



HORTICULTURALCROPS PRODUCTION

Level-I

Learning Guide-12

Unit of Competence: Work with Others

Module Title: Working with Others

LG Code: AGR HCP1 M04 LO1-LG-12

TTLM Code: AGR HCP1 TTLM 1219v1





LO1: Develop effective work place relationship

Instruction Sheet	Learning Guide 12
-------------------	-------------------

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

- Doing duties and responsibilities.
- Seeking assistance from Workgroup.
- Encouraging, acknowledging and acting upon Feedback on performance.
- Respecting and acknowledging personal values and beliefs.

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, **upon completion of this Learning Guide, you will be able to:**

- Do duties and responsibilities in a positive manner to promote cooperation and good relationship
- Seek assistance from workgroup when difficulties arise and address through discussions
- Encourage, acknowledge and act upon feedback provided by others in the team
- Respect and acknowledge differences in personal values and beliefs in the development

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 5.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.





4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” **in page 4, 6, 8 and 12** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to next.

Information Sheet-1	Doing Duties and Responsibilities
----------------------------	--

The word "responsibility" can be broken into two ---"response" and "ability". Responsibility is the ability to respond in a positive manner by being answerable, accountable, living up to our obligation or the trust reposed on us. From the purely ethical perspective then, responsibility is the "ability" to answer for ones conduct and obligations and the ability to make a choice between right and wrong.

1. Being accountable for what you do, for your actions and behavior.
2. Doing the right thing at the right time, so others can trust and depend on you.

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

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

1. The requirements of your job description
2. The goals and objectives of both the organization and the team in which you are working





3. The organization's business plan
4. The organization's supervision and accountability requirements
5. Legal requirements, such as Occupational, Health and Safety regulations
6. Anti-discrimination policy
7. Access and equity principles
8. Workplace policies/ethical standards or industry Code of Conduct.

1.1 Building effective workplace relationship

Building effective workplace relationships is an extremely important skill for any employee. The strength of our relationship-building skills can affect our ability to negotiate effectively, deliver projects and meet deadlines. Here we outline the fundamental aspects of successful working partnerships and offer some practical suggestions on how to further develop your existing relationships at work.

1. Respect

A mutual respect between individuals should underpin all working relationships. Demonstrating respect is fundamental to gaining trust and will form the foundations of a relationship in which ideas and opinions can be shared openly. Respect can be earned in a number of ways:

- **Treat one another as equals.** Even in relationships in which individuals have different levels of organizational seniority, colleagues should treat each other equally. 'Pulling rank' can make others in the relationship feel less valued.
- **Share your knowledge with your colleagues.** Offer them the benefit of your experience and encourage them to do the same.
- **Recognize the achievements of others** and make them aware that you value the





contribution they make to your working relationship.

- **Be honest.** Committing to unrealistic time frames or making promises that can't be kept can be very damaging to working relationships. Be upfront with your colleague if you face constraints on time or resources, and suggest an alternative solution that is more achievable.

2. Understanding

Taking the time to understand your colleagues can be of real benefit to your working relationships.

This means taking the time to learn what motivates and drives them to achieve their goals. Understanding can be developed in a number of ways, for example by:

- Arranging an introductory meeting when you start working with someone for the first time to establish what you can expect from one another in the working relationship.
- Establishing shared objectives when embarking upon a new project or initiative to allow you to work towards a common goal.
- Using active listening skills during meetings and discussions. Active listening means listening intently to what someone is saying and making it clear to them throughout that you have heard and understood them.
- Finding out what each others' strengths are so you can agree on how best to share responsibilities when approaching tasks together.

3. External working relationships

In many organizations, developing relationships with people who do not work in the same location. (E.g. colleagues based elsewhere, clients and suppliers) is a key aspect of working life. In these situations, face-to-face contact is often limited, or simply not possible, so it can take a little longer to build relationships.

Suggestions for conducting successful relationships in this context are outlined





below:

- Where possible, try to arrange at least one **face-to-face meeting** at the beginning of the relationship, to establish rapport.
- Without visual cues, it is easier to misunderstand someone when you are communicating by phone or email so ensure you ***maintain a straightforward communication style*** and avoid making comments that could be misinterpreted.
- ***Check understanding and any agreed actions at the end of phone calls.*** Make it clear in emails that you are available if further information is required.
- ***Maintain regular contact to keep the relationship on track.*** A short 'how are things?' email or quick courtesy phone call can work wonders in helping to maintain a healthy working relationship. Always apply the same levels of professionalism as you would to internal relationships. Your conduct reflects your organization as well as you.

