesses that they bring to team work.
2. Understanding these strengths and ----- can assist you in developing a balanced team of people.
3. Specialists provide in depth knowledge about a service or -----.

**Part II. True or false:** (1 points each)

1. Understanding the roles that people naturally tend to take will not help you decide the responsibilities of each team member.
2. Completer-Finishers ensure that tasks are completed.
3. Team Workers are not the team diplomats.
4. Monitor Evaluators identify the pros and cons of each decision and like to ensure that they have all the facts before making decisions.

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

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

**Answer sheet 3**

Name: \_\_\_\_\_

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

**Part I:**

**Fill in the blanks:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Score = \_\_\_\_\_  
Rating: \_\_\_\_\_

**Part II:**

**True or false:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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## Instruction sheet

## Learning Guide # 08: Identify own role and responsibility within team

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

- Team role and scope
- Own role and responsibility within team
- Work as a team member

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:

- Understand and describe team role and scope
- Identify own role and responsibility within team
- Identify and explain working as a team member

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below
3. Read the information written in the “Information Sheets 1- 3”. Try to understand what are being discussed.
4. Accomplish the “Self-checks 1,2 and 3 ” in each information sheets on pages 33, 40 and 48.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to the next LG. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity

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## Information Sheet-1

## Identify Owen Roles and Responsibilities within team

### 1.1 Introduction

Defining the roles, understanding the role responsibilities, and agreeing on who will handle that role is an essential first step in any project. Clearly defining employee roles on your team is vital to project efficiency and success. When team members understand their roles, they will be more productive and have a greater sense of buy-in and accomplishment. Role definition is particularly important with “virtual” project teams – working together but not in the same state, country or even continent — where lack of cohesive culture, body language and non-verbal cues to enhance communication are missing.

**When** Team leaders/project managers may want to predetermine each team role and responsibility prior to selecting the team member to fill that position. Or make assignments in the initial team meeting, taking time to assign roles and tasks to each member.

**How** Don't assume team members understand how to do the role they are assigned. Take time to clearly communicate expectations, boundaries, responsibilities and goals to each team member. Allowing plenty of time for questions and clarification.

**Why** Understanding the boundaries and expectations of a role provides support and accountability for team members in performing their tasks. Pre-defined roles also help to avoid conflicts, misunderstandings, and turf battles between team members and other employees. In recent research (Feyerherm,A. E. & Rice, C.L :Emotional Intelligence and Team Performance) team members generally report a greater sense of motivation, job satisfaction, and team cohesiveness when roles are defined.

### 1.2 Team Roles & Responsibilities

Let's start by clarifying terminology around two areas:

1. What positions are necessary on a team (Roles)

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## 2. What tasks those positions need to carry out (Responsibilities)

There are many good teambuilding resources for a leader in today's work environment. The issue arises in navigating through which resource best fits your organization. If you are looking for simplicity, my guide takes the complexity out of understanding a team structure.

### Team Roles

Every team needs to have the following positions covered in order to function effectively:

- **Team sponsor** – Higher “ranking” employee (usually a Department Manager or Vice President) who identifies improvement projects, has authority to allot resources to the team, reviews results, and takes team recommendations further into the organization.
- **Team Member**– Anyone who contributes their knowledge, skills, and abilities to the work of the team. In essence, everyone assigned to a team is considered a team member.
- **Team Leader** – The person who serves as the link between team members and the rest of the organization by coordinating team activities and maintaining all team documentation.
- **Team Coach** – An individual experienced in teambuilding skills, communication, resolving problems, and analyzing data. This person helps any team member.

Four basic team roles exist: Team Sponsor, Team Member, Team Leader, and Team Coach. Now let's focus on exactly what each role is to accomplish within a team framework. Only the major tasks of each team role:

### Role and Responsibility

- **Team Sponsor**
  - ✓ Maintains overall authority and accountability
  - ✓ Selects improvement project and drafts team charter
  - ✓ Establishes resources
  - ✓ Selects all team role assignments and evaluates their

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progress

- ✓ Monitors implementation changes for improvement project

- **Team Member**

- ✓ Participates fully in all meetings to share their knowledge
- ✓ Communicates completely by listening without assumptions
- ✓ Completes all assigned tasks

- **Team Leader**

- ✓ Establishes and sustains ways for team members to complete their tasks
- ✓ Uses multiple problem-solving methods;
- ✓ Creates communication channels between team, Sponsor, and all other organization departments
- ✓ Updates Sponsor on project progress
- ✓ Has management authority to implement recommended changes

- **Team Coach**

- ✓ Uses interpersonal communication skills effectively (how to build a team, giving and receiving feedback, conflict resolution)
- ✓ Maintains technical aspects (project management, root cause methodology, planning)
- ✓ Serves as team trainer for both interpersonal and technical information.

When shifting your company into a team-based structure, remember to educate everyone in the organization on each of the new roles and responsibilities. Consistency is key and is well worth the time investment.

### 1.3 Roles and Responsibilities for Team Members

#### Generic Role: Leadership

- Your role is to focus on the organization and production of the project content.
- You make a list of the project content, and distribute it to participants.
- You let the 'organizer' take care of things like meeting times and dates, etc.
- You see the entire project, and make sure that all areas are covered and everyone

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understands what they are doing.

- You are positive, and encourage participation.
- You recognize conflict, and work in collaboration to solve this with the 'Peacemaker' of the team.

### **Generic Role: Organizer**

- Your role is to organize team meetings, places, times, dates, member contact information, communication requirements, timelines, etc.
- You are in charge of the team's big picture and the process of the team. During meetings you ensure that participants are working on the task at hand.
- You reorganize throughout the project, and initiate new aspects of the project or process as necessary. You are positive, verbal, and very task oriented.
- You are in charge of ensuring that the project meets the deadline, that everyone knows when to submit, where to meet, how often to communicate, and when to practice for presentations if this is part of the project.
- You wrap things up at the end of the project.

### **Generic Role: IT Specialist**

- Your role is to ensure that the 'product' or 'take-away' of the project is perfect and very professionally done.
- You take everyone's content - format it, produce it, and create a seamless document, PowerPoint presentation, pamphlet, booklet, poster, etc.
- You add artwork, sound or special effects, etc. to create professional quality work.
- You ensure that each participant is given credit for their work on the created project.

### **Generic Role: Peace Keeper/Harmonizer**

- Your role is to keep the peace.
- You try to make sure that participants are getting along.
- When conflicts arise, you address the issues at hand before moving on.
- You are positive and nurturing; you give encouragement when needed.
- You have good conflict management skills, and know how to work through problems and

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keep the team working together.

- If a conflict arises which stops the progress of the team, you are the team member who discusses this with the person who is having the issues, and if necessary, makes an appointment with the leader, worker(s) in conflict, and yourself to attempt a resolution.

#### **Generic Role: Editor**

- Your role is to edit everyone's work, and ensure there is no repetition.
- You are an expert in English language grammar and spelling;
- You understand and utilize the publishing style required for the project.
- Your writing is succinct and professional.
- You understand the language style of the profession you are studying.
- You integrate each participant's work into a seamless document.

#### **Generic Role: Team Member**

- Your role is to participate in the project, follow direction, research and prepare thorough work, meet deadlines, communicate as necessary, and meet all the specific requirements of the project.
- You recognize the special roles of other team members, and give them your support. You willingly participate in the team process and production of content.
- You should be positive, and add to (not detract from) the team function as a whole. If conflicts arise, you work to resolve the issue before it gets out of hand.
- You are committed to the team process until the final project has been completed.
- You understand your role and the roles of others within the team and support all team members.

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Self check -1	Written test
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**Directions:** Answer all the questions listed below on page 9-10.

**Part I: Fill in the blanks:** (1 point each)

1. When shifting your company into a team-based structure, remember to-----everyone in the organization on each of the new roles and responsibilities.
2. ----- each participant's work into a seamless document.
3. -----Uses interpersonal communication skills effectively (how to build a team, giving and receiving feedback, conflict resolution)
4. ----- is key and is well worth the time investment.

**Part II: True or false:** (2 point each)

1. **Editor:** role is to keep the peace.
2. **Team Member:** edit everyone's work, and ensure there is no repetition
3. **Team Leader** – The person who serves as the link between team members and the rest of the organization.

**Part III: Short answer questions:** (2 point each)

1. Define responsibility of team coach.
2. Define role of team sponsor.
3. Define role of harmonizer.
4. Define responsibility of team member.
5. Define role of team leader.

**Note: Satisfactory rating - 8 point Unsatisfactory - below 8 points**

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

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## Answer Sheet 1

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

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

### Part I:

#### Fill in the blanks:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### Part II:

#### True or false:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Part III:

#### Short answer

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

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Information sheet -2	Recognition of the Roles and Responsibilities of other team members
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## 2.1 Recognition of the Roles and Responsibilities of other team members

If you were choosing team members for a business team in your organization, who would the best team players be? Assuming that people have the right technical skills for the work to be done, what other factors would you use to select your team members? Teams need strong team players to perform well. But what defines such people?

### 1. Demonstrates reliability

You can count on a reliable team member who gets work done and does his fair share to work hard and meet commitments. He or she follows through on assignments. Consistency is key. You can count on him or her to deliver good performance all the time, not just some of the time.

### 2. Communicates constructively

Teams need people who speak up and express their thoughts and ideas clearly, directly, honestly, and with respect for others and for the work of the team. That's what it means to communicate constructively. Such a team member does not shy away from making a point but makes it in the best way possible — in a positive, confident, and respectful manner.

### 3. Listen actively

Good listeners are essential for teams to function effectively. Teams need team players who can absorb, understand, and consider ideas and points of view from other people without debating and arguing every point. Such a team member also can receive criticism without reacting defensively. Most important, for effective communication and problem solving, team members need the discipline to listen first and speak second so that meaningful dialogue results.

