



Building Electrical Installation Level II.

Learning Guide -07

Unit of Competence: Work in Team Environment

Module Title: Working in Team Environment

LG Code: EIS BEI2 M03LO1-LG-07

TTLM Code: EIS BEI2 M03 TTLM 1019v1

LO1: Describe team role and scope

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

- Identification of role and responsibilities of team from organizational structure
- Identification of team parameters, reporting relationship and responsibilities

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

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 8.
3. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check1” in page 11.
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-check 1).
6. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning instruction #3
7. Submit your accomplished Self-check. This will form part of your training portfolio.
8. If available you are provided with a CD containing lessons on how conduct grave probe as required. Before you open the CD read the information written in the

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“Information Sheets 1” in pages 6. You will be also provided with additional reference reading materials regarding the

9. Conduct grave probe as required.

*Information
Sheet-1*

Identification of role and responsibilities of team from
organizational structure

Introduction

- ❖ Do you consider yourself a team player?
- ❖ Do you work alone often and very rarely seek help or give advice to others?

Many people prefer working alone and thus they never gain any additional knowledge from the experience of others. When you work in a team environment you have the opportunity to learn and help others. When working in a team environment, people will have different opinions & ideas. You must be willing to express your own ideas while listening and accepting others ideas in a respectful manner.

If you immediately shoot down a person’s idea because you feel it is “a stupid idea” or ‘does not sense” then you are not being a team player. There are different roles that those working in a team environment one must understand what their role is. If everyone is doing the same job or trying to be the” leader” little will get accomplished.

There are specific names for those working in a group dynamic such as, the “specialist” a team member who has the majority of the knowledge in a given subject. When working in a team environment, it is important to be willing to listen to people and open to new ideas.

Ways to create a positive work environment

Build trust:- Trust is the basic tenant for all relationship, so building an environment of trust is one of the most important things you can do to create a positive work environment even when dealing with uncomfortable situations.

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If you are honest and up front it will make things easier for everyone, what you say and what do represent who you are. Even if they do not like what you are saying, if you say it honestly.

Communicate positively & openly:- In order to create a positive work environment each employee needs to feel valued one important aspect of communicating openly is to meet with your colleagues and discuss your organizational philosophy, values, mission, a goals, ask for their ideas and thoughts on how they individually and as a team.

After your colleagues has shared their ideas, take time to share your own vision of how you see everyone working together as a circle in which everyone is equal and on the same level, rather than a pyramid where supervisors and administrative are at the top and the staff is at the bottom.

Everyone is equal because every job is equally important in fulfilling the mission of the organization.

Expect the best from your colleagues/staff: - There is a concept called the self fulfilling prophecy.

Which state that people generally will perform in the way others expect them to perform, so if you have high expectations for your colleagues/staff, treat them as if they are capable, competent people expect then to function as such, they will risk to the occasion and be the excellent employees you see them to be.

Create team spirit: - One of our basic human needs is to feel we belong to something bigger than ourselves and for many people that need is met by being part of a supportive workgroup to faster, this team feeling you must convey to the entire staff that very person plays an important role.

Encourage an attitude of cooperation rather than competition, when you create team spirit and identity, staff members will see themselves as a group of people all working for common goal, rather than a bunch of individuals completing with each other.

An important aspect of creating team spirit is demonstrating that you are open to communicate from everyone, including resident's families and staff, team spirit is known as skill appreciation.

Important aspects and families are:-

- ✓ Ability to create well with residents
- ✓ Accuracy with med distribution.
- ✓ Ability to detect skin changes on abed ridden residents.
- ✓ Having a positive attitude and kind for everyone.

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Giving recognition and appreciation:- Whenever you can catch people being good and make sure they & others know about it. Give recognition and appreciation to everyone at every opportunity.

Giving credit and take responsibility:- Always give credit for success to your staff and take responsibility when things do not go well. As the boss it is your job to make sure your staff is well trained, capable and competent.