4. Addressing differences

It is inevitable that, at some point, you will encounter challenges in your working relationships. When a difficult situation occurs, it is important that it is addressed promptly. There are number of ways you can do this, for example:

- ❖ Have an open conversation with the person concerned. This may seem awkward at first, but failing to address problems can lead to more serious issues. Outline your concerns concisely, supporting your points with examples. Stress your commitment to the relationship and your wish to find a solution that works for you both.
- ❖ Listen carefully to your colleague's point of view and take their comments on board. Clarify any actions you or your colleague might need to take to help the relationship get back on track.
- ❖ Avoid the temptation to badmouth your colleague or approach the issue with their manager before you have discussed it with them personally. If you are unsure





whether speaking to your colleague directly is the right thing to do, take the advice of someone you trust in the organization, such as another manager or director.

7 Tips for developing positive relationships:

By building positive relationships with others, we will be happier and more fulfilled and feel more supported, supportive, and connected.

1. Accept and celebrate differences. One of the biggest challenges we experience in relationships is that we are all different.

2. Listen effectively. Listening is a crucial skill in boosting another person's self-esteem, the silent form of flattery that makes people feel supported and valued. Listening and understanding what others communicate to us is the most important part of successful interaction and vice versa.

3. Give people your time. Giving time to people is also a huge gift.

4. Develop your communication skills. Communication occurs when someone understands you, not just when you speak. One of the biggest dangers with communication is that we can work on the assumption that the other person has understood the message we are trying to get across.

Poor communication in the workplace can lead to a culture of back stabbing and blame, which, in turn, can affect our stress levels, especially when we don't understand something or feel we have been misled. It also can have a positive effect on morale when it works well and motivates individuals to want to come into work and do a great job.

5. Manage mobile technology. By now, pretty much everyone has a mobile phone and many people have two or more. While they are a lifesaver in an emergency, and an effective tool for communication, they also can be a complete distraction when people exhibit a lack of mobile phone etiquette.





6. Learn to give and take feedback. Feedback, in my opinion, is the food of progress, and while it may not always taste great, it can be very good for you. The ability to provide constructive feedback to others helps them to tap into their personal potential and can help to forge positive and mutually beneficial relationships. From your own personal perspective, any feedback you receive is free information and you can choose whether you want to take it on board or not. It can help you to tap into your blind spot and get a different perspective.

7. Develop empathy. Empathy and understanding builds connection between people. It is a state of perceiving and relating to another person's feelings and needs without blaming, giving advice, or trying to fix the situation. Empathy also means "reading" another person's inner state and interpreting it in a way that will help the other person and offer support and develop mutual trust.





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

Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. How you can develop effective workplace relationship? (5pts)
2. Responsibilities and duties must be undertaken in a positive manner for a team to be successful. Thus, what is needed to consider achieving this success? (5pts)
3. What are eight /seven tips for developing positive relationships? (5pts)

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

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





Information Sheet-2	Seeking Assistance from Workgroup
----------------------------	--

2.1 Workplace policies

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

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

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

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

2.2. 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 egg shells in the presence of the antagonists.
 - This contributes to the creation of a hostile work environment for other employees. In worst case scenarios, team members take sides.

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

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





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

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

Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. How could you resolve conflict?
2. What is workplace policy?
3. When you face problems from whom you seek assistance?

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

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





Information Sheet-3	Encouraging, Acknowledging and Acting upon Feedback on Performance
----------------------------	---

3.1. Giving constructive feedback

Feedback: is the return process of message. Feedback is an essential element for everyone in an organization's workforce. Giving feedback is a task you perform again and again as a manager or supervisor, letting people know where they are and where to go next in terms of expectations and goals - yours, their own, and the organizations. Feedback is a useful tool for indicating when things are going in the right direction or for redirecting problem performance. Your objective in giving feedback is to provide guidance by supplying information in a useful manner, either to support effective behavior, or to guide someone back on track toward successful performance. Some situations which require giving constructive feedback include:

- Ongoing performance discussions
- Providing specific performance pointers
- Following up on coaching discussions
- Giving corrective guidance
- Letting someone know the consequences of their behavior

Some clues that constructive feedback is needed are when:

- Someone asks for your opinion about how they are doing
- Unresolved problems persist
- Errors occur again and again





- An employee's performance doesn't meet expectations
- A peer's work habits disturb you

The six step method for giving constructive feedback

Step 1: State the constructive purpose of your feedback.