### 4. Functions as an active participant

Good team players are active participants. They come prepared for team meetings and listen and speak up in discussions. They're fully engaged in the work of the team and do not sit passively on the sidelines. Team members who function as active participants take the initiative

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to help make things happen, and they volunteer for assignments. Their whole approach is can-do: "What contribution can I make to help the team achieve success?"

### **5. Shares openly and willingly**

Good team players share. They're willing to share information, knowledge, and experience. They take the initiative to keep other team members informed. Much of the communication within teams takes place informally. Beyond discussion at organized meetings, team members need to feel comfortable talking with one another and passing along important news and information day-to-day. Good team players are active in this informal sharing. They keep other team members in the loop with information and expertise that helps get the job done and prevents surprises.

### **6. Cooperates and pitches in to help**

Cooperation is the act of working with others and acting together to accomplish a job. Effective team players work this way by second nature. Good team players, despite differences they may have with other team members concerning style and perspective, figure out ways to work together to solve problems and get work done. They respond to requests for assistance and take the initiative to offer help.

### **7. Exhibits flexibility**

Teams often deal with changing conditions — and often create changes themselves. Good team players roll with the punches; they adapt to ever-changing situations. They don't complain or get stressed out because something new is being tried or some new direction is being set. In addition, a flexible team member can consider different points of views and compromise when needed. He or she doesn't hold rigidly to a point of view and argue it to death, especially when the team needs to move forward to make a decision or get something done. Strong team players are firm in their thoughts yet open to what others have to offer — flexibility at its best.

### **8. Shows commitment to the team**

Strong team players care about their work, the team, and the team's work. They show up every day with this care and commitment up front. They want to give a good effort, and they want other team members to do the same.

### **9. Works as a problem-solver**

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Teams, of course, deal with problems. Sometimes, it appears, that's the whole reason why a team is created — to address problems. Good team players are willing to deal with all kinds of problems in a solutions-oriented manner. They're problem-solvers, not problem-dwellers, problem-blamers, or problem-avoiders. They don't simply rehash a problem the way problem-dwellers do. They don't look for others to fault, as the blamers do. And they don't put off dealing with issues, the way avoiders do. Team players get problems out in the open for discussion and then collaborate with others to find solutions and form action plans.

#### **10. Treats others in a respectful and supportive manner**

Team players treat fellow team members with courtesy and consideration — not just some of the time but consistently. In addition, they show understanding and the appropriate support of other team members to help get the job done. They don't place conditions on when they'll provide assistance, when they'll choose to listen, and when they'll share information. Good team players also have a sense of humor and know how to have fun (and all teams can use a bit of both), but they don't have fun at someone else's expense.

Quite simply, effective team players deal with other people in a professional manner. Team players who show commitment don't come in any particular style or personality. They don't need to be rah-rah, cheerleader types. In fact, they may even be soft-spoken, but they aren't passive. They care about what the team is doing and they contribute to its success without needing a push. There may be different types of methods which can be able to define team role. Here are some important ways to verify recognition.

#### **2.2 Identify Teamwork on the Macro level**

Teamwork and communications are components of project execution. The project manager should gather members of different units and create an effective team that will self-sustain itself and create an encouraging environment to complete a project. There should always be members of all parts of the company or organization. This creates a diversity of people, backgrounds, and expertise allowing for everyone's needs to be met as well as for more balanced compromises among the various departments of the organization.

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Avoiding picking people from all departments or divisions of an institution could lead to prejudice and discrimination suits that would only create problems both internally and externally for the company. The team should also be a very effective team. While you do want a team of people that are outspoken so that opinions are voiced, you do not want a team that spends their whole time talking because then you run the risk of a low production level. The team also needs to be effective in management so that people respect the decisions they make that will affect the company or organization and their audience. If the team is not respected, the project will become very difficult to execute.

### 2.3 Develop a Team

It needs to be understood that most work in project management will happen through a team. Teams typically undergo stages including forming, which is when team members learn about each other, storming, which is when project managers try to reduce conflict in teams by having team members focus on the task at hand and not the relationships to each other. Then norming is when the team begins to lay out work expectations and the norms that everyone is expected to follow which the team will use to reference each other as members of the team, followed by phase performing, which is when work gets done while working with issues.

They are various process changes a team undergoes. There are three changes called brainstorming, nominal team technique, and Delphi team process. When developing the team you will want to bring the best people into the team as possible, each with a distinct background that will add to the team effectiveness. It usually helps to let the team know that their performance will be measured. Knowing that their capabilities will be evaluated usually serves as an incentive for them to remain dedicated to the project.

The way the team's performance will be measured is through the rate of performance, which is equal to actual work completed divided by percent of work planned to complete. A good team will keep as close as possible to the work schedule as well as the planned budget. There are a few methods to improving teamwork such as noticing the phases the team goes through. If one notices a team gets stuck in a specific phase, the project manager may need to

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intervene to move the team ahead. Staying in one phase of building a team may be more costly and will definitely negatively affect the scheduled plans. In addition, teamwork can be improved by making sure that the team members bond with each other over time. While outside previously held relationships or conflicts among team members should be left outside of the project work time, a distinct team bond should be created. It's almost like team spirit at a high school. While there may be conflicts among faculty or in between students, everyone still comes together at times like homecoming, or commencement ceremonies to make it a good experience and have a good experience that will benefit all.

Team spirit through a good bond will allow both the team to be successful and the client to be satisfied. One more thing a team can do to improve the effectiveness of the teamwork is to change team meeting processes. The way one could practice this is by ending each meeting with an evaluation. The end of meeting evaluation will allow the future meetings to be more successful. The project manager will be able to better understand what motivates the team as well as what turns them away from wanting to be part of the team. The team will also be able to evaluate the project itself, and point out things that they may not have wanted to bring up in front of everyone. Another good example of changing team-meeting processes is maybe, creating a more relaxed environment, where people do not need to raise their hand to speak.

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<b>Self check -2</b>	<b>Written test</b>
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**Directions:** Answer all the questions listed below.

**Part I: Fill in the blanks:** (1 point each)

- 1----- Is the act of working with others and acting together to accomplish a job?
- 2 Good team players are active -----.
- 3----- Need people who speak up and express their thoughts and ideas clearly, directly, honestly, and with respect for others and for the work of the team.
4. Teams need strong team -----to perform well.
5. Teams often deal with changing conditions and often create changes -----.

**Part II: True or false:** (1 point each)

1. Strong team players care about their work, the team, and the team's work.
2. Team players who show commitment don't come in any particular style or personality.
3. Effective team players deal with other people in a professional manner.
4. Team players get problems out in the open for discussion and then collaborate with others to find solutions and form action plans.
5. In addition, a flexible team member cannot consider different points of views and compromise when needed.

**Part III: Short answer questions:** (2 point each)

1. Describe briefly cooperation.
2. Describe briefly good listeners.
3. Describe briefly “share openly and willingly.”
4. Describe briefly commitment to team.
5. Describe briefly Reliability.

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**Note: Satisfactory rating - 8 point Unsatisfactory - below 8 points**

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

## Answer Sheet 2

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

### Part I:

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

#### Fill in the blanks:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### Part II:

#### True or false:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Part III:

#### Short answer

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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### Information Sheet-3

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

#### 3.1 Team communication

Organizations cannot operate without communication. Communication can take various forms but all forms involve the transfer of information from one party to others. Communication processes in place within the organization allow the SMS to function effectively. The exchange of relevant safety information is crucial within and among organizations.

It is therefore important that defined reporting channels and interfaces exist, within a structured process, to ensure that knowledge and understanding of the SMS is ensured and all safety relevant information is conveyed to or available for the right person/role/function in a prompt and clear way.

Internal communication refers to all levels of an organization, as for instance:

- Staff involved in product implementation and delivery,
- Staff involved in operational and organizational arrangements and changes,
- Operational staff.

There are three interrelated methods for communication within an organization:

- Visible Behavior
- Written Communication
- Face - to - face discussion

Managers may wish to acknowledge and if possible remove barriers to communication. Examples of obstacles or barriers include illiteracy, language differences, reprisals (supervisory and/or peer), or other forms of discrimination. Incentive programs, drug testing programs, and disciplinary mechanisms should be carefully designed and implemented to ensure that employees are not discouraged from reporting job-related injuries, illnesses, hazards, and risks.

External communication refers to safety aspects that may be relevant, but not limited, to:

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1. Other companies operating on the same infrastructure suppliers / contractors,
2. Customers,
3. Controlling agencies other stakeholders (users, neighbors, all kind of authorities).

Information may especially pertain to known hazards that need to be controlled by others. Good two way communication is also essential because it supports the development of a positive safety culture.

### 3.2 Internal and external communication in the team

Theoretically, it is assumed that communication today is a consubstantial activity to the life of the organization, it is “the network tiled between the elements of an organization that offers its essential characteristic: to be a system” “the cement that unifies the parts of an organization” , the soul or “the nervous system of the team”. But it is not necessary to understand communication only as the support that sustains the different activities of an organization; communication is a resource, an asset to be managed.

To manage the different communication types that are necessary in any modern team –internal, top-down, bottom-up and horizontal communication, and external communication – the “excellent” and innovating companies equip themselves with a specific department called Communication Department or Information Management Department. However, we should not forget that communication is not only the function of one department but must be assumed by each head and his/her equipment.

The complexity of the communicative phenomenon requires framing it in interactive and dynamic relations, like a circular process in which the transmitter and receptor alternatively exchange their roles and it demands understanding between participants. Information is only one part of that process – the content of what is being communicated – and it does not produce communication by itself.