Be approachable:- Always present an attitude of approachability to your staff and customers, always be prepared to listen to whatever they want to share with you and validate what you have heard.

Provide a positive physical environment:- If at all possible insure that the physical environment. On your workplace is clean, bright, attractive and cheerful.

Make sure it has as much natural light as possible and that each staff member has room for their own personal space.

Make staff evaluations a positive experience: - One of the most important duties of a boss is to give staff evaluations. This should be a positive experience for your staff members and is greater opportunity for you to praise them for their cooperative spirit and all their efforts in doing an excellent job.

Make it fun: - Everyone wants to be where people are having fun, so make your workplace feel happy and festive find reasons to celebrate together, such as

- Birth days, birth of a baby or grandchild,
- Moving into a new house and
- Having small parties to celebrate these events;

- ❖ The role structure of the team determines the content and distribution of different roles within the team.
- ❖ The knowledge and ability to use the structure of roles within the team is a strong and efficient instrument of human resource management in the project team.

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- ❖ There are three major types of roles we can see in the team: creative roles, communicative roles, and behavioral roles. Normally each member of the team has some of each of the three types.
 - The creative role of a team member characterizes his or her active position in the problem solving process, search for alternatives, and other actions assuming a certain level of creativity.
 - The communicative role characterizes the position of a team member in the overall communication structure of the project.
 - The behavioral role shows the typical model of a team member's behavior during the course of project development.

Understand knowledge of team structure & team roles

Knowledge of Team structure

- People working together in a team usually see their teammates as "being on their side".
- Placing people in the same team generates collaboration, knowledge sharing and skills transfer
- [Building a good, effective team](#) is vital - team structure will influence the way the team behaves. Aim to create a [collaborative team](#), where individuals share knowledge, co-operate, support each other and are motivated to achieve the team's goals.
- Interaction between team members is the best way to get a balanced view of all perspectives, e.g. business needs, practicality, technical feasibility, efficiency, performance.
- The understanding, knowledge, and capabilities of people working in other teams are rarely exploited to the full.
- People working in other teams are often viewed as a nuisance - they interfere with our team's progress.
- According to the [complexity theory](#), putting a large number of people into a single team creates more interplay than progress.

1.1 Role and objective of team

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Team role:-Belbin's team role description :- team roles are may be :

Doing/ acting.

Implementer: - Well organized predictable, take basic ideas and make them work in practice, example- can be slow

Shaper: - A lot of energy and action, challenging others to move forwards. Example –can be incentive.

Completer/finisher: - Reliability sees things through to the end, ironing out the wrinkles and ensuring everything work well. Example- can worry too much and not trust others.

Thinking/problem solving:- Solves difficult problems with original and creative ideas. Example- can be poor communicators & may ignore the details.

Monitor/evaluator:- See the big pictures, thinks carefully and accurately about things. Example- may lack of energy or ability to inspire others.

Specialist:- Has experts, knowledge/skills in a key areas and will solve many problems here. Example- can be disinterested in all other areas.

Team worker:- cares for individuals and the team good listener and works to resolve social problems.

Resource/ investigator:- Explores new idea and possibilities with energy and with others good networker. Example- can be too optimistic & lose energy after the initial flush.

Coordinator:- Respected leader who help everyone focus on their task. Example- can be see as excessively controlling.

What are team 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.

What are the team objectives important? Team objectives are the basic of the team's planned work. Team objectives provide the basis for talent and resource planning.

Ways to develop team objectives

Team goals should be developed through a group process of team interaction and agreement, example- focused team workshop.

