



Intermediate apparel production

NTQF Level – II

Learning Guide#9

Unit of Competence: Work in Team Environment

Module Title: Working in Team Environment

LG Code: IND IAP2 M03 0919LO3-LG03

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Lo3:- Work as a team member



Instruction Sheet	Learning Guide #9
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- 3.1 Using effective and appropriate forms of communications
- 3.2 Making effective and appropriate contributions to complement team activities and objectives
- 3.3 Following Workplace context
 - 3.3.1 Work procedures and practices
 - 3.3.2 Conditions of work environments
 - 3.3.3 Legislation and industrial agreements
 - 3.3.4 Standard work practice including the storage, safe handling and disposal of chemicals
 - 3.3.5 Safety, environmental, housekeeping and quality guidelines
- 3.4 Observing protocols in reporting using standard operating procedures
- 3.5 Contributing to the development of team work plans
- 3.6 Understanding of team's role and objectives

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:

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



Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 2 to 5.
3. Read the information written in the “Information Sheets 1” “Information Sheets 2”.
4. Accomplish the “Self-check 1” “Self-check 2” in page 8 and 11 respectively.
5. . Submit your accomplished Self-check. This will form part of your training portfolio.



Information sheet-3

Work as a team member

Introduction

3.1 Using effective forms of communications for interactions

Communication & Relationships

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

Effective Communication

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

Effective communication is a two way process; it's about giving and receiving information. This sounds simple, but is not always easy because we all have different thinking and presentation preferences. Research undertaken by the psychologist Albert Mehrabian relating to face to face communication concluded that over 90% of information is conveyed non-verbally i.e. without words. The impact of your gestures, expressions, signals and the tone, pitch, volume and speed of your voice can be more powerful than the words you use, so you need to be aware of the impact your body language can have on the interaction.

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



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

Effective communication is important so that

- team members understand and agree with team goals
- goals and tasks can be clarified
- team members understand how their tasks fit in with other people's tasks
- problems can be sorted out before they become too serious
- information that affects team goals can be shared
- The team can evaluate their progress and discuss ways to improve their work.

Communication may either be oral or written:

➤ Oral communication methods may include

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

➤ Written communication methods may include

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

Communicating Effectively with Others



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

Communicating with Team Members

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

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

- Be clear about what you want to say and how you will say it – write it down so you don't forget important issues
- Set out clear parameters for the behavior and conduct you expect from your team – the use of a code of conduct³ may help
- Make sure you have the attention of everyone before you start – an initial announcement followed by silence can have a powerful effect on getting the group's focus
- Take notes and distribute these to those that can't be there so everyone gets the same message
- Use the KISS principle – Keep It Short & Simple!
- Never assume everyone understands – if your communication is successful you'll know by the response you get. Observe reactions, ask questions and provide information in writing and via demonstration if possible
- Summarize key points and circulate these in writing
- Be patient and treat people as individuals – remember you are part of the communication process so if someone isn't clear about what you mean it may be that you are not explaining it in the best way for them!



- Encourage and support
- Listen – it's one of the most important skills you'll ever develop

3.2 Making effective contributions

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

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

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

- **Openness:** Group members are willing to get to know one another, particularly those with different interests and backgrounds. They are open to new ideas, diverse viewpoints, and the variety of individuals present within the group. They listen to others and elicit their ideas. They know how to balance the need for cohesion within a group with the need for individual expression.
- **Trust and self-disclosure:** Group members trust one another enough to share their own ideas and feelings. A sense of mutual trust develops only to the extent that everyone is willing to self-disclose and be honest yet respectful. Trust also grows as group members demonstrate personal accountability for the tasks they have been assigned.
- **Support:** Group members demonstrate support for one another as they accomplish their goals. They exemplify a sense of team loyalty and both cheer on the group as a whole and help members who are experiencing difficulties. They view one another not as competitors (which is common within a typically individualistic educational system) but as collaborators.
- **Respect:** Group members communicate their opinions in a way that respects others, focusing on “What can we learn?” rather than “Who is to blame?” See Constructive Feedback in the process section for more details.

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



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

Skills for an Effective Group Process

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

- **Individual responsibility and accountability:** All group members agree on what needs to be done and by whom. Each student then determines what he or she needs to do and takes responsibility to complete the task(s). They can be held accountable for their tasks, and they hold others accountable for theirs.
- **Constructive Feedback:** Group members are able to give and receive feedback about group ideas. Giving constructive feedback requires focusing on ideas and behaviors, instead of individuals, being as positive as possible, and offering



suggestions for improvement. Receiving feedback requires listening well, asking for clarification if the comment is unclear, and being open to change and other ideas.

- **Problem solving:** Group members help the group to develop and use strategies central to their group goals. As such, they can facilitate group decision making and deal productively with conflict. In extreme cases, they know when to approach the professor for additional advice and help.
- **Management and organization:** Group members know how to plan and manage a task, how to manage their time, and how to run a meeting. For example, they ensure that meeting goals are set, that an agenda is created and followed, and that everyone has an opportunity to participate. They stay focused on the task and help others to do so too.
- **Knowledge of roles:** Group members know which roles can be filled within a group (e.g., facilitator, idea-generator, summarizer, evaluator, mediator, encourager, and recorder) and are aware of which role(s) they and others are best suited for. They are also willing to rotate roles to maximize their own and others' group learning experience.

3.3 Workplace context

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

3.3.1 Work procedures and practices

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

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



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

3.3.2 Work environments conditions

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

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

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

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

3.3.3 Legislation and industrial agreements

Agreement law and legal definition:

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

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

3.3.4 Standard work practice

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



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

3.3.5 Safety, environmental, housekeeping and quality guidelines

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

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

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

Effective work place house keeping

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

3.5 Observing reporting protocols

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

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



3.3 Contributing of team work plans development

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

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

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

1. You could let the group decide for themselves. If all members have worked together before and are aware of individual strengths, this could work well.
2. People could choose their own role. There may be issues of authority or skill that could impact on their effectiveness in their chosen role.
3. You could decide who does what. If so, it's a good idea to explain why the roles are delegated as they are, so team members understand the reason for the decision



Self-Check -3	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

- ❖ Give the short answer

Directions: Answer all the questions listed below.

1. Why effective communication is important?
2. Mention the housekeeping and quality guidelines?
3. Write the contribution of team work plans development?



Answer sheet

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____

Rating: _____

SELF CHECK-1 answer sheet

Name: _____

Date: _____

1-----

2-----

3-----



List of Reference Materials

- [http:// wwwgoogle.com](http://www.google.com) , Anthony Robbins, author and development coach
- Legislation new International Encyclopedia
- <http://tdop.wceruw.org/>
- <http://physicsed.buffalo state.edu/AZTEC/RTOP/ RTOP full/index.htm>