State your purpose briefly by indicating what you'd like to cover and why it's important. If you are initiating feedback, this focus keeps the other person from having to guess what you want to talk about. If the other person has requested feedback, a focusing statement will make sure that you direct your feedback toward what the person needs.

Step 2: Describe specifically what you have observed

Have a certain event or action in mind and be able to say when and where it happened, who was involved, and what the results were. Stick to what you personally observed and don't try to speak for others.

Step 3: Describe your reactions.

Explain the consequences of the other person's behavior and how you feel about it. Give examples of how you and others are affected. When you describe your reactions or the consequences of the observed behaviors, the other person can better appreciate the impact their actions are having on others and on the organization or team as a whole.

Step 4: Give the other person an opportunity to respond.

Remain silent and meet the other person's eye, indicating that you are waiting for an answer. If the person hesitates to respond, ask an open ended question.

Step 5: Offer specific suggestions.

Whenever possible make your suggestions helpful by including **practical, feasible examples**. Offering suggestions shows that you have thought past your evaluations and moved to how to improve the situation. Even if people are working up to expected standards, they often benefit from ideas that could help them to perform better. If your





feedback was offered supportively or neutrally, in the "for your information" mode, or depending on the situation's circumstances, suggestions may not be appropriate. Use your common sense and offer an idea if you think the other person will find it useful. Don't drum up a suggestion for improvement just for the sake of it.

Step 6: Summarize and express your support

Review the major points you discussed. Summarize the Action items, not the negative points of the other person's behavior. If you have given neutral feedback, emphasize the main points you have wanted to convey. For corrective feedback, stress the main things you've discussed that the person could do differently. End on a positive note by communicating confidence in the person's ability to improve the situation.

Types of Feedback in the Workplace

The type of feedback given to employees has a major impact on their subsequent performance.

- **Negative feedback:** corrective comments about past behavior. Focuses on behavior that wasn't successful and shouldn't be repeated.
- **Positive feedback:** affirming comments about past behavior. Focuses on behavior that was successful and should be continued.

3.1.1 Techniques of developing communication skills to receive feedback

- ✓ Some studies have shown that job failures can be due to personality clash rather than lack of job knowledge, skill or competence.
- ✓ The skills required to develop positive working relationships include :
 - Open communication
 - Negotiation for a "win-win" situation rather than a "win-lose" result
 - Trust and respect





- Acknowledgment of individual differences
- Effective listening
- Focus on controlling or changing yourself rather than trying to control or change others
- Giving everyone fair opportunity to contribute and express their concerns and issues
- Genuine appreciation of others, rather than criticism or blame
- Understand the needs of others





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

Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. How you can provide a constructive feedback to people? (5pts)

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

2. What are the skills required to develop positive working relationships (5pts)

3. Differentiate types of feedback? (5pts)

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

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





Information Sheet-4	Respecting and Acknowledging Personal Values and Beliefs
----------------------------	---

4.1 Workplace values and beliefs

Each person is unique, with their own personal values and beliefs shaped by a number of factors that include culture, religion, and personal experiences.

What are values, attitudes and beliefs?

- Values describe, and provide a means of talking about, what is important to us. They are ideals we hold that give significance and meaning to our lives and hence they underpin our beliefs, influencing the decisions we make, the actions we take, and the life we lead. Understanding values helps us to understand how we create our own reality and gives us insight into the personal realities of others.
- Attitudes relate to a person's views, which may be evidenced in the way they behave.
- Beliefs relate to those things in which an individual has faith 'religious beliefs', for example which may not necessarily be founded on fact.

How will we treat each other?

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

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





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

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

Diversity includes:

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

Diversity can be defined as acknowledging, understanding, accepting, and valuing differences among people with respect to age, class, race, ethnicity, gender, disabilities, etc. (Esty et al. 1995).

4.2. Benefits of Diversity in the Workplace

Diversity is beneficial to both associates and employers. Although associates are interdependent in the workplace, respecting individual differences can increase





productivity. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity, and business image (Esty et al. 1995). In an era when flexibility and creativity are keys to competitiveness, diversity is critical for an organization's success.