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There are five ways to develop team objectives:

- By sharing ideas and thoughts
- Using materials effectively
- Using appropriate language
- Using further information
- Contracting with the concerned body

Work activities in a team environment with enterprise or specific sector

- Structure-based team roles make logical connections and seek to establish what is true or 'correct'. They then introduce structure and organization based on what they have found to be true or correct.
- Conductors introduce structure into the outer world of people and things, identifying the correct way to do things and ensuring things happen in an organized fashion.
- When presented with a new situation, they will determine the correct process that needs to be used to deal with it, and then implement that process.
- Scientists introduce structure into the inner world of ideas and information, forming explanations of how things work based on what they have found to be true.
- Scientists seek to understand the full complexity of new situations, analyzing them and developing mental models to demonstrate the relationship between cause and effect.
- Value-based team roles seek to create harmony and assign importance so that things 'feel right'. Coaches seek to build harmony in the outer world of people, things and situations.
- They try to build harmony, forge agreements and build team spirit.
- When presented with a new situation, they will try to overcome the conflict that exists and find a consensus amongst those involved, in which everyone feels involved. Crusaders build harmony in the inner world of ideas and information, which means that they ensure important ideas are given due attention.

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- When presented with a new situation, they identify those ideas or information that has the greatest value and stresses what is important.

1.1.2 Types of sources of information

An information source is a source of information for somebody, i.e. anything that might be informs a person about something or provides knowledge to somebody. Information source may be observation, people, documents, pictures, organizations i.e. they may be primary, secondary and tertiary sources.

Work procedures: - work procedures are a step by step description of how some job function is to be done.

Job procedures:- Established work procedures have proven to be beneficial in many ways, job procedures are also a step by step description of how to processed, from start to finish in performing a task properly.

Organizational personnel:- There is no technical link between personnel administration and organizational management tables. In this case you have to set up the sequential elements of the organizational personnel structure in the personnel administration customizing tables.

Client instructions: - Understanding your reading: there so many bad reading habits, such as:

- poor decoding,
- poor influence,
- Guessing,
- No thinking about what the sentence mean, example of client instructions: read this important note before proceeding (giving homework and assignment).

Quality standard:- It clarifies what should be in place in centers while allowing local flexibility in the way stakeholders choose to achieve standards. Are the cores, as they inform the other key aspects of the framework?

Environmental Standards:-Is a police guideline that regulates the effort of human activity up on the environment. Environmental standards area set of quality conditions that are adhered or maintained for a particular environmental components and function.

Team parameters:- Reporting relationships and responsibilities are source of information, role and scope of team members (individual as well as group teams).

1.2 Techniques of working operation in a team to complete work place activity

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- ❖ At this stage, having decided on the route forward, the team members start putting their ideas into action. The desire is to move forward, make progress and act. They push towards their goals and ensure that they are moving forward by reviewing their progress. This stage involves setting timescales, and committing to them, considering the impact of the project in the short and long-term and responding and adapting to challenges as the project develops.

Key processes in this stage include:

- Building up a project plan
- Reviewing/adapting the plan
- Assigning responsibility
- Monitoring progress against goals

Self-Check 1

Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Explain the following three major types of roles (6pts)

- Creative role
- Communicative role
- Behavioral role

2. what are five ways to develop team objectives?(5pts)

3. List at least three type's sources of information to describe team role & Scope (3pts)

Note: Satisfactory rating - 14 points

Unsatisfactory - below 14 points

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

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Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

*Information
Sheet-2*

Identification of team parameters, reporting
relationship and responsibilities

1.1 Understanding of duties and responsibilities of work group to promote cooperation

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- ✓ It is important to provide the work group with a clear definition and understanding of their role, function, and responsibilities in the workplace.
- ✓ This will provide them with a good understanding of the job and tasks they are to perform as an individual and within any teams they are a part of.
- ✓ It also provides information on where they fit within the organization and whom they report to, helping to avoid disputes and misunderstandings over authority.
- ✓ Duties and responsibilities documents may include
 - job description and employment arrangements
 - organization's policy relevant to work role
 - organizational structures
 - supervision and accountability requirements including OHS
 - Code of conduct
- ✓ The work group of any team may include:
 - Supervisor or manager, peers/work colleagues .
 - other members of the organization

1.2 Problem solving techniques through liaising with workgroup

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

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1.3 Techniques of developing communication skills to receive feedback

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

1.4 Respecting people of different ethnic background & their culture

- Individual Differences

- ✓ It is essential that all team members demonstrate sensitivity to colleagues who may be having difficulty achieving their individual sub-goal
- ✓
- ✓ It could be due to personal issues, stress, and lack of experience or exposure to the topic, just to name a few reasons. If your work load permits, offer a helping hand.

