



**Federal TVET Agency**

**Furniture Making**

**NTQF Level I**

# Learning Guide #02

**Unit of Competence:** Work with Others

**Module Title:** Working with Others

**LG Code:** IND FMK1 M02 LO1-06

**TTLM Code:** IND FMK1 TTLM9, 0919v1

**LO1:- Develop effective workplace relationship**

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

**LO1 Develop effective workplace relationship**

- 1.1 Essential Skills of Working with Others
- 1.2 Desirable Work Values of a Production Worker

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 the essential skills of Working with Others
- Desirable Work Values of a Production Worker
- Identify Strategies for Working with Others
- Apply providing and accepting Feedback

**Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 7.
3. Read the information written in the “Information Sheets 1”. Try to understand what are being discussed. Ask your teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 1” in page \_\_\_.
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 Activity #2.
7. Submit your accomplished Self-check. This will form part of your training portfolio.

### Essential Skills of Working with Others

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

Make you more marketable - employers want team players

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

For the organization, working in teams can:

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

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

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

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

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

Short answer

1. the organization, working in teams can:

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

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

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

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

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 2 points**

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

**Answer Sheet**

Score = _____
Rating: _____

### **Duties and responsibilities**

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

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

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

#### **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 Assistance from workgroup members**

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

- Your supervisor
- Your coach or mentor
- Your colleagues or other members of the team
- Another member 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.

## **2.3 Feedback**

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

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

Feedback on performance may include

- Formal or informal performance appraisals, which generally occur on a regular basis. The first appraisal usually takes place three months after an employee starts a job then every six or twelve months thereafter. These appraisals allow for a formal method of feedback which can lead to modification of work performance, further training and re-evaluation of performance.
- Obtaining feedback from supervisors and colleagues – mainly in the form of informal comments on a job well done or suggestions of how to complete a task.
- Obtaining feedback from clients – hopefully positive praise rather than negative points.
- Personal, reflective behavior strategies – thinking about what you have done and how you can improve it next time.
- Routine organizational methods for monitoring service – these include customer complaint or satisfaction forms, and surveys that are completed at the end of a task.

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

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

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

## **2.4 Workplace values and beliefs**

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

To respect diversity is to recognize each individual for his/her unusual and unique talents. These talents are as multifaceted and complex as the individual they belong to. Learning how to deal with diversity involves acquiring some new skills. In fact, succeeding at work is very difficult for those who are unable to collaborate with a diverse group of people.

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

Diversity includes:

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

- People with different educational backgrounds
- People with different work and life experiences

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

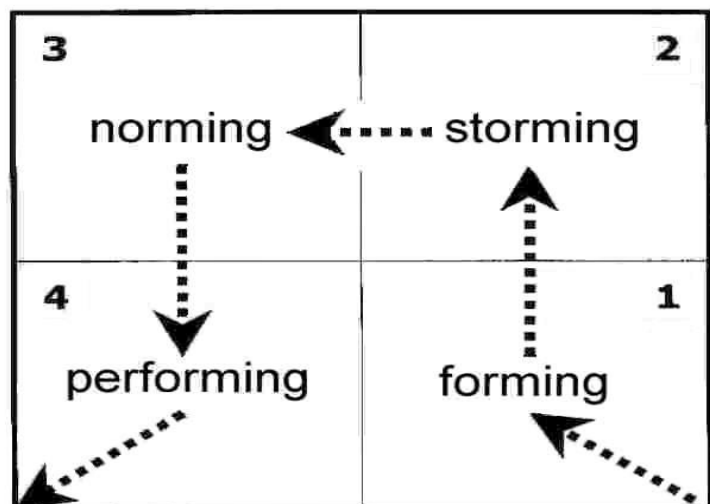
### Stages in the development of a team

The four stages in the formation of a team are:

- Forming
- Storming
- norming
- performing

**Team forming** occurs when a team is established, the goals are identified and members begin to develop interpersonal relationships.