4.3. Challenges of Diversity in the Workplace

There are challenges to managing a diverse work population. Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination, as well as complaints and legal actions against the organization (Devoe 1999).

Negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relationships and damage morale and work productivity (Esty et al. 1995). Negative attitudes and behaviors in the workplace include prejudice, stereotyping, and discrimination, which should never be used by management for hiring, retention, and termination practices (could lead to costly litigation).

Four Steps to Dealing with Diversity

As the world grows smaller, functioning in a diverse work environment will be as much a part of our jobs as filing or computing. The key to dealing successfully with diversity is open, honest communication. In a diverse workplace, we should all feel free to be ourselves — while treating others with respect. We should be able to tell each other when something bothers us — without overreacting. Relationships, especially hi business, grow stronger with discussion and compromise. We can all work together more effectively by following these four easy steps:

1. Understand and respect individual differences. Keep an open mind toward others





who are different from you. Remember that not everyone sees things the same way you do.

2. Be assertive. Let other people know how you want to be treated, and don't be afraid to speak up if another's actions make you uncomfortable. How will people know that you find a particular expression or behavior offensive unless you tell them? And, if someone has the courage and sensitivity to tell you how you've offended them, don't get defensive - be thankful. The only way you can correct the situation is through honest communication.

3. Learn how others want you to treat them. Use the New Golden Rule (sometimes called the Platinum Rule): Treat others the way they would like to be treated.

4. Act as a force for change. Everyone is responsible for workplace behavior. If you encounter an example of discrimination or prejudice, speak up. Tell the people involved why you think- the behavior was inappropriate. You may not be able to change attitudes overnight, but you can change behavior, and that's the first step.





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

Name: _____

Date: _____

Directions: Answer all the questions listed below.

1. Define diversity? (5 pts)
2. What are benefit and challenges of diversity (5 pts)
3. How you can treat diversity? (5 pts)
4. Describe following points (5 pts)
 - a. Value
 - b. attitude
 - c. beliefs

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

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





List of Reference Materials

1. Devoe, D. 1999. Managing a diverse workforce. San Mateo, CA: InfoWorld Media Group.
2. Esty, K., R. Griffin, and M. Schorr-Hirsh. 1995. Workplace diversity. A manager's guide to solving problems and turning diversity into a competitive advantage. Avon, MA: Adams Media Corporation.





Learning Guide-13

Unit of Competence: Work with Others

Module Title: Working with Others

LG Code: AGR HCP1 M04 LO2-LG-13

TTLM Code: AGR HCP1 TTLM 1219v1

LO2: Contribute to work group activities



Instruction Sheet	Learning Guide 13
--------------------------	--------------------------

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

- Providing Support to team members
- Making contributions to workgroup goals and tasks
- Sharing Information relevant to work

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:**

- Provide support to team members to ensure workgroup goals are meet
- Make constructive contributions to workgroup goals and tasks according to organizational requirements
- Share information relevant to work with team members to ensure designated goals are meet

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 5.
3. Read the information written in the information “Sheet 1, Sheet 2, and Sheet 3
4. Accomplish the “Self-check 1, Self-check 2, and Self-check 3” **in page 14, 17, and 19** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to next.





Information Sheet-1	Providing Support to team members
----------------------------	--

1. Providing Support to team members

What you can do as a team member to support your team on its journey to high performance. Teams move through predictable stages of development, but how quickly and easily they progress depends on whether the needs of the team are being met during each stage. And sometimes teams can get stuck. Here’s what you can do, depending on what stage your team is in:

Stage 1: Setting the Foundation

Before jumping into the work, teams need to first lay the foundation by creating a common understanding of the team’s purpose and how they will accomplish the work. They need clarify how they will make decisions, share information, and approach the work.

Stage 2: Dealing with what’s Under the Table

As work gets underway, tension arises as the discrepancy between initial hopes and the realities surface. There is a growing sense of dissatisfaction or impatience, which might be directed toward the goals, leadership or other team members. This is an important stage. It is where trust develops because by successfully resolving conflict, the team members develop a deeper understanding and appreciation for each other.

Stage 3: Becoming Cohesive

A sense of cohesion arises once the team has developed a collective mindset and has learned to successfully manage conflict. There is a real sense of team identity and a “we” mentality.