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### 3.3 Internal and external communication: two interdependent systems

External communication with customers, intermediaries, suppliers, competition, mass media and public in general is as vital for the organization as internal communication. In addition, they must be highly integrated.

Although external communication is tied to departments such as public relations and the press, marketing, market investigation, corporative communication, etc., all members of the organization can carry out functions of external communication and diffusion of the image of the organization. When the feeling of belonging increases, when people feel identified with the organization and improve their relations they transmit a positive external image.

Simultaneously, the image that the organization transmits to society will condition the satisfaction of certain necessities of status and prestige of its employees. When a person works in a solid team, important, concerned with social problems and which transmits a good social image; to a certain extent s/he feels fulfilled in his/her social consideration, and his/her feeling of belonging increases.

Therefore, we can see two interdependent systems of communication (internal and external) which need to be managed in a coordinated way. Nevertheless, innovation strategies in the companies usually fall preferably on external communication, more than internal communication.

### 3.4 Reporting of Functional Relationships

#### Basic Factors

The identification of work and skill requirements provides the basis for determining staffing needs. The configuration of the organization must then be analyzed to ensure that functional alignments and reporting relationships are appropriate to the unit's mission. The more important criteria are repeated below:

- a. Functional statements and standard position descriptions are reviewed to eliminate duplication of responsibility between subordinate units of the organization, where such

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duplication is found, functional responsibility should be assigned to the subordinate unit having dominant interests in the activity under review.

- b. Functional activity should be grouped to ensure homogeneity of work.
- c. Span of control should be established consistent with the guidelines.
- d. Vertical reporting relationships should establish a hierarchy of responsibility consistent with the guidelines.
- e. Contingent work relationships should be aligned consistent with the concepts.

### Additional Factors

- **Administrative and Functional Reporting Relationships**

An **administrative reporting relationship** establishes a clear line of authority between positions or units in the organizational hierarchy. The actions of the subordinate are subject to the direction and/or approval of the next higher level of management, irrespective of the autonomy the latter may choose to grant to, or withhold from, subordinate levels. Subordinate positions never report administratively to more than one higher level supervisor.

A functional reporting relationship establishes a connection between positions or organizational units at different management levels based on the specialized nature of the function for which a mutual responsibility is shared. In this type of situation – often referred to as an indirect reporting relationship – the higher level position or unit provides functional guidance and support to positions or units lower in the organizational structure.

Human Resources at Headquarters, for example, has functional responsibility for the area human resources activities, while these activities report administratively and directly to the vice president of Area Operations. There is no formal line of authority in a strictly functional relationship.

The administrative head of an organization integrates all unit activities through the exercise of organizational authority. Detailed functional expertise is usually located immediately below this

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level of management, where administrative authority and functional direction are joined.

Sometimes, however, it is necessary to separate administrative and functional reporting relationships. A separate functional reporting relationship might be justified when:

- a. The knowledge essential to effective performance is so specialized that the function can only be placed in the higher levels of the organization (e.g., the Postal Service medical program).
- b. The consequences of an incorrect decision are so great as to require continuing consultation with a higher organizational level having policy responsibility for the functional area in question (e.g., international mail).
- c. The sensitivity of the function requires total uniformity of execution throughout the entire management system (e.g., labor relations or purchasing).

Organizational relationships are analyzed in terms of the adequacy of functional direction. Where appropriate, functional reporting relationships can be formally established that sanction channels of communication not reflected in the administrative structure.

- **Line and Staff Relationships**

While line relationships are based upon the exercise of organizational authority, staff relationships are founded on the exercise of organizational influence and the authority of knowledge. While line managers are empowered to make operating decisions, staff personnel act in an advisory role. Line managers' report administratively to the next higher level of management. Staff managers' report administratively to line or staff management and often functionally to another level of management outside and, sometimes, above the unit structure.

Staff functions are analyzed on the basis of the following criteria:

- a. **Appropriate Placement Within the Structure.** If the reporting point is too low in the structure, the exercise of influence is impaired.
- b. **Extent of Need.** Functional expertise may be readily accessible to line management outside the immediate structure, obviating the need for redundant internal staff.

- **Responsibility and Authority**

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A principle rule in organizational design requires authority to be commensurate with responsibility. Managers cannot be held accountable for results over which they have limited or no control. Reporting relationships are analyzed to uncover any organizational defects that:

- a. Place authority at one or more levels above the designated level of responsibility.
- b. Place essential organizational resources outside the managerial control of the manager who needs them most and who should be accountable for their use.
- c. Grant overlapping authority to two or more positions or units that could lead to jurisdictional conflicts.

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<b>Self check -3</b>	<b>Written test</b>
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**Directions:** Answer all the questions listed below.

**Part I: Fill in the blanks:** (1 point each)

1. Organizations cannot operate without -----.
2. ----- may especially pertain to known hazards that need to be controlled by others.
3. There are three interrelated methods for ----- within an organization.
4. ----- communication refers to all levels of an organization.
5. ----- can take various forms but all forms involve the transfer of information from one party to others.

**Part 2: True or false:** (1 point each)

1. Good two way communication is also essential because it supports the development of a positive safety culture.
2. Incentive programs, drug testing programs, and disciplinary mechanisms should be carefully designed and implemented to ensure that employees are not discouraged from reporting job-related injuries, illnesses, hazards, and risks.
3. Communication cannot take various forms but all forms involve the transfer of information from one party to others.
4. Examples of obstacles or barriers include illiteracy, language differences, reprisals (supervisory and/or peer), or other forms of discrimination.
5. The exchange of relevant safety information is crucial within and among organization

**Part 3: Short Answer Question**

1. Describe briefly Line and Staff Relationship.
2. Describe briefly Responsibility
3. Describe briefly Basic Factors of Reporting.

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**Note: Satisfactory rating - 8 point Unsatisfactory - below 8 points**

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

**Answer Sheet 3**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

**Part I:**

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

**Fill in the blanks:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Part II:**

**True or false:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Part III:**

**Short answer**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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<b>Instruction Sheet</b>	<b>Learning Guide # 09: Work as a team member</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics

- Method of team building
- Developing team work plan
- Interaction with in a team
- Methods of contributing to team effort
- Standard operating procedure including protocols of reporting

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:

- Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives
- Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and workplace context
- Observed protocols in reporting using standard operating procedures
- Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below
3. Read the information written in the "Information Sheets 1- 5". Try to understand what are being discussed.
4. Accomplish the "Self-checks 1,2 3, 4 and 5" in each information sheets on

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pages 58, 68, 74, 79, 89 and 97.

5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-checks).
6. If you earned a satisfactory evaluation proceed to the next LG. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity

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## Information Sheet-1

## work as a Team member

### 1.1 Introduction

A team can be defined as a group of people with a full set of complementary skills required to complete a task, job or project. Team members operate with a high degree of interdependence, share authority and responsibility for self-management, are accountable for the collective performance, and work towards a common goal and share rewards. A team becomes more than a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

Businesses have many different components ranging from owners to management to employees. Keeping the lines of communication between these groups open and working properly is one challenge that all businesses face. Fostering a team atmosphere and focusing on good communication among employees and between employees and management can open the doors to success. Communication skills can be addressed through ongoing training and by listening and responding to feedback from both workers and management.

### 1.2 Applying Team Building Methods

“We are most effective as a team when we complement each other without embarrassment and disagree without fear.”~ Unknown Let’s talk for a moment about team building methods. Team building is a necessary part of any business or sport big or small. Without a strong team your business will not be as successful as it could be.

You have chosen the right players or employees for the job now you want them to learn to work together to trust each other and get the job done in the best possible way. The benefits of team building speak for themselves. When each team

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member fee Important to the team and trusts the team they will bring their best skills to the game for the team.

### What is team building?

Team building teaches your team to trust each other, respect each other and most of all use the strengths of each member to win. Win the game or win the contract it boils down to the same thing to have a championship team you need championship players that can work as one. The value of team building is not just players or employees who work together but it is players or employees that win together.

To have a championship team you must first understand what qualities define a great team. When you understand the qualities that should be nurtured and then learn to nurture them then you will have a good team building definition that fits for your individual team. Independence among the team members or players: All the members of your team should think and act independent from the group as part of the group.

A willingness to contribute from each player or team member: Each individual in your team should be willing to work together and trust each other. If you have one person who is unwilling to work as a team you do not have a team.

- **Relaxed communication:** A team must be able to communicate with each other. If there is a problem a no blame let's fix this is a much better attitude then He did it.
- **Mutual trust:** Team members need to be able to trust themselves and each other and know they are trusted in return.
- **Risk taking:** The members of your team need to be willing to step out on a limb and take a risk to get the job done.
- **Goals and targets:** The goals and targets for the team need to be a team effort that every member understands and works toward. Rather that goal is to win a contract of the game. Clearly understood and defined

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goals that everybody strives for together are the definition of team.

- **Defined roles:** Each member should have a role and know exactly what that role is.
- **Importance:** Every single member on your team should know they are important to the team. With our team building methods you will enhance team building through communicating using the best team building exercises.

Teams that are cohesive, productive, and efficient -- and whose members enjoy doing their work and working together -- don't happen by accident. Successful teams are cohesive because team members work cooperatively, sharing common goals as well as the resources to achieve them. They are productive, not because team members never disagree, but because they have worked out ways to resolve conflicts when they occur. They are efficient because tasks are assigned in a way that takes into account each member's skills and interests, rather than letting the team be dominated by the most verbal, most aggressive, or most popular personalities. Managers play an essential role in developing and leading teams that work in these ways. Here are 12 ways to build an effective and cohesive team:

- **Clarify the common goals and purposes** Make the team's purposes clear. Take the time to articulate the team's performance goals and how the team contributes to the company's success. Even a work group that has existed for some time may never have done this. In any case, the purposes and conditions change over time.
- **Clarify each person's role in achieving the common purpose** Define each person's job in terms of its contribution to the group's and the company's overall goals. This must be done in specific terms, not in vague generalities.
- **Put team members in touch with the people who use what they do** Confirm the needs of the team's external or internal customers or clients on an ongoing basis. For example, "Tom, be sure to talk with both Materials

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Management and the folks in Production to make sure they're aware of the changes we've planned. Our changes could affect their work if we're all not in sync."

