



Ethiopian TVET-System



BASIC CLERICAL WORKS LEVEL-I

Based on August 2012GC Occupational standard

Module Title: Working With Others

TTLM Code: [EIS BCW1TTLM 01 2019](#)

This module includes the following Learning Guides

LG3: Developing effective workplace relationship

LG Code: [EIS BCW1 M01 LO1 LG-03](#)

LG4:Contribute To Work Group Activities

LG Code: [EIS BCW1 M01 LO2 LG-04](#)

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Instruction Sheet	LG3: Developing effective workplace relationship
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Executing Duties and responsibilities in a positive manner
- Seeking Assistance from workgroup when difficulties arise
- Providing, encouraging and acknowledging Feedback on performance
- Respecting and Acknowledging differences in personal values and beliefs

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

- Execute Duties and responsibilities in a positive manner
- Seek Assistance from workgroup when difficulties arise
- Provide, encourage and acknowledge Feedback on performance
- Respect and Acknowledge differences in personal values and beliefs

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described
3. Read the information written in the “Information Sheet”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-checks”.
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).



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

Information Sheet:-1	Executing Duties and responsibilities in a positive manner
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1.1- Executing Duties and responsibilities in a positive manner

Duties and responsibilities May include but not limited to:

Job description and employment arrangements

- ❖ Organization's policy relevant to work role
- ❖ Organizational structures
- ❖ Supervision and accountability requirements including OHS
- ❖ Code of conduct

Who are 'others' at a workplace?

'Others' include: -

- ✓ Clients
- ✓ customers and
- ✓ Visitors.

Do clients, customers and visitors at a workplace have responsibilities?

- ✓ Yes, they have responsibilities that are similar to a worker's or employees.

1.2 Rights and responsibilities of employees

Rights of employees include, to

- be paid the correct wage
- be able to join a union
- have sick leave or annual leave
- be provided with a safe work environment
- work in an environment free from discrimination and harassment
- resign
- not be dismissed unfairly
- have access to a grievance resolution process

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- be given explicit instructions regarding work tasks
- receive advice and training
- seek promotion based on merit

Responsibilities of employees include, to

- treat all co-workers equally
- take reasonable care of the health and safety of others
- report any unsafe work practices, accidents or injuries
- attend work and to be punctual, giving an honest day's work
- obey all lawful instructions
- observe confidentiality and privacy of enterprise, clients and colleagues
- know the terms of their employment
- be accountable for money, material and property belonging to the employer
- be courteous and give good service to clients/customers
- respect cultural and social diversity among employees and clients
- advise the employer of inability to work
- give up all inventions made within the employer's time

1.3 Rights and responsibilities of employers

Rights of employers include, to

- dismiss workers according to the Commonwealth Workplace Relations Act
- expect loyalty from employees
- expect reasonable care to be taken by all employees
- expect employees to be accountable for money or resources in their care

Responsibilities of employers include, to

- provide a safe work environment
- provide a workplace free from discrimination and harassment
- report to Work Cover any serious accidents

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- hold worker’s compensation insurance
- provide risk management
- provide appropriate safety equipment
- consult with employees with respect to occupational health and safety
- pay employees the correct wage
- provide conditions in line with the award
- treat all employees fairly, applying Equal Employment Opportunity(EEO) principles
- not unfairly dismiss an employee
- give clear instructions
- evaluate performance and provide feedback to employees
- provide advice and training
- give due consideration to all relevant legislation

1.4 Job description and employment arrangements

On commencing employment, you should have received a **job description** that sets out the main functions of your role and what you will be doing. You may also have received a person specification. This is usually attached to or part of the job description and sets out the **knowledge and skills required** to do the job.

Job descriptions can be vague and they don’t always describe tasks in great detail. People are sometimes given work programs that give more detail about the tasks they will perform in their roles. Your employer may operate a role or timetable that sets out which person is to be supported and at what time.

If you work for a large organization, you may have a Human Resources department or lead person who can provide additional help and guidance about your employment.

Your **induction** should enable you to understand the requirements within your role and the wider context of the organization that you work within.

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As discussed above, groups come together for many different reasons and in many different ways, but to ensure that individuals can work effectively in the workplace it is important that they recognize and understand the roles and responsibilities of others and how they contribute to how things can be done efficiently and effectively. Where clients are central to the work it becomes even more important that there are good working relationships, shared outcomes and a planned approach to the service. This can only be achieved by recognizing and drawing from the expertise and competencies of all involved whilst not forgetting that the client and families are the most important individuals within this process.