Stage 4: Achieving

At this point, the team has learned to work together, appreciating and utilizing the talents of each team member, and flexibly adapting to circumstances to achieve its goals. Leadership can arise from anywhere depending on what’s needed.

Establish the team’s goals and objectives





Effective teams have a “shared mission” that is identified by explicit team goals. Team members’ commitment to the team’s goal or “mission” is likely to be strengthened if goal setting is conducted in a collaborative manner with opportunities for all team members to participate in discussion. It is also recommended that specific and concrete objectives are identified for the team goals or mission.

- A goal – is the overall desired long-term outcome; in general terms what the individual / team is aiming to achieve or change in their work
- Objectives – are more specific shorter-term actions, behaviors and work practices that are required in order to reach the goal.

Setting team goals and objectives is likely to have a range of benefits for team performance that includes:

- Increasing motivation and effort
- Encouraging team members to develop a sense of shared purpose and mutual gain
- Facilitating increased cooperation
- Encouraging communication, coordination and planning

1.1. Sharing Information relevant to work

The sharing and updating of information with the workgroup ensures:

- ✓ designated goals are met
- ✓ professionalism is maintained
- ✓ products and services are promoted
- ✓ customer service is improved
- ✓ Positive workplace relationships are developed

There are three types of information:



- **Primary information** which is the original or raw data; this is often referred to as your 'source'. It is usually presented with little or no analysis. Examples of primary sources include: statistics, standards, legislation and company data.
- **Secondary information** usually takes raw data and analyses it and presents it in a format that is easier to read and understand. Reports, newspaper articles, textbooks are examples of secondary information.
- **Tertiary information** includes books and articles based on the research of others. They aim to explain research for a general audience. This may be useful as a starting point for your research but provide little substance to support your academic assessment since they tend to oversimplify, rely on too few sources and are quickly out of date.

Data is unprocessed facts and figures without any added interpretation or analysis.

Information is data that has been interpreted so that it has meaning for the user.

Knowledge is a combination of information, experience and insight that may benefit the individual or the organization.

How the Sharing of Information Affects Team Performance

Organizations increasingly utilize teams as a basis for structuring work and decision-making. A central reason for utilizing a multi-person format for making decisions is for reaching decisions of higher quality than possible by a single individual. A key ingredient to successful team-based decision-making is the sharing of information among members. How, and what, information is shared between members greatly impacts the team's decision-making ability.





Information shared among members of a team can be classified on two dimensions: uniqueness and openness.

➤ **Information uniqueness**

The extent to which team members make use of each other's distinct sets of knowledge can greatly benefit the team.

The more unique the information and knowledge possessed by each team member, the greater amount of information shared among the team, resulting in greater team decision-making performance.

➤ **Open sharing of information**

The more open members are in sharing information with each other, the greater the opportunity for stronger trust and cohesion between members, leading to increased opportunities for members to interact. The more interaction between members, the more familiar they become with each other, thus more open information sharing.





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

Name: _____

Date: _____

Directions: Answer all the questions listed below.

-
1. Who do you provide support to a team members? (5pts)
 2. List at least four of the ways to provide support. (5pts)
 - a.
 - b.
 - c.
 - d.
 3. What is the difference between data and information. (5pts)
 4. What is the importance of sharing and updating of information? (5pts)

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

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





Information Sheet-2	Making contributions to workgroup goals and tasks
----------------------------	--

2.1 Strategies and opportunities for improvement of the workgroup

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

- Holding meetings: an important way for members to communicate and solve problems.
- Brainstorming: many people are able to contribute ideas, particularly when trying to solve a problem, so that the best alternative is adopted.
- Coaching, mentoring or supervision: enables more experienced personnel to help the less experienced in order to improve the latter's efficiency and performance.
- Formal and informal training provisions: formal includes attending courses whereas informal is often one colleague helping another, which will improve the performance of the person receiving the training.
- Internal and external training provisions: internal training occurs on site whereas external is held another College or other business premises, depending on the size and resources of the business. All training would result in improvements in awareness, performance and efficiency of the workgroup.
- Work experience or exchange opportunities: allows a worker to see what is occurring in other work venues and can share ideas with team members to improve work performance of team.
- Personal study: to improve knowledge and performance, which can then be shared with other team members?
- Career planning and development: to have a plan for the future, this can benefit the team.
- Performance appraisals: will identify the need for further training.