- **Pay attention to conflicts when they arise** It's natural for conflict to arise when people work in groups. Conflict, handled well, can actually produce constructive ideas. Sometimes team members will annoy each other, step on each other's toes, or hurt each other's feelings. Honest disagreements can become personal and heated. Work processes that seemed efficient can break down. It's important to recognize that some degree of conflict among co-workers is normal. Let problems come to the surface. Avoid the impulse to demand that your employees "drop it," "forget about it," or "just cut it out." Also, anticipate that more conflicts may occur whenever there are changes that affect the team's membership or goals.
- **Work out ways to resolve conflicts** What works as an effective style of conflict resolution varies from team to team, and may vary over time on the same team. Teams whose members all have similar experience and seniority may be able to settle problems more informally, for example, than a team with more diversity. Here are some ways to successfully resolve conflicts:
  - ✓ Make sure each team member involved has a chance to explain the problem as he or she sees it.
  - ✓ Establish clear ground rules so that people can have their say without being interrupted, rushed, mocked, or intimidated.
  - ✓ Encourage employees to solve problems themselves when they can so that you aren't always in the middle of every conflict between team members. However, if they cannot solve them, it's important that they can count on you to coach them through a problem-solving framework that allows them to build conflict resolution skills for the future.
- **Remember your leadership role** While you need to encourage your employees to feel a healthy "ownership" of the team's work, you need to

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avoid trying to be “just one of the team.” You are not your team are the one accountable to your own boss for the team’s results. You’re expected to get results through your people. Hold each employee responsible for meeting goals and for solving or helping to solve problems.

- **Make sure team members interact at meetings** Do team members mainly address their questions and suggestions to you, or do they interact directly with each other at meetings? Encourage team members to ask each other for help and to offer it to each other, without channeling it all through you.
- **Allow team members to have input into their jobs.** When you can, give your employees flexibility on how they meet their work goals. Encourage employees to make suggestions about changes in what they do and how they do it, based on their direct and daily experience of what works, what doesn’t work, and what could work better. Of course, the only way to encourage employees to make suggestions over the long run is to show them that you will act on some of their suggestions.
- **Make sure there is room for minority or unpopular views** Teams can easily slip into “group thinks,” especially when they are successful. Those who see flaws in the way the group does things, or who see improvements that could be made, may be politely ignored or even treated with hostility. Teams where this happens can fail when their environment or requirements change and they can’t adapt. Effective managers build team trust by encouraging a diversity of opinion.
- **Appraise and reward the team as a whole** As with an individual performance review, compare the team’s performance to what was expected of it. Plan small celebrations of the team achieving important milestones. Acknowledgments of incremental successes can be more motivating than big end-of- project rewards. Celebrations could range from pizza at lunch, to dinner at a nice restaurant, to a bonus, or to a congratulatory letter from a senior executive that goes in each employee’s personnel file. Keep in mind that the team review can never take the place of individual performance reviews.

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- **Appraise and reward each employee individually, including a review of his or her teamwork** As members of a team, the expectations and criteria for their performance include showing a spirit of cooperation, developing conflict resolution skills, engaging in good communication with others, and being willing to help others solve problems or get through crunch efforts. If feasible, encourage all team members to provide meaningful feedback to one another. Be sure to give each team member specific feedback about his or her strengths and any unique role that the person served on the team rather than just focusing on problems or performance gaps.
- **Communicate team successes** If possible, let the whole company know what your team has accomplished. Include a specific description of what you did, why it's important to the company, and what challenges had to be overcome.

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<b>Self-Check -1</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below.

**Fill in the blanks:** (1 point each)

1. A team can be defined as a group of people with a full set of complementary skills required to complete a task, -----.
2. Team building teaches your team to trust each other, ----- and most of all use the strengths of each member to win.
3. We are most effective as a team when we complement each other without -----and disagree without fear.
4. Businesses have many different components ranging from owners to ----- to employees.
5. The goals and -----for the team need to be a team effort that every member understands and works toward.

**True or false:** (1 point each)

1. Successful teams are not cohesive because team members work cooperatively, sharing common goals as well as the resources to achieve them.
2. A team must not be able to communicate with each other.
3. Do not make the teams purpose clear.
4. You have chosen the right players or employees for the job now you want them to learn to work together to trust each other and get the job done in the best possible way.
5. Team building is a necessary part of any business or sport big or small.

**Short answer questions:** (2 points each)

1. Describe briefly mutual trust
2. Describe briefly goals and targets.
3. Describe briefly risk taking.

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4. Describe briefly appraise and reward the team as a whole.
5. Describe briefly communicate team success.

**Note: Satisfactory rating - 8 point Unsatisfactory - below 8 points**

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

### **Answer Sheet**

Name: \_\_\_\_\_

#### **Part I:**

##### **Fill in the blanks:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### **Part II:**

##### **True or false:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### **Part III:**

##### **Short answer**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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Information sheet 2	Using effective and appropriate forms of communication
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## 2.1 Type of communication

### 2.1.1 Non – verbal communication

Effective communication involves more than words. Nonverbal communication is sending and decoding messages with emotional content. Friendliness, respect, acceptance, rejection, dominance, submissiveness, anger, fear, and humor are conveyed primarily by nonverbal signals. When the verbal and nonverbal messages disagree, the receiver is likely to discount the verbal message and believe the nonverbal message. For example, a sender who verbally promises to act in good faith but does not make eye contact and keeps glancing at a wristwatch is indicating lack of respect for the receiver. Important dimensions of nonverbal communication include body movements and gestures, eye contact, touch, facial expressions, and tone of voice.

- **Body Movements and Gestures**

Posture can indicate attentiveness or lack of interest in a conversation. In a job interview, an interviewee should lean slightly forward to indicate that he or she is attentive to the interviewer. Gestures can add or detract from the verbal message. Hands gestures help emphasize points, but restlessness sends the message that the speaker is nervous and lacks confidence. Different cultures place different meanings on gestures.

- **Eye Contact**

Attentiveness or lack of interest on the part of the sender or receiver in face-to-face communication is conveyed by eye contact. In business communication, it is important for both parties to make some eye contact, but prolonged eye contact may be interpreted as aggressiveness or inappropriate intimacy. Use eye contact carefully in business conversations.

- **Touch**

A firm handshake is an enthusiastic greeting, but a weak handshake sends a negative signal, indicating low enthusiasm. Touch signals liking, acceptance, and

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friendship. Even more than eye contact, touch should be used carefully in business situations.

- **Facial Expressions**

Emotions such as happiness, satisfaction, anger, fear, and confusion are signaled by facial expressions. A confused look is feedback that the verbal message was not clearly received. Smiling conveys happiness and warmth. Along with the handshake, a smile is probably one of the most effective ways to establish a positive connection with a new acquaintance.

- **Tone of Voice**

Emotions such as attentiveness, friendliness, anger, or fear are transmitted by the tone in a voice. Aspects of the tone of voice that communicate different emotional states include pitch, loudness, speed, clarity of speech, and inflection. In a business setting, it is important to communicate confidence in order to establish credibility. Therefore, it is a good practice to speak clearly, emphasize key words, and use variable speed and inflection at appropriate times to keep the audience interested.

### **2.1.1 Verbal communication**

- **Written communication**

Written communication includes memos, policy manuals, employee handbooks, company newsletters, bulletin boards, letters, and fliers. Written documents have an advantage over face-to-face communication, because messages can be revised, stored and made available when needed, and disseminated in identical copies so the same message is received by all. Written communication can be personalized for a small audience or written a generic style that accommodates a larger audience. The limitations of written communication are that there are no provisions for feedback, and the sender may not be certain if the message was received, read, and/or understood.

Two popular forms of written communication are memos and letter & newsletter.

**A MEMO (Office Memorandum)** is a short business messages that provide information to employees are sent in memos. They can be used to inform

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employees about the agenda, time, and place of a meeting; to schedule work; or to describe a change in an employment policy.

A memo should be brief and to the point. Also,

- Make sure that the heading indicates:
  - (1) The intended audience;
  - (2) The subject of the memo;
  - (3) The name of the sender; and
  - (4) The date that the memo was written.
- Revise and edit the memo to eliminate misspellings and poor grammar. Make sure the message is clear and unambiguous.
- Add the names of people who need to be aware of the communication to a copy list at the end of the memo.
- Avoid sending memos to people who do not need to know about the content. Employees should not waste time reading memos that are not important.

**A LETTER** is the most used form of written communication and mostly used for external communication. Letter should be:

- Well presented
- Brief and to the point
- Accurate
- Easy to read and understand

When writing a letter decide first on the purpose of your letter and what you want to achieve. Then make a short list of the points to be covered and prepare a rough draft. Start a new paragraph for each new topic

Your letter should contain an opening paragraph which sets the scene of the rest of the letter. The main Points to be covered should be sub-divided into further paragraphs. The final paragraph normally contains a summing- up of the contents and any recommendations. Try not to make your sentences or paragraph too long.

**Notice** is required to inform the whole works in the organization or company and most common method of mass communication. It should be simple, short and

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understandable for every worker. It must contain all relevant information, appropriately worded and any action to be taken should be clearly explained.