Remember, **this is a team objective**; the most important lesson here is communication within a team environment and achieving team goals

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Unit of Competence: Work in Team Environment

Module Title: Working in Team Environment

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TTLM Code: EIS BEI2 M03 TTLM 1019v1

LO2: Identify own role and responsibility within team

Instruction
Sheet

Learning Guide - 08

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

- ❖ Work procedures & practices of individuals & other team members

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- ❖ Understand of Individual & other team members role and responsibilities

Techniques & practice of reporting relationships within team and external to 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 –

- Understand work procedures & practices of individuals & other team members
- Identify role and responsibilities individual & other team members
- Apply techniques & practice of reporting relationships within team and external to team

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 8.
3. Read the information written in the “Information Sheets 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 2” in page 24.
5. Ask from your teacher the key to correction (key answers) or you can

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request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 2).

6. If you earned a satisfactory evaluation proceed to “Information Sheet 3”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning instruction #3
7. Submit your accomplished Self-check. This will form part of your training portfolio.
8. **If available** you are provided with a CD containing lessons on how conduct grave probe as required. Before you open the CD read the information written in the “Information Sheets 2” in pages 16. You will be also provided with additional reference reading materials

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regarding the Conduct grave probe as required.

Information
Sheet-1

Identification of individual role & responsibilities within the team

Introduction

The individual's role in team:- you cannot have a team without first having a collection of individuals. But a team is more than the sum of its parts.

- Target audience
- Expected duration
- Lesson objectives
- Play well with others

Select reasons why getting along well with other team members is important?

Although teams work together on a particular task with a shared aim, individual members fulfill different functions within team. Teams usually work best when there is:

- A leader
- An idea person
- People who get things to happen at the various stages of the project.
- Someone to evaluate and improve processes
- Someone to make sure the final product is fit for purpose.
- People who can lead negotiations and who attends to the needs of individual members.

What are the roles of individual in effective teams?

- **Shaper:-** task oriented leadership
- **Plant;-** winning idea or thought
- **Monitor/evaluator-** improving process
- **Completer/ finisher;-** produce a quality product
- **Implementer:-** making it happy
- **Resource investigator:-** accessing outside knowledge.

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- **Coordinator**:- people oriented leadership.
- **Team worker**:- keeping the team happy.



Individual

responsibilities in a team:

- For team achieving the desired project outcomes.
- Exhibit leadership by suggesting actions and raising tough issues.
 - Productivity help the team operate effectively throughout the project.

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

Information
Sheet-2

Recognition of roles and responsibilities of other team members

Work procedures & practices of individuals & other team members

Procedures & practices of individual & other team members to create effective team work include:

1. Create a common, shared (team) goal.
 - ✓ There must be a central focus that the team is moving towards and it must also include a strong task orientation that translates into each person knowing how to move towards that goal.

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2. Have measurable outcomes

- ✓ Team execution is usually more effective if you can measure what the team produces. Standards of excellence should be established so that the team understands what the target is and ongoing measurement (milestones) towards the desired outcome should also be implemented.

3. Promote interdependency

- ✓ Each person needs to know what he or she is going to contribute and also how what they contribute fits into the "big picture". Discourage personal (individual) competition in favor of the team's agenda and purpose.

4. Help the team to understand and appreciate differences

- ✓ Teamwork is an individual skill and each individual brings unique talent, value, communication needs, strengths and limitations to the team. Building an effective, unified team requires each person first understands their own "style" and is then able to recognize and appreciate the "styles" of others.