- Workplace skills assessment: to determine what skills the members of a particular workplace have so that workgroups can be chosen with the knowledge that the best people for a certain task will be chosen to maximize the outcomes.
- Recognition of prior learning: to ensure that the most experienced or the person with the most training will be chosen for each task to ensure that tasks are completed on time.

1.1.1 Time management strategies

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

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

2.1.2 Communication

Effective communication is important so that

- team members understand and agree with team goals
- goals and tasks can be clarified
- team members understand how their tasks fit in with other people's tasks
- problems can be sorted out before they become too serious





- information that affects team goals can be shared
- the team can evaluate their progress and discuss ways to improve their work.

Communication may either be oral or written.

Oral communication methods may include

- discussion: to share ideas to facilitate a job being completed on time
- debate: when two people do not agree so put forward their point of view in order to convince the other person
- negotiation: when people discuss their differences of opinion but are willing to compromise with each other in order to get a job done
- Speeches: for example, in a training session.

Written communication methods may include

- instructions: to explain how a task must be completed in order to limit misunderstanding
- schedules: to priorities tasks so that the most important is completed first
- Reports: often used as feedback or when evaluating a task/procedure.



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

Name: _____

Date: _____

Directions: Answer all the questions listed below.

-
1. Explain how the following Strategies and opportunities improvement a workgroup. (5 pts)
 - a. Holding meetings
 - b. Brainstorming
 2. List at least five importance of effective communication. (5 pts)
 - a.
 - b.
 - c.
 - d.

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

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





Information Sheet-3	Sharing Information with Team Members
----------------------------	--

3.1 Means of sharing Information with team members

+ Keys to Effective Communication

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

+ Give your attention

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

+ Listen, not just hear

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

+ Don't let your mind wander

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

+ Check for accuracy

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

+ Be aware of other's needs

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

+ Ask, don't tell - demonstrate equality





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

+ Keep an open mind

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

+ Offer advice, don't give advice

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

+ Develop trust

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

+ Create feelings of equity

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

+ Develop comfortable relations



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

+ **Become genuinely interested in others**

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

+ **Motivate others**

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

+ **Keep a sense of humor**

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





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

Name: _____

Date: _____

Directions: Answer all the questions listed below.

-
1. Discuss at least three means of sharing information.(5pts)

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

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





List of Reference Materials

1. Lee, H. and Park, H., 2006 "Exploration of the Relationship between Friendship at Work and Job Satisfaction
2. <https://sites.google.com/a/qmu.ac.uk/plagiarism/students/identifying-information> Guide to Workplace Cooperation

NO	TTLM developer Name	Back ground Qualification	College Address	College Name	Cell Phone	E-mail
1	Deribow Gonfa	Plant science(Bsc)	Oromiya	Fitche PollyTVET	0912774688	gonfad24@gmail.com
2	Tesfaye Tekola	Agronomy (Msc)	Benishangul Gumuz	Assosa ATVET	0910550651	tttekola@gmail.com
3	Berhanu Mammo	Horticulture (BSc)	Mizan ATVET	Federal	0912676883	birehanmammo@gmail.com
4	Haftu Mehari	Plant science(BSc)	Tigray	Maichew ATVET	0914312311	Kalabkalab61@gmail.com
5	Melaku Bawoke	Agronomy (Msc)	Federal	Gewane	0920258287	Melakubawoke10@gmail.com
6	Tadesse Yasin	Horticulture (BSc)	Amhara	Kombolcha PollyTVET	0921626541	tadaseyasin2019@gmaio.com
7	Zewde Paulos	Agronomy(Msc)	SNNPR	Sodo ATVET	0921004814	Zedpa2013@gmail.com
8	Bekele Belete	Agronomy (Msc)	SNNPR	Sodo ATVET	0916379025	Bekelebelete6@gmail.com
9	Fetene Muluken	Agronomy (Msc)	Amhara	Woreta ATVET	0986911690	Fetenemuluken9@gmail.com
10	Misgana Belay	Agronomy (Msc)	Oromia	Nedjo ATVET	0911983854	Misbel2000@gmail.com
11	Sadik Ebrahim	Agronomy (Msc)	Federal	Agarfa ATVET	0920617776	sadikebra@gmail.com
12	Birhanu reda	Horticulture(BSc)	Tigray	Maichew ATVET	0923452395	birhanureda@gmail.com

Profile of trainers participate on special Horticultural Crop Production TTLM development for level I at Adama 2019