## **NEWSLETTERS**

Many companies have short monthly or quarterly publications designed to keep employees informed of important events, meetings, and transitions and to provide inspirational stories about employee and team contributions to the business. Newsletters help foster community spirit by keeping everybody informed about what others are doing.

## **ELECTRONIC COMMUNICATION**

Advances in electronic technology make interactive communication possible between senders and receivers, even when they are separated by physical distance and busy schedules. Electronic communication channels vary in the richness of the information that is transmitted and can include text, voice, graphics, or video.

Two important forms of electronic communication are voice mail and e-mail.

## **THE INTERNET**

The Internet is a computer network with multimedia communication capabilities. A combination of text, voice, graphics, and video can be sent to a receiver over the Web. Companies' sites On the World Wide Web are places where potential customers can learn about products and services and place orders. The use of the Internet makes it possible for companies to serve international customers.

- **Face to face communication**

Rich information content is possible in face-to-face communication, because there is a high level of interactivity between the sender and the receiver. Job interviews are likely to be done face-to-face. One of the most important types of face-to-face communication is the meeting.

## **2.2 Formal/Informal communication**

### **2.2.1 Formal Communication**

The formal channel, as the name implies, is deliberately, officially prescribed path for flow of communication among the various positions in the organization. It is a deliberate attempt to regulate the follow of organizational communication so as to

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make it orderly and thereby to ensure that information flows **smoothly, accurately** and **timely** to the points to which it is required .

The channel of communication under this system is, no doubt, narrow, but ordinarily, it does allow for flow of essential information. Besides, it is easy to maintain, supports the authority of the superiors and provides for closeness of contact thereby reducing channels of miscommunication. It helps in exercising control over subordinates and in fixation of responsibility in respect of activities carried out by a person in the organization.

It has certain basic limitations as well such as, bottlenecks in the flow, enhancing organizational distance, greater possibilities of transmission errors, screening at various filtering points, etc. These limitations can be overcome by providing a number of communicating channels linking one position with various other positions, the system of multiple channels. An unlimited use of this system may however cause confusion and also undermine the superior's authority.

### 2.2.1 Informal Communication

The informal channel of communication, also known as grapevine, is the result of the operation of social forces at work place. While formal communication exists to meet the utilitarian needs of the organization, informal communication is the method by which people carry on social, non-programmed activities within the formal boundaries of the system. It, thus, exists outside the official network, though continuously interacting with it. This informal channel is generally multiple in nature: same person having social relationships with a number of people working in the same organization.

Types of Grapevine

- Single strand network -the individual communicates with other individuals' through intervening persons.
- gossip network- the individual communicates non-selectively

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- probability network -the individual communicates randomly with other individuals according to the law of probability
- cluster network the -individual communicates with only those individuals whom he trusts

### 2.3 Communication skills

One of best to ways to ensure effective communication is to provide opportunity for employees to develop communication skills. Skill in sending and receiving message greatly reduces the possibility that a distorted message will be transmitted. The following are the four key communication skills:

- Assertive communication skills
- Presentations skills
- Nonverbal communication skills and
- Listening skills

#### Assertive communication skills

Assertive communication skills enable an individual to communicate in ways that meet her or his own needs while at the same time respecting the needs and right of others. A person who displays these skills states exactly what is wanted or needed from individuals being targeted for the message. Speaking calmly, directly and confidently without instilling fear or anger in the other person is being assertive. The goal is to respond directly and outwardly to a problem.

A person who communicates assertively sticks to the fact, and does not communicate in critical, subjective way. Assertive communication involves giving facts, feedback or information that makes clear the communicator's wishes, needs, wants, beliefs, or feelings. Here are some examples of speaking directly in a factual manner.

- "I would like you here eight o'clock."
- "I am quite pleased with the way the situation has been resolved."

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Assertive communication includes obtaining honest feedback from others. The individual will ask direct questions or make direct statements to find out the other person's views, wants, and feelings to make sure there is no misunderstanding between the two parties. Here are some examples of ways to receive direct feedback:

- "What would you prefer to do?"
- "I would like to hear your views on this."
- "What are the pro and cons on this idea from your point of view?"

There are several less effective communication styles that people use in work place. This is because the communicator is either indirect or is not mindful of the needs of others or of her or his own needs.

These dysfunctional communication styles include:

- (1) Passive,
- (2) Aggressive, and
- (3) passive-aggressive communication.

An individual who engages in **passive communication** does not let others know directly what he or she wants or needs. A passive communicator hopes that his or her needs will be met without asking. Others are expected to figure out what is needed, and, if they fail, the passive communicator becomes resentful.

**An aggressive communication** style is a forceful approach to communicate with others which expresses dominance and even anger. An aggressive communicator ignores the needs and rights of others, and loudly proclaims what he or she wants. The aggressive communicator may coerce others by using threatening words until he or she gets what is wanted.

**A passive-aggressive communication** style avoids giving direct responses to others' requests or feedback. Instead the passive-aggressive communicator tries to "get even" with others later for real or imagined injustices. This individual fears giving direct feedback to others for the same reasons that the passive communicator does.

If a person becomes aware of a tendency to communicate in one of these three

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dysfunctional styles, he or she should learn and practice honest, assertive communication skills.

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<b>Self-Check -2</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. (4points each)

1. Describe briefly assertive communication skills
2. Describe briefly a passive-aggressive communication
3. Describe formal and informal communication skills
4. Describe briefly non verbal communication

**Note: Satisfactory rating - 8 point Unsatisfactory - below 8 points**

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

### Answer Sheet

Name: \_\_\_\_\_

#### Part I:

#### Short answer

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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Information sheet - 3	Understanding interactions with team members
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### 3.1 Interaction within Team

Proper team interaction relies on three main factors of High Performance Teams (HPT) listed in the introduction which include the following:

- Team Leader
- Communication
- Open-mindedness

#### 3.1.1 The Team Leader

Team interaction involves team leaders relying on team members and team members relying on team leaders. Effective team interaction is vital for any HPT because it allows for productive work and the free flow of ideas between team members.

The first step in establishing good team interaction is to designate a team leader. The team leader must be able to delegate to the group so that team members knows their roles and tasks within the group. Proper delegation means that the team leaders are able to clearly tell team members several things, such as:-

- The expected results or product from the team's work.
- How the team will approach the task.
- The sub-tasks that will result from the tasks.
- The limits of the authority held by the team leaders.
- The necessary deadlines that the team members must meet.
- How to determine whether the tasks have been completed.
- Knowing the resources that are required.
- The necessary training for each position within the group

Another component of being the leader of a HPT is maintaining control over the project; however, a team leader must not 'smother' the HPT to the point where they feel like they are under constant surveillance and do not have room to take

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creative liberties. Instead, they should "monitor progress unobtrusively" (How to Delegate Effectively). This means that the team leader helps the team when asked, makes sure that the HPT is meeting its deadlines, and sees that the HPT's team members are communicating well with one another.

### **3.1.2 Communication**

Keep lines of communication open between team members, team leaders, and anyone else associated with the HPT such as a client. Communication is key to helping an HPT run efficiently and effectively because it allows the team member to know what the other team members are doing: This way, the team members know if one member on the HPT is behind or ahead, or if the entire team is behind or ahead.

Allow the free flow of ideas between team members: Ideas are generated more quickly when working in a group because team members can bounce ideas off one another so that one person's idea sparks an idea in the head of another person and so on.

Unify the team members: Knowing what every team member is doing and how they are doing it while keeping up a constant flow of communication unifies the team into a working unit. This working unit is more efficient than team members working as individuals in a disjointed unit.

Good communication skills involve verbal, non-verbal, written and listening components. Ultimately, good communication is effective communication. It involves understanding what method of communication is best for a situation, clearly expressing your information, intent and goals and following up to make sure that it is understood. Practice good manners, take time to listen to employees, answer follow up questions and prepare ahead of time for involved conversations.

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### 3.1.3 Open mindedness

Being open-minded gives team members within an HPT the ability to think abstractly without the fear of being judged by other members. This requires team members to

- **Trust their team members:** Team members must have faith in each other that they will all “honor commitments, maintain confidences, support each other and generally behave predictably and consistently”
- **Respect their team members:** For team members to respect one another, contributions must be expected from each member and be appreciated. These expected contributions should be based off each member's role or roles within the HPT. In addition to team members respecting each other, team members must also respect themselves. This means that team members know their role(s) and see how they personally add value to the HPT
- **Have a "team spirit" among their team members:** Having "team spirit" within an HPT means that team members are involved in every part of the team. Although every person has a designated role or roles within the HPT, it is important for team members to care for and invest interest in every role within the team, not just their own. on the team. This means that team members must "feel a sense of partnership with each other."
- **Other factors: Dealing with Conflict:** Despite the efficiency of working with HPTs, they may also lead to conflicts when ideas and personalities clash. It is important that disagreements are resolved and allow the team to move on. Usually, if there is a dispute, it is smart to go to team leaders and ask them to mediate the dispute.

To overcome disputes, it is important that team members see themselves as trying to better the team, and ultimately, the team's project, rather than trying to better themselves. This commitment to the group can only be achieve through communication.

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HPTs must "communicate effectively and frequently with each other and also communicate clearly and consistently with people outside the team about team activities" since effective communication allows the teams to make the best overall decisions for the HPT and also provide team members with valuable feedback

### **3.2 Teamwork**

Small businesses are only as strong as the employees that make up the organization. Good communication encourages productive teamwork. Employees may come from variety backgrounds and have diverse perspectives. Good communication within a team will keep employees on the same page and working to reach common goals despite personal differences. Each person must understand the role that they need to play. This may start with a team meeting that outlines the goals of a project, assigns duties to leaders, delegates what needs to be done and sets a time line for completion. Be clear about the tasks at hand and let employees know who to talk to should any issues arise.