**Team storming** occurs when conflict arises. This conflict may develop through misunderstandings regarding roles and responsibilities, poor communication or concern over the goals and the way they are/are not being met.



**Team norming** is when cohesion develops among members and the achievement of goals begins. Problem-solving and decision-making occur. Roles and responsibilities are clarified and communication improves acknowledging individual differences.

**Team performing** occurs when the members have a shared commitment on the achievement of the established goals. Members identify with the team and there is commitment to performing delegated tasks. The team works harmoniously and productively resolving conflict and problems within the team. The team has a high degree of autonomy.



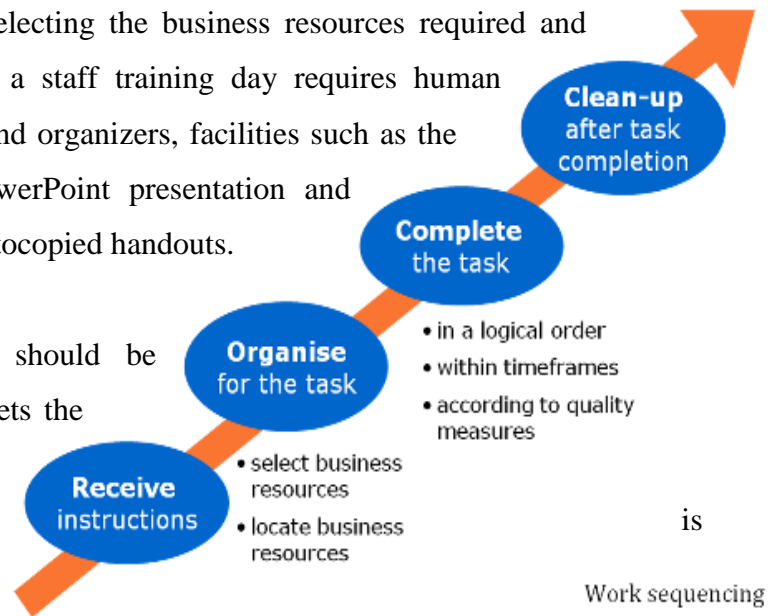
## Work sequencing

Take time and resource constraints into consideration when planning the steps involved in completing tasks. Resource constraints are the physical limits that have been placed on business resources. Business resources include human resources, facilities, software, raw materials and stock and supplies.

A time constraint is the timeframe a worker has been given to complete a task. An important element of time management is prioritizing tasks. Prioritizing is planning to do tasks in order of most important to least important. Completing tasks in a logical sequence ensures workplace efficiency.

There are four steps in work sequencing:

1. Receive instructions and clarify to ensure the instructions are understood. This is done effectively by asking open and closed questions and paraphrasing to ensure correct meaning.
2. Organize for the task. This involves selecting the business resources required and locating those resources. For instance a staff training day requires human resources of staff both as participants and organizers, facilities such as the conference room, software like a PowerPoint presentation and supplies such as paper and toner for photocopied handouts.
3. Complete the task. The to-do list should be prioritized in a logical order which meets the timeframes. Meeting quality assurance standards in the delivery of your work also important. An aspect of quality assurance is to proofread your written communication to ensure correct spelling, grammar and punctuation.
4. Clean-up after the task has been completed. This involves returning the physical resources to the correct location for other team members to locate efficiently.



is

Work sequencing

<b>Self-Check 2</b>	<b>Written Test</b>
---------------------	---------------------

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

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

Directions: Answer all the questions listed below.