5. Make sure team members have the right skills

- ✓ Technical (hard) skills as well as interpersonal, problem solving (soft) skills are equally important to the team's success. Don't neglect one for the other. Discover where the needs are and then provide the right training to meet those skill needs.

6. Train and then follow up on training

- ✓ Long-term retention of newly learned training skills requires ongoing coaching and assistance from immediate supervisors and coaches. Frequent inquiries into how recently trained team members are progressing and feedback will help them continue practicing what they have learned.

7. Spell out lines of communication

- ✓ It's important to know how to communicate with one another as well as the "flow" of communication.

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8. Continually stress the team's purpose

- ✓ It may seem simplistic, but frequently reminding team members of the "what" and the "why" is critical to ensuring the vision and mission stay fresh and that the team remains focused on the desired outcome. Revisit the team's mission as well as the desired outcome often.

9. Provide detailed agendas for team meetings

- ✓ Meetings are not always the most effective or efficient use of the team's time, but if a meeting is necessary, makes sure it is structured so that the time is well spent. Outcome agendas are particularly effective. More than simply a list of items to be discussed, these will spell out exactly what outcomes will occur during and following the meeting.

10. Be a model

- ✓ People will respond according to the actions - not the words of their leaders. If you want effective teamwork, model it first and foremost. Performance advisor and author, Darcy Hitchcock, puts it this way: "employees are professional 'boss watchers'. That is, what managers say means nothing unless their actions model what they say?" Leading is the act of influencing others to act, which is difficult if you have one set of standards for yourself and another for everybody else.

2.2 Understand of individual & other team member's role and responsibilities

A. Coach

- ❖ Coachery to create harmony in the world around them, by building rapport with people, creating a positive team atmosphere, looking after people's welfare, motivating people and/or providing a service to the satisfaction of others.
- ❖ They value people's contributions, seek to develop the role that others play, and invest a lot of effort in building positive relationships.
- ❖ They try to overcome differences of opinion and find ways in which the team can agree.

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B. Crusader

- ❖ Crusaders give importance to particular thoughts, ideas, or beliefs.
- ❖ They are value driven, and in a team discussion they often bring a sense of priority that is derived from their strong convictions.
- ❖ They seize upon and emphasize ideas or thoughts that have the greatest import, bringing them to the fore and stressing their significance. They assess the inherent value or importance of new ideas, focusing on those about which they feel most strongly.

C. Explorer

- ❖ Explorers promote exploration of new and better ways of doing things, to uncover hidden potential in people, things or situations. They break new ground, and are often looking one step beyond the current situation to pursue unexplored avenues, until all the possibilities have been exhausted.
- ❖ Explorers often challenge the status quo and experiment with the introduction of change, to see if the situation can be improved or new potential uncovered.

D. Innovator

- ❖ Innovators use their imagination to create new and different ideas and perspectives. They observe the world around them, and then use their imaginations to consider what they have observed from a number of different perspectives, and dream up new ideas and insights. Innovators often produce radical solutions to problems, develop long-term vision and demonstrate an apparent understanding of what cannot be clearly known.

E. Sculptor

- ❖ Sculptors bring things to fruition by getting things done, and getting them done now! They are very action-oriented, dealing with whatever tasks the current situation presents, and spurring others into action as well. They make use of their experience and utilize tools or processes of which they already have knowledge. They try to have an immediate impact on things, injecting a sense of urgency, and aiming to achieve clear goals and tangible results.

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F. Curator

- ❖ Curators bring clarity to the inner world of information, ideas and understanding. They listen, ask questions and absorb information, so that in their mind's eye they can achieve as clear a picture or understanding as is possible. They expand their knowledge and collection of experiences, and also look to the future by envisaging clear goals and clear pathways to achievement of those goals. The focus on clarity also brings greater attention to detail.