### **3.3 Problem Solving**

Running a small business isn't always smooth sailing. Obstacles can crop up. These may range from having to respond to a move by a competitor to dealing with confusion among team members about the direction of a project. Good communication within a team is key to keeping everyone on the right track. Many business owners maintain an open door policy that encourages employees to approach with feedback or concerns. This can help head off issues with poor communication before they become serious problems. Employees that trust each other and feel open about communication are better prepared to tackle business problems. Use their diverse viewpoints as a strength and bring them together to brainstorm solutions.

### **3.4 Employee Satisfaction**

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Encouraging good team communication skills also creates employee satisfaction. Employees like to feel that their input is valued and that they have a role in steering the Company forward. Strong team communication recognizes the efforts of the team members, acts on their suggestions and lets them build off of each other in pursuit of goals. Good communication and an open workplace environment foster a sense of loyalty and play to the strengths of each individual team member.

### **3.5 Team-Building Exercises**

Good team communication is often something that needs to be practiced over the course of time. It does not always happen naturally, especially when you are dealing with a diverse workforce. Team-building exercises create trust between team members and give them tools for communicating with each other. These may include open brainstorming sessions, retreats, games or problem-solving exercises. Team members feel a sense of accomplishment and will carry these communication skills over into their work together.

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<b>Self-Check - 3</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below.

**Fill in the blanks:** (1 point each)

1. Proper team interaction relies on ----- main factors of High Performance Teams (HPT).
2. Encouraging good team communication skills also creates employee -----
3. Good team communication is often something that needs to be practiced over the -----.
4. Running a small business isn't always smooth -----.
5. Good communication encourages productive -----.

**True or false:** (1 point each)

1. Team members must have faith in each other that they will all "honor commitments, maintain confidences, support each other and generally behave predictably and consistently".
2. Good communication skills involve verbal, non-verbal, written and listening components.
3. Team interaction does not involve team leaders relying on team members and team members relying on team leaders.
4. Effective team interaction is not vital for any HPT because it allows for productive work and the free flow of ideas between team members.
5. The first step in establishing good team interaction is to designate a team leader.

**Note: Satisfactory rating – 6 points and above Unsatisfactory - below 5 points**

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

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## Answer Sheet 3

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

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

Name: \_\_\_\_\_

### Part I:

#### Fill in the blanks:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### Part II:

#### True or false:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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**Information sheet: 4****Making effective and contributions based on work place context and conditions of work environments****4.1 The Workplace environment and working conditions**

All employees want and deserve a workplace that is physically and emotionally safe, where they can focus on their job responsibilities and obtain some fulfillment, rather than worrying about dangerous conditions, harassment, or discrimination. Workers also expect fair pay and respect for their privacy. This section will explore the ethical and legal duties of employers to provide a workplace in which employees want to work.

**4.2 Ethical decision-making and leadership in the workplace**

A contemporary corporation always owes an ethical, and in some cases legal, duty to employees to be a responsible employer. In a business context, the definition of this responsibility includes providing a safe workplace, compensating workers fairly, and treating them with a sense of dignity and equality while respecting at least a minimum of their privacy. Managers should be ethical leaders who serve as role models and mentors for all employees. A manager's job, perhaps the most important one, is to give people a reason to come back to work tomorrow.

Another responsibility business owes the workforce is transparency. This duty begins during the hiring process, when the company communicates to potential employees exactly what is expected of them. Once hired, employees should receive training on the company rules and expectations. Management should explain how an employee's work contributes to the achievement of company-wide goals. In other words, a company owes it to its employees to keep them in the loop about significant matters that affect them and their job, whether good or bad, formal or informal. A more complete understanding of all relevant information usually results in a better working relationship.

**4.3 Workplace Safety under the Occupational Safety and Health Act**

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The primary federal law ensuring physical safety on the job is the Occupational Safety and Health Act (OSHA), which was passed in 1970. The goal of the law is to ensure that employers provide a workplace environment free of risk to employees' safety and health, such as mechanical or electrical dangers, toxic chemicals, severe heat or cold, unsanitary conditions, and dangerous equipment. OSHA also refers to the Occupational Safety and Health Administration, which operates as a division of the Department of Labor and oversees enforcement of the law. This act created the National Institute for Occupational Safety and Health (NIOSH), which serves as the research institute for OSHA and enunciates appropriate standards for safety and health on the job.

#### **4.4 Safe handling and disposal of chemicals**

Working to prevent risks can turn out to be a good strategy. Illness among the staff increases the costs for an organization. Also, accidents in which chemicals are leaked into the environment can have considerable consequences for a company, not least of which is that they lose trust capital. Ground rules that can be useful to have while at work to ensure safe handling of chemicals:

- Keep track of which chemicals are being used in the business. Keep a list of the substances, the amounts being used and the risks associated with them. You can read more in Taking inventory.
- This also applies to gathering information and distributing it to those who need it. Current safety data sheets are one condition. Read more in Safety data sheets. There may be a need for special instructions and training to assure safe handling. Read more in Responsibility and training. To understand the risks it is often necessary to carry out an overall risk analysis. In the introduction Risk analysis there is more to read about this.
- Storing and using chemicals in a safe way is a further foundation for working with chemicals. This introduction deals with this.
- In continuing risk reduction work it is necessary to decide whether a particular chemical is really needed. In many cases there can be another substance

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that is less hazardous to health and the environment, or perhaps a different method, see more under substitution. Purchasing of chemical substances therefore requires special procedures, read more in Purchasing.

### **Handling of chemicals**

- Always read the safety data sheet and the text on the packaging carefully when you are about to use a product with which you are not completely familiar with the risks.
- Contact the environmental coordinator if you are unsure about handling methods.
- Use personal protection equipment (e.g. gloves, face mask) where necessary.
- Surplus chemicals and hazardous waste must be dealt with in accordance with the information in the safety data sheet.
- First Aid equipment must be available.
- Workplaces must be cleaned regularly. There must not be chemical spills on the floor.

### **Things should consider Storing chemical**

- All chemical products must be stored and labelled in accordance with the instructions on the safety sheet.
- Chemicals must not be stored together with inflammable material and gas cylinders.
- Do not store acids and alkalis together.
- Do not store strong acids and organic substances together.
- Do not store strongly oxidizing substances together with oxidisable 0

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**Self-Check - 4****Written Test**

**Directions:** True or false: (1 point each)

1. All employees want and deserve a workplace that is physically and emotionally safe,
2. All chemical products must be stored and labelled in accordance with the instructions on the safety sheet.
3. Chemicals must not be stored together with inflammable material and gas cylinders.

**Note: Satisfactory rating – 6 points and above Unsatisfactory - below 5 points**

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

**Answer Sheet 4**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

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

**Part I:**

**True or false:**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



<b>Information sheet 5</b>	<b>Standard Operating Procedure Including protocols of reporting</b>
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### 5.1 Introduction

A Standard Operating Procedure (SOP) is a set of written instructions that document a routine or repetitive activity followed by an organization. The development and use of SOPs are an integral part of a successful quality system as it provides individuals with the information to perform a job properly, and facilitates consistency in the quality and integrity of a product or end-result. The term “SOP” may not always be appropriate and terms such as protocols, instructions, worksheets, and laboratory operating procedures may also be used. For this document “SOP” will be used.

SOPs describe both technical and fundamental programmatic operational elements of an organization that would be managed under a work plan or a Quality Assurance (QA) Project Plan

### 5.2 Purpose of SOPs

SOPs detail the regularly recurring work processes that are to be conducted or followed within an organization. They document the way activities are to be performed to facilitate consistent conformance to technical and quality system requirements and to support data quality.

They may describe, for example, fundamental programmatic actions and technical actions such as analytical processes, and processes for maintaining, calibrating, and using equipment. SOPs are intended to be specific to the organization or facility whose activities are described and assist that organization to maintain their quality control and quality assurance processes and ensure compliance with governmental regulations.

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If not written correctly, SOPs are of limited value. In addition, the best written SOPs will fail if they are not followed. Therefore, the use of SOPs needs to be reviewed and re-enforced by management, preferably the direct supervisor. Current copies of the SOPs also need to be readily accessible for reference in the work areas of those individuals actually performing the activity, either in hard copy or electronic format, otherwise SOPs serve little purpose.

### **5.3 Benefits of SOPs**

The development and use of SOPs minimizes variation and promotes quality through consistent implementation of a process or procedure within the organization, even if there are temporary or permanent personnel changes. It minimizes opportunities for miscommunication and can address safety concerns. When historical data are being evaluated for current use, SOPs can also be valuable for reconstructing project activities when no other references are available. In addition, SOPs are frequently used as checklists by inspectors when auditing procedures. Ultimately, the benefits of a valid SOP are reduced work effort, along with improved comparability, credibility, and legal defensibility.

### **5.4 Writing Styles**

SOPs should be written in a concise, step-by-step, easy-to-read format. The information presented should be unambiguous and not overly complicated. The active voice and present verb tense should be used. The term "you" should not be used, but implied. The document should not be wordy, redundant, or overly lengthy. Keep it simple and short. Information should be conveyed clearly and explicitly to remove any doubt as to what is required. Also, use a flow chart to illustrate the process being described. In addition, follow the style guide used by your organization, e.g., font size and margins.

### **5.4 SOP process**

The organization should have a procedure in place for determining what procedures or processes need to be documented. Those SOPs should then be

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written by individuals knowledgeable with the activity and the organization's internal structure. These individuals are essentially subject-matter experts who actually perform the work or use the process. A team approach can be followed, especially for multi-tasked processes where the experiences of a number of individuals are critical, which also promotes “buy- in” from potential users of the SOP.