1. What are the benefits and challenges of working in team for
  - a. the individuals?
  - b. the organization?
2. Responsibilities and duties must be undertaken in a positive manner for a team to be successful. Thus, what is needed to consider achieving this success?
3. When do you provide a constructive feedback to people?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

**Note: Satisfactory rating - 4 points and above    Unsatisfactory - below 3 points**

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



**Federa Tvet Agency**

**Furniture Making**

**NTQF Level I**

# Learning Guide #02

**Unit of Competence:** Work with Others

**Module Title:** Working with Others

**LG Code:** IND FMK1 M02 LO1-07

**TTLM Code:** IND FMK1 TTLM2, 0919v1

**LO2:- Contributing to workgroup activities**

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

**LO1 Develop effective workplace relationship**

1. Strategies for Working with Others
2. Providing and Accepting Feedbacks

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 –

- Support provided to team members to ensure workgroup goals are met.
- Constructive contribution to workgroup goals and tasks are made according to organizational requirements.
- Information relevant to work is shared with team members to ensure designated goals are met..

**Learning Instructions:**

1 Read the specific objectives of this Learning Guide.

2 Follow the instructions described in number 3 to 7.

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-check 1” in page \_\_.

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 Activity #2.

7 Submit your accomplished Self-check. This will form part of your training portfolio.

## 2.1 Strategies for Working with Others

### **Providing support**

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

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

### **Time management strategies**

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

- **prioritising:** 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.

## **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 prioritise tasks so that the most important is completed first
- reports: often used as feedback or when evaluating a task/procedure.

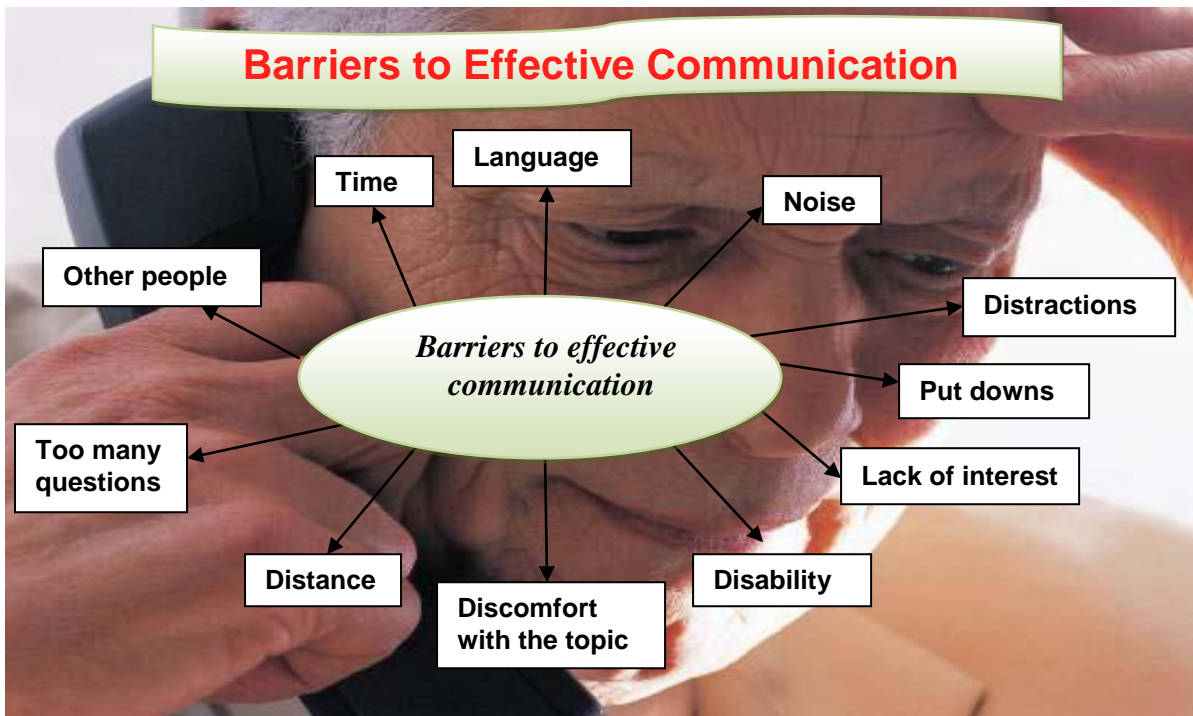
### **Benefits of effective communication**