G. Conductor

- ❖ Conductors introduce organization and a logical structure into the way things are done. They organize and systematize the world around them, establishing appropriate plans, identifying and implementing the correct procedures, and then endeavoring to make sure they are followed. They try to ensure that roles and responsibilities are properly defined and that appropriate resources or skills are available to undertake the work assigned.

H. Scientist

- ❖ Scientists provide explanation of how and why things happen. They bring structure and organization into the inner world of ideas and understanding. They analyze things, formulating hypotheses and explanations of how they function, and gather evidence to assess how true those explanations are. They produce mental models that replicate how particular

*Information
Sheet-3*

Identifying and reporting relationships
withi

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within team and external to team

Techniques & practice of reporting relationships within team and external to team

- ❖ A team leader or team lead is someone who provides guidance, instruction, direction and [leadership](#) to a group of other individuals (the [team](#)) for the purpose of achieving a key result or group of aligned results. The team led reports to a project manager (overseeing several teams). The team leader monitors the quantitative and qualitative result that is to be achieved. The leader works with the team membership.
- ❖ The team membership may not directly report or answer to the team leader, (who is very often a senior member of the organization but may or may not be a manager) but would be expected to provide support to the team leader and other team members in achieving the team's goals. A good team leader listens constructively to the membership and to the customer(s) of the results that the team is charged with delivering.

Some of the roles/responsibilities of a team leader are as follows:

1. Prepare reports and maintain records of work accomplishments and administrative information, as required, and coordinate the preparation, presentation, and communication of work-related information to the supervisor.
2. Report to the supervisor periodically on team and individual work accomplishments, problems, progress in mastering tasks and work processes, and individual and team training needs.
3. Intercede with the supervisor on behalf of the team to inform the supervisor of performance management issues/problems and to recommend/request related actions, such as assignments, reassignments, promotions, tour of duty changes, peer reviews, and performance appraisals.
4. Coach, facilitate, solve work problems, and participate in the work of the team
5. Observe training needs and relay training needs and requests to supervisor

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What is a Report?

The term *report* indicates a document with weight and authority. It conveys the impression to the reader of being well researched, carefully thought out, balanced, objective and impartial. It has a clear purpose, is organized systematically and targets a specific audience. The size of reports varies depending on the subject matter they are intended to address.

Why are reports written?

Gone are the days when businesses or departments were small enough for decisions to be taken after a discussion between the manager and a specialist. Companies and organizations have expanded and now are increasingly dependent on documentation. This provides a record of decisions taken, and evidence that the issues have been analyzed.

One of the main advantages of a report is that it allows recipients the opportunity to study the contents and share the material with others. They can benefit from the advice of colleagues and have all the relevant information together at the same time. Unlike with verbal communications, the scope for misunderstanding is minimized by this process, especially when complex or technical issues are involved.

Scientists and technicians often perceive report writing as an unnecessary waste of their time. But the ability to communicate your findings, explain the importance of your research and obtain ongoing funding depends on this **essential communications skill being mastered**. Report writing is challenging. It obliges the writer to be self disciplined and set out the findings in a clear, logical manner without leaving them open to challenge and questioning from others.

Reports fall broadly in to five main types:

1. For the record

This type of report is similar to the minutes of a meeting, whose purpose is to record the main points of discussion and any decisions reached. Professional people dealing with clients file reports for the case file, as a record of their contact and of the main issues discussed. It is permanently available for future reference and consultation by other colleagues should they leave or be temporarily unavailable.

2. To provide information

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Progress reports may be requested at specified intervals to keep managers and other interested parties apprised of the progress of a project. The primary purpose may be to keep people “in the picture” about what is going on. This has many advantages: it heads off criticism, helps to maintain staff interest and motivation, and can become an investment for the future if you run in to difficulties and need further help.