SOPs should be written with sufficient detail so that someone with limited experience with or knowledge of the procedure, but with a basic understanding, can successfully reproduce the procedure when unsupervised. The experience requirement for performing an activity should be noted in the section on personnel qualifications. For example, if a basic chemistry or biological course experience or additional training is required that requirement should be indicated.

### **5.5 SOP Review and Approval**

SOPs should be reviewed (that is, validated) by one or more individuals with appropriate training and experience with the process. It is especially helpful if draft SOPs are actually tested by individuals other than the original writer before the SOPs are finalized.

The finalized SOPs should be approved as described in the organization’s Quality Management Plan or its own SOP for preparation of SOPs. Generally the immediate supervisor, such as a section or branch chief, and the organization’s quality assurance officer review and approve each SOP. Signature approval indicates that an SOP has been both reviewed and approved by management. As per the Government Paperwork rules, use of electronic signatures, as well as electronic maintenance and submission, is an acceptable substitution for paper, when practical.

### **5.6 Frequency of Revisions and Reviews**

SOPs need to remain current to be useful. Therefore, whenever procedures are changed SOPs should be updated and re-approved. If desired, modify only the

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pertinent section of an SOP and indicate the change date/revision number for that section in the Table of Contents and the document control notation.

SOPs should be also systematically reviewed on a periodic basis, e.g. every 1-2 years, to ensure that the policies and procedures remain current and appropriate, or to determine whether the SOPs are even needed. The review date should be added to each SOP that has been reviewed. If an SOP describes a process that is no longer followed, it should be withdrawn from the current file and archived. The review process should not be overly cumbersome to encourage timely review.

### 5.7 Checklists

Many activities use checklists to ensure that steps are followed in order. Checklists are also used to document completed actions. Any checklists or forms included as part of an activity should be referenced at the points in the procedure where they are to be used and then attached to the SOP.

In some cases, detailed checklists are prepared specifically for a given activity. In those cases, the SOP should describe, at least generally, how the checklist is to be prepared, or on what it is to be based. Copies of specific checklists should be then maintained in the file with the activity results and/or with the SOP. Remember that the checklist is not the SOP, but a part of the SOP.

### 5.8 Document control

Each organization should develop a numbering system to systematically identify and label their SOPs, and the document control should be described in its Quality Management Plan. Generally, each page of an SOP should have control documentation notation, similar to that illustrated below. A short title and identification (ID) number can serve as a reference designation. The revision number and date are very useful in identifying the SOP in use when reviewing historical data and is critical when the need for evidentiary records is involved and

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when the activity is being reviewed. When the number of pages is indicated, the user can quickly check if the SOP is complete. Generally this type of document control notation is located in the upper right-hand corner of each document page following the title page.

### 5.9 SOP Document Tracking and Archival

The organization should maintain a master list of all SOPs. This file or database should indicate the SOP number, version number, date of issuance, title, author, status, organizational division, branch, section, and any historical information regarding past versions. The QA manager (or designee) is generally the individual responsible for maintaining a file listing all current quality-related SOPs used within the organization. If an electronic database is used, automatic “Review SOP” notices can be sent. Note that this list may be used also when audits are being considered or when questions are raised as to practices being followed within the organization.

### 5.10 SOP general format

SOPs should be organized to ensure ease and efficiency in use and to be specific to the organization which develops it. There is no one “correct” format; and internal formatting will vary with each organization and with the type of SOP being written. Where possible break the information into a series of logical steps to avoid a long list. The level of detail provided in the

SOP may differ based on, e.g., whether the process is critical, the frequency of that procedure being followed, the number of people who will use the SOP, and where training is not routinely available. A generalized format is discussed next.

- **Title Page**

The first page or cover page of each SOP should contain the following information: a title that clearly identifies the activity or procedure, an SOP identification (ID) number, date of issue and/or revision, the name of the applicable agency, division, and/or branch to which this SOP applies, and the signatures and

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signature dates of those individual who prepared and approved the SOP. Electronic signatures are acceptable for SOPs maintained on a computerized database.

- **Table of Contents**

A Table of Contents may be needed for quick reference, especially if the SOP is long, for locating information and to denote changes or revisions made only to certain sections of an SOP.

- **Text**

Well-written SOPs should first briefly describe the purpose of the work or process, including any regulatory information or standards that are appropriate to the SOP process, and the scope to indicate what is covered. Define any specialized or unusual terms either in a separate definition section or in the appropriate discussion section. Denote what sequential procedures should be followed, divided into significant sections; e.g., possible interferences, equipment needed, personnel qualifications, and safety considerations (preferably listed in bold to capture the attention of the user). Finally, describe next all appropriate QA and quality control (QC) activities for that procedure, and list any cited or significant references.

As noted above, SOPs should be clearly worded so as to be readily understandable by a person knowledgeable with the general concept of the procedure, and the procedures should be written in a format that clearly describes the steps in order. Use of diagrams and flow charts help to break up long sections of text and to briefly summarize a series of steps for the reader. Attach any appropriate information, e.g., an SOP may reference other SOPs. In such a case, the following should be included:

1. Cite the other SOP and attach a copy, or reference where it may be easily located.
2. If the referenced SOP is not to be followed exactly, the required modification should be specified in the SOP at the section where the other SOP is cited.

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### 5.11 Types of SOPs

SOPs may be written for any repetitive technical activity, as well as for any administrative or functional programmatic procedure, that is being followed within an organization.

### 5.12 Guidelines for Technical SOP Text

Technical SOPs can be written for a wide variety of activities. Examples are SOPs instructing the user how to perform a specific analytical method to be followed in the laboratory or field (such as field testing using an immunoassay kit), or how to collect a sample in order to preserve the sample integrity and representativeness (such as collection of samples for future analysis of volatile organic compounds or trace metals), or how to conduct a bio assessment of a freshwater site. Technical SOPs are also needed to cover activities such as data processing and evaluation (including verification and validation), modeling, risk assessment, and auditing of equipment operation.

Citing published methods in SOPs is not always acceptable, because cited published methods may not contain pertinent information for conducting the procedure-in-house. Technical SOPs need to include the specific steps aimed at initiating, coordinating, and recording and/or reporting the results of the activity, and should be tailored only to that activity. Technical SOPs should fit within the framework. This format can be modified, reduced, or expanded as required. In general, technical SOPs will consist of five elements: Title page, Table of Contents, Procedures, Quality Assurance/Quality Control, and References.

### 5.13 Standard Operating Protocols (SOPs)

Standard operating protocols or SOPs are written step-by-step procedures that quality control (QC), quality assurance (QA), and production units use in order to assure the accuracy and precision of the quantitative experimental results and materials that they generate and provide in support of other units such as

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Research and Development (R&D), manufacturing, etc. SOPs are generally used in support of experimental research whenever there is a need to document the handling of samples, the methods

### Example SOP

The following are the main sections you will find in most SOPs together with a brief description of the content of each suggested section. Note that not every SOP will have each of these sections. However, in general, the more information provided, the better the quality of the SOP and the more generally effective the protocol will be in the laboratory.

- **Title** – a clear, succinct title describing the purpose of the SOP and the conditions under which it can be reliably used.
- **Date** – date (including year) of authorship of the current SOP. If the SOP has been revised then a “Date of Revision” and the “Revision Number” should also be included here.
- **Name of the Author of the SOP** – self explanatory
- **Purpose** – Brief explanation of the purpose of this SOP
- **Scope and Applicability** – under what specific conditions can this protocol be used reliably; are there any known interferences or other limitations on the protocol’s effective use?
- **Introduction**–relevant background information on the system, methods, and instruments used.
- **References** - any relevant references to the peer-reviewed literature
- **Materials and Supplies** – list of any reagents including names of suppliers used in this procedure. If the suppliers are obscure sources, a list of addresses and contact information should be provided as well.
- **Cautions** – are there any specific health and safety precautions that should be considered. For example, should gloves be worn? If so, what kind? How should spills, if they occur, be cleaned up? Are there any special procedures that should be followed in order to safely dispose of waste?

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- **Personnel Qualifications** – what if anything must the user know or be able to do before being able to carry out this protocol, i.e., is any prior training required and if so what specific kind/form of training?
- **Names of SOP Reviewers** - names of those individuals who have reviewed and approved the SOP for use in the laboratory. Signatures and dates should be provided whenever possible as well.
- **Actual Protocol** – step-by-step set of instructions for accomplishing the procedure of interest reliably. If calculations are involved in analyzing the data, then an example of the calculation should be provided. Figures and tables showing laboratory apparatus, representative data, etc. can be included here.

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**Self check 5****Written test**

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

**Fill in the blanks:** (1 point each)

1. -----is a set of written instructions that document a routine or repetitive activity followed by an organization.
2. The organization should have a procedure in place for determining what procedures or processes need to be -----.
3. SOPs should be written in a concise, -----, easy-to-read format.
4. In general, technical SOPs will consist of ----- elements.
5. The QA manager (or designee) is generally the individual responsible for maintaining a file listing all current ----- used within the organization.

**True or false:** (1 point each)

1. The development and use of SOPs are not an integral part of a successful quality system as it provides individuals with the information to perform a job properly, and facilitates consistency in the quality and integrity of a product or end-result.
2. SOPs describe both technical and fundamental programmatic operational elements of an organization that would be managed under a work plan or a Quality Assurance (QA) Project Plan
3. The development and use of SOPs minimizes variation and promotes quality through consistent implementation of a process or procedure within the organization.
4. SOPs must not be reviewed periodically for accuracy and completeness by other scientists who have experience doing the procedure.
5. SOPs should not be reviewed (that is, validated) by one or more individuals with appropriate training and experience with the process.