The most successful organizations understand that if they are to be successful in today's business world, good communication at all levels is essential. Here is a useful mnemonic to remember the benefits you and your organization can achieve from effective communication:

- Stronger decision-making and problem-solving
- Upturn in productivity
- Convincing and compelling corporate materials

- Clearer, more streamlined work flow
- Enhanced professional image
- Sound business relationships
- Successful response ensured





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

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

- holding meetings: an important way for members to communicate and solve problems.
- brainstorming: many people are able to contribute ideas, particularly when trying to solve a problem, so that the best alternative is adopted.
- coaching, mentoring or supervision: enables more experienced personnel to help the less experienced in order to improve the latter's efficiency and performance.
- formal and informal training provisions: formal includes attending courses whereas informal is often one colleague helping another, which will improve the performance of the person receiving the training.
- internal and external training provisions: internal training occurs on site whereas external is held another College or other business premises, depending on the size and resources of the business. All training would result in improvements in awareness, performance and efficiency of the workgroup.
- work experience or exchange opportunities: allows a worker to see what is occurring in other work venues and can share ideas with team members to improve work performance of team.



- personal study: to improve knowledge and performance, which can then be shared with other team members.
- career planning and development: to have a plan for the future, which can benefit the team.
- performance appraisals: will identify the need for further training.
- workplace skills assessment: to determine what skills the members of a particular workplace have so that workgroups can be chosen with the knowledge that the best people for a certain task will be chosen to maximize the outcomes.
- recognition of prior learning: to ensure that the most experienced or the person with the most training will be chosen for each task to ensure that tasks are completed on time.

**Self-Check -1**

**Written Test**

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

Short answer

**1. List at list 6 the *Effective Communication skills***

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_
- IV. \_\_\_\_\_
- V. \_\_\_\_\_
- VI. \_\_\_\_\_

**1. List at list 6 *Barriers to effective communication***

- I. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_
- IV. \_\_\_\_\_
- V. \_\_\_\_\_
- VI. \_\_\_\_\_

**Note: Satisfactory rating -12 points                      Unsatisfactory - below 11 points**  
You can ask you teacher for the copy of the correct answers.

**Answer Sheet**

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

## Providing and Accepting Feedbacks

### Feedback

It is important that your work performance is monitored and that you receive feedback which is constructive and encourages you to strive for improvement.

Feedback can be:

- positive
- negative
- constructive

**Positive feedback** indicates that tasks were carried out well. It acknowledges personal efforts and the good cooperation among team members. It encourages all members to continue to strive for excellence.

**Negative feedback** informs team members that tasks were not completed well. It analyses the reasons for the problems encountered and proposes ideas for improvement.

**Constructive feedback** encourages and acknowledges good job performance. It also suggests areas for improvement and strategies for achieving this improvement.



### Sources of feedback on performance

Feedback on performance may be formal or informal.

- Formal performance appraisals (assessment, evaluation) generally occur on a regular basis. The first appraisal usually takes place three months after an employee starts a job then every six or twelve months thereafter. These appraisals allow for a formal method of feedback which can lead to modification of a job description, further training and re-evaluation of performance.
- Feedback from supervisors and colleagues. This is mainly in the form of informal comments on a job well done or suggestions of how to complete a task.
- Feedback from customers giving positive comment and praise for good customer service.

- Personal reflection. This involves thinking about what you have done and how you can improve on it next time.
- Routine organizational methods for monitoring service. These include customer complaint or satisfaction forms, and surveys that are completed at the end of a task or a job for a customer.

### **Value of feedback**

Feedback is valuable to a workplace as it can:

- improve business relationships
- identify and overcome existing problems
- eliminate entrenched work practices
- improve productivity
- enhance output quality
- Contribute to the future development of the workplace.

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

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

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

Directions: Answer all the questions listed below.

1 List type of feed back

- a.
- b.
- c.

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

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