3. To help solve a problem

Some reports are compiled to address a particular question or problem that has arisen which requires a carefully crafted response. Normally such reports are initiated by setting out clearly the “terms of reference”. This will determine the structure and type of report required. This type of report is straightforward to prepare and might be fairly short.

4. To influence or persuade and attract publicity

Some reports written by pressure groups or commercial bodies are designed to generate the maximum amount of publicity for a product or cause. A professional survey which produces startling results will be of interest to the media who will consider it newsworthy

5. To assist the decision-making process

Public bodies frequently commission reports to seek advice from the officials of the authority on dealing with particular problems and issues. In Local Government a committee might ask its officials to consider and evaluate a whole range of options relating to a controversial issue for the community.

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Self-Check 2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Match suitable words with corresponding statement on provided blank spaces (8 pts)

Coach Crusader Explore Innovator

Sculptor Curator Conductor Scientist

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- i. _____ use their imagination to create new and different ideas and perspectives.
- ii. _____ bring clarity to the inner world of information, ideas and understanding.
- iii. _____ promote exploration of new and better ways of doing things, to uncover
 1. hidden potential in people, things or situations.
- iv. _____ try to create harmony in the world around them, by building rapport with people, creating a positive team atmosphere, looking after people's welfare, motivating people and/or providing a service to the satisfaction of others.
- v. _____ provide explanation of how and why things happen. They bring structure and organization into the inner world of ideas and understanding.
- vi. _____ try to ensure that roles and responsibilities are properly defined and that appropriate resources or skills are available to undertake the work assigned.

Note: Satisfactory rating - 8 points

Unsatisfactory - below 8 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

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Building Electrical Installation NTQF-Level II.

Learning Guide -09

Unit of Competence: Work in Team Environment

Module Title: Working in Team Environment

LG Code: EIS BEI2 M03LO3-LG-07

TTLM Code: EIS BEI2 M03 TTLM 1019v1

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L03: Work as a team members

Information
Sheet-1

Learning Guide #3

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

- ❖ Understand forms of communications process consistent with the culture of the work place
- ❖ Understand work place context
- ❖ Techniques of following designated work plan for the job
- ❖ Standard operating procedures of protocols in 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 –

- Undertake communication process consistent with the culture of the work.
- Understand work place context
- Apply techniques of following designated work plan for the job
- Understand standard operating procedures of protocols in reporting

Learning Instructions:

1. Read the specific objectives of this Learning Guide.

1. Follow the instructions described in number 3 to 8.

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2. Read the information written in the “Information Sheets 3”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
3. Accomplish the “Self-check3” in page 32.
4. 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-check 3).
5. If you earned a satisfactory evaluation proceed to “level 3”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning instruction #3
6. Submit your accomplished Self-check. This will form part of your training portfolio.

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7. If available you are provided with a CD containing lessons on how to conduct a grave probe as required. Before you open the CD read the information written in the “Information Sheets 3” in pages 29. You will be also provided with additional reference reading materials regarding the Conduct grave probe as required.

*Information
Sheet-1*

Using effective and appropriate forms of communications and undertaking interactions with team members

Introduction



of group (team) work are:-

- ❖ Working as a team overview of why group work is important
- ❖ Stages in group development, forming, storming, , performing
- ❖ Roles in group’s important behaviors in effective teams.

Three main aspects



effective behaviors in effective teams:

- Combined group efforts of all members
- Group members focused on learning
- Mutual trust and support
- Open communications
- Democratic processes

The features of

Why work in team? There are several good reasons:

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- It is good to develop work team skills as early as possible
- Research shows that we all learn effectively from each other
- Teams are much more effective than individuals for work on complex project
- Team work develops your interpersonal skills in coping with conflict

Fires and emergencies:- All employees should be familiar with the extension number of the guard station for the building in which they work. In the events of an emergency (injury, fire, crime) you should call for the appropriate emergency service, an emergency situation should be reported to the concerned body as soon as possible.