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

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

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## Answer Sheet 5

Name: \_\_\_\_\_

### Part I:

Fill in the blanks:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

### Part II:

True or false:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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Information sheet - 5	Methods of Contributing to Team
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### 5.1 Nine Ways to contribute to team effort

The world of work has changed. It used to be that most of us worked as a part of a process, whether on an assembly line, managing interactions with customers, or any one of a thousand other processes. Processes are ongoing, repeatable and never have an ending.

While there will always be some jobs and tasks which are process focused, most work now is a project or has a project component to it. Any task that has a distinct beginning and ending, or follows a specific life cycle is a project. Examples include: planning a company meeting, writing a new brochure, implementing the new software system, etc.

If the nature of our work has changed, it is important to think about some of the skills that will help us succeed in this different world. Here are nine ways you can contribute more effectively to make the projects you work on more successful, regardless of your specific role.

1. **Understand the end goal.** Since a project has a defined ending, it is important that each contributor to the effort knows the desired end result. Stephen Covey teaches to "begin with the end in mind." This is clearly important to project team members. By understanding the desired result, you can make better individual decisions and reduce confusion and re-work.
2. **Identify clear roles.** Each person is an important piece in the overall project puzzle. Know your role and the roles of others. If you are a project leader, take the time to clarify these roles for everyone. If you aren't a leader, ask until you really understand how you can best contribute.
3. **Collaborate.** Project work is often fluid and free flowing. Once you

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understand your role and the roles of others you are in a position to collaborate with them more successfully. This collaboration isn't just a nice thing for you to do. It is imperative to the ultimate success of the project. Look for ways and be willing to collaborate.

4. **Recognize interdependencies.** The bigger the project, the more linked and interdependent are the people and the tasks. Certain steps need to be done before others can be completed. If you see only your small piece of the project, you may not realize how you finishing two days sooner might have a huge impact on several other things staying on track. Conversely if you fall two days behind on one of your tasks, the effects on the end results could be much longer delays. You aren't an island. Your work products, decisions and efforts affect many others. Recognize and work with the interdependencies between you and the others involved in the project.
5. **Ask questions.** Projects can be complex. Don't be afraid to ask questions to know more about any of the things mentioned above.
6. **Communicate.** Asking questions is communicating, but so is giving updates. Checking in with others. Coordinating schedules. If you are a project leader the importance of communication can't be overstated. If you are any team member other than the leader, communication is just as important. You can't leave it to the leader. Check in with others. Get their input. Find out when the pieces you will need will be completed. Update people on your progress. Communicate!
7. **Break it down.** Take the big project steps and break them down into definable tasks that you can get your hands around. By breaking the tasks down the work won't feel so daunting, you will find the interdependencies and you will be able to stay on track much more successfully. How do you eat an elephant? One bite at a time. Break down the overall project, and your individual steps into bite sized pieces.
8. **Look at the past.** If a version of this project has been done in the past, look for the lessons learned to improve your results this time. Think too about other projects you have been involved in. Even if the project was

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smaller or larger and the goals were very different, there are likely lessons you learned that you can apply - things you did well that you would want to repeat, and things you could have done better that you can correct on this project.

9. **Look to the future.** Take a little time to document the best practices and ideas that work for you during the project. Whether this is a formal task for everyone on the project, or just your own notes to help you to continuously improve, investing a little time now will make your contributions to all future projects more valuable and efficient.

## 5.2 Keys to Successful Team Work

- **The team understands the goals** and is committed to attaining them. This clear direction and agreement on mission and purpose is essential for effective team work. This team clarity is reinforced when the organization has clear expectations for the team's work, goals, accountability, and outcomes.
- The team creates an environment in which people are comfortable **taking reasonable risks** in communicating, advocating positions, and taking action. Team members trust each other. Team members are not punished for disagreeing.
- **Communication is open, honest, and respectful.** People feel free to express their thoughts, opinions, and potential solutions to problems. People feel as if they are heard out and listened to by team members who are attempting to understand. Team members ask questions for clarity and spend their thought time listening deeply rather than forming rebuttals while their coworker is speaking.
- **Team members have a strong sense of belonging to the group.** They experience a deep commitment to the group's decisions and actions. This sense of belonging is enhanced and reinforced when the team spends the time to develop team norms or relationship guidelines together.
- **Team members are viewed as unique people** with irreplaceable experiences, points of view, knowledge, and opinions to contribute. After all,

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the purpose for forming a team is to take advantage of the differences. Otherwise, why would any organization approach projects, products, or goals with a team. In fact, the more that a team can bring out divergent points of view, that are thoughtfully presented and supported with facts as well as opinions, the better.

- **Creativity, innovation, and different viewpoints are expected** and encouraged. Comments such as, "we already tried that and it didn't work" and "what a dumb idea" are not allowed or supported.
- **The team is able to constantly examine itself** and continuously improve its processes, practices, and the interaction of team members. The team openly discusses team norms and what may be hindering its ability to move forward and progress in areas of effort, talent, and strategy.
- **The team has agreed upon procedures for diagnosing, analyzing, and resolving team work problems** and conflicts. The team does not support member personality conflicts and clashes nor do team members pick sides in a disagreement. Rather, members work towards mutual resolution.
- **Participative leadership is practiced** in leading meetings, assigning tasks, recording decisions and commitments, assessing progress, holding team members accountable, and providing direction for the team.
- **Members of the team make high quality decisions together** and have the support and commitment of the group to carry out the decisions made.

If a team can get these ten factors right, success and a rewarding sense of team work will follow.

Definition	
Actively participating as a member of a team to move the team/work unit toward the completion of goals.	
Ways to Demonstrate this Skill	Development Activities



<ul style="list-style-type: none"> <li>• Actively help the team or work unit accomplish its goals.</li> <li>• Ask what are the team's specific goals and objectives. If there are none, work with other team members to create some. Do all you can to ensure they are measurable?</li> <li>• Find out what are the team's milestones, dates and check-in times to make sure the team can track progress toward goals. If there are none, work with other team members to create them.</li> <li>• Find out what are the roles and responsibilities of the team members. If there are none, work with other team members to define these.</li> <li>• Suggest procedures or processes for achieving team goals. Help the team obtain resources as necessary.</li> <li>• Where possible, help clear away obstacles to the team's accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Find a respected colleague or friend that you see as a good team player and ask them to mentor and advise you as you develop these skills in yourself.</li> <li>• Treat your work unit as a team and try out some of the team behaviors described here with them. Discuss your experiences with the mentor you identified, above.</li> <li>• If your team or work unit runs into organizational or other obstacles, look for ways to help the team get around the obstacles yourselves. Help your teammates brainstorm sources, contacts, and approaches.</li> <li>• Ask managers or senior staff to help you and other team members build a "business case" for requesting any resources that the team needs but is finding it hard to get.</li> </ul>
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<ul style="list-style-type: none"> <li>• Involve others and keep them informed.</li> <li>• In team decisions and actions, actively seek the input of quiet team members, and ask what would make it easier for them to participate.</li> <li>• Listen to others respectfully and fully. Recognize and use the differences and talents of others.</li> <li>• Share information with everyone on the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Together with your team, make a list of decisions and actions the team must make in the next couple of months. Pick three or four of the most important ones.</li> <li>• For each, list the stakeholders – people who will in some way be affected by the decision (their support will be needed, their work will be impacted, etc.). Work with the team to identify ways to involve these stakeholders.</li> <li>• Use the behaviors described in the next column to keep everyone interested and involved.</li> </ul>
<ul style="list-style-type: none"> <li>• Model commitment.</li> <li>• Energetically and publicly pursue the team's goals, and adhere to the team's defined roles, responsibilities, and processes.</li> <li>• Demonstrate enthusiasm and commitment for the team's projects and initiatives as a way of motivating yourself and others. Choose to have a can-do attitude; approach challenges with optimism and energy.</li> </ul>	<ul style="list-style-type: none"> <li>• If you disagree with something the team is doing, raise your objection with the team. When you are in public, speak out in support of the team's initiatives and decisions.</li> <li>• When your team or work unit encounters problems or setbacks, work at responding with energy, interest, and enthusiasm for finding a way to solve the problem.</li> <li>• Avoid revisiting past history of problems, except to look for data that will help the team solve the current one.</li> </ul>



**Self-Check-5****Written Test**

**Directions:** Answer all the questions listed below on page 40-41.

**Fill in the blanks:** (1 point each)

1. If the nature of our work has changed, it is important to think about some of the skills that will help us succeed in this -----.
2. Here are ----- ways you can contribute more effectively to make the projects you work on more successful, regardless of your specific role.
3. Take a ----- to document the best practices and ideas that work for you during the project.
4. Projects can be -----.
5. The bigger the project, the more linked and ----- are the people and the tasks.

**True or false:** (1 point each)

1. Each person is not an important piece in the overall project puzzle.
2. If you are any team member other than the leader, communication is just as important.
3. If you are not a project leader the importance of communication can't be overstated.
4. Processes are ongoing, repeatable and never have an ending.
5. Once you understand your role and the roles of others you are not in a position to collaborate with them more successfully.

**Short answer questions:** (2 points each)

1. Describe briefly “look at the future”.
2. Describe briefly “look at the past”.
3. Describe briefly “break it down.”
4. Describe briefly Team members are viewed as unique people.
5. Describe briefly Participative leadership is practiced.

**Note: Satisfactory rating – 6 points and above Unsatisfactory - below 5 points**

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

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## Answer Sheet 5

Name: \_\_\_\_\_

### Part I:

#### Fill in the blanks:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Part II:

#### True or false:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Part III:

#### Short answer type:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_