A team comprises any group of people linked in a common purpose. A group in itself does not necessarily constitute a team. Teams in organizations need to accomplish corporate goals. While the organization is hub of all activities, the teams are the spokes which generate output. Teamwork can yield much more than a sum of individual efforts simply due to organized efforts and streamlined work processes.

*Information
Sheet-2*

Making effective and appropriate individual contributions to complement team activities and objectives

3.1 Understand forms of communications process consistent with the culture of the work

Place

Interpersonal communication is the way we communicate with others. It may be with another person, to a group of people or to the public. It includes written, verbal and non-verbal communication.

❖ Communicating with others, take into consideration:

- who you are talking to,
- the type of information to be communicated (for example; confidential, good news/bad news, difficult technical information, instructions, general daily information), and
- What the most appropriate type of communication to use is (for example; verbal, email, memo, handover). This may be determined by the type of information to be communicated.

❖ Cultural awareness

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To create a safe and culturally aware work environment.

- People come from a variety of backgrounds and cultures and with them they bring a variety of different values, attitudes and beliefs.
- When communicating with people from other backgrounds care needs to be taken to ensure that cultural differences in both verbal and nonverbal communication are considered.
- Professional development is provided to staff to assist in this process.

3.2 Understand work place context

Work place context may include

- a. work procedures and practices
- b. conditions of work environments
- c. legislation and industrial agreements
- d. standard work practice including the storage, safe handling and disposal of chemicals

*Information
Sheet-3*

Identification of reporting relationships within team members and external to team

3.3 Techniques of following designated work plan for the job

Planning work

- a. Refine the work scope by identifying activities required to complete the work.
- b. Personnel with the appropriate functional area expertise are used to plan the work.
- c. Criteria are established for when team planning is required.
- d. Work is planned using previous work documents, documented work history, existing knowledge and operating experience, lessons learned, applicable standards and requirements, and manufacturer's recommendations.
- e. Identify and analyze the hazards with the work and the work environment; analyze those including potential undesirable events (e.g., "what if" scenarios); and select controls necessary for the protection of workers, the public, and the environment.
- f. Focus on eliminating or reducing the hazards; for any remaining hazards use a hierarchy of controls (i.e., engineered controls first, administrative controls second, and PPE last).

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- g. Identify the resources, including support organizations, needed to perform the work and incorporate that knowledge appropriately into work plans.
- h. Develop instructions necessary to complete work activities safely and efficiently, including integration of specific hazard controls. Identify and integrate into the instructions applicable technical, safety (ES&H, Radiation Protection, Safety Basis, etc.) and other programmatic requirements (QA, Security, Emergency Management, etc.).
- i. Establish acceptance or performance criteria necessary to verify completion of the work.
- j. Work documents are written so they can be understood and effectively used by those who perform the work.
- k. Work documents are reviewed for completeness.

3.4 Standard operating procedures of protocols in reporting

How to Write a Standard Operating Procedure

1.Scope:

Project regarding common procedures, like: laboratory compounds analysis, chemical acquisition procedures, sample identification, biosafety certification, obtaining ethics approval, sample collection, et cetera.

2. Objective:

This document describes how to write an SOP and illustrates the format design and Guidelines.

3.Procedure Description:

This procedure -How to Write a Standard Operating Procedure- provides a rule to format and structure all future SOPs.

All SOPs must contain the following:

- ✓ Header/Footer
- ✓ Scope
- ✓ Objective
- ✓ Procedure
- ✓ Materials

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- ✓ Equipment
- ✓ Documentation
- ✓ Safety
- ✓ Records
- ✓ Responsibilities
- ✓ Signatures

4. Process

5. Format

6. Responsibility

Self-Check 3

Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What kinds of considerations should be taken during communication process with society comes from different cultural background?(3pts)
2. How team work can yield much more than a sum of individual efforts?(3pts)
3. Write standard operating procedures?(2pts)

ote: Satisfactory rating - 8 points

Unsatisfactory - below 8 points

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

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Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____



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