‘Interprofessional education’ (IPE) is to include all such learning in academic and work based settings before and after qualification, adopting an inclusive view of ‘professional’.*Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.*

To assist in identifying which groups and individuals are central to you and the learners daily work complete the following activity. Aspects of this activity could also be used to introduce you to the working team.

Self-Check 1	Written Test
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Name: _____

Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.



1. What are the rights of employees? (5 points)

2. What are the responsibilities of employers? (5 points)

Note: Satisfactory rating –10 points and above Unsatisfactory - below 5 points

Information Sheet:-2	Seeking Assistance from workgroup when difficulties arise
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2.1 Seeking Assistance from workgroup when difficulties arise

Work group May include but not limited to:

- Supervisor or manager
- Peers/work colleagues
- Other members of the organization



- ✚ If difficulties arise when you are carrying out your work, it is important to get assistance before the situation gets too bad. If you feel unable to ask for help about workplace problems, you may end up not completing work on time and letting people down. If the problem persists you may worry more and stress may increase.

During your working life you will encounter many difficulties in the workplace. Regardless of the circumstances it is important to recognize that there are people in your workplace who are willing to assist you. It takes courage and honesty to communicate and ask for help. All difficulties can be overcome. Some problems which may occur in the workplace include:

- Failing to deliver what has been promised, eg not meeting a deadline
- Not having the authority to do what is required
- Having too many tasks and responsibilities and not enough time to do them.

If these problems occur be sure to seek assistance from your manager or supervisor.

- ✚ Sometimes problems seem like they are impossible to solve for many different reasons. Sometimes we are not even fully aware a problem is building up. We just know something is wrong.

Do not worry for any inconvenience, ask for help from your work group

Asking for Help: 4 Simple Steps

Step 1 Accept: This is perhaps the most important step.

Acknowledging the need for assistance is important, but equally important is the willingness to accept help.

Being able to freely ask for help requires accepting limitations and believing that you are truly deserving of the help.

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Step 2 Assess: Take the time to think through ‘exactly’ what you need. This allows you to think about what is ‘most important’ and help shape your request. Most people will be willing to help when you ask. Help them by being specific on how they can help.

Step 3 Ask!: This is your time to take action and where you make the request! Remember, in-person requests are best — but not always possible. Being courteous, direct, and specific regarding the request are the rules.

Step 4 Again: As with any skill, it requires practice. So, if it helped, do it again! A nice final touch would not only be to thank the person, but also to share about how much he/she has helped.

Reminders

- ✓ **Be resourceful** — Think about who may be able to help (even those who might say no).
- ✓ **Be courteous** — Asking nicely goes a long way. Most people are willing to help with both big and small tasks. Always say, “thank you”, whether they agree to help you or not.
- ✓ **Be specific** — Most people are willing to help, they just have to know ‘how’. Being specific allows for best results. It helps others understand how they can best help you. Remember, you are in the position of knowing what you need. Others can’t read your mind.
- ✓ **Be flexible** — your plan of how others can help may not be the only one. If different ways to help are suggested, take time to consider these.
- ✓ **Be grateful** —most important for completing the cycle of “asking” is to say “thank you.” This recognizes another’s contribution and strengthens the relationship (just in case help is needed again).

Just as with any skill, ‘asking for help’ gets easier the more you practice it. Remember — asking for help is a sign of strength. Being able to identify needs and act accordingly is essential for being successful. In many ways, asking for help has many benefits. It can make life easier for you and your

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family, and give the individual who helps you a sense of accomplishment and goodwill.

Self-Check 1	Written Test
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Name: _____

Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.

1. List down and explain four Simple Steps to ask for help (10 points)

Note: Satisfactory rating –10 points and above, Unsatisfactory - below 5 points



Information Sheet:-3	Providing, encouraging and acknowledging Feedback on performance
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3.1 Providing, encouraging and acknowledging Feedback on performance

Feedback on performance May include

- ❖ Formal/Informal performance appraisal
- ❖ Obtaining feedback from supervisors and colleagues and clients
- ❖ Personal, reflective behavior strategies
- ❖ Routine organizational methods for monitoring service delivery

Teamwork is the ability to work together toward a common vision.

The ability to direct individual accomplishments toward organizational objectives

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It is the fuel that allows common people to attain uncommon results." **-Andrew Carnegie**

Whether you're already the boss or still an aspiring leader, knowing how to encourage teamwork is an essential business skill. Building a team involves more than just putting the right people together.

If you have the luxury of hand picking your team, assess their strengths and weaknesses to ensure the best combination of skills. Surround yourself with excellent people and be careful not to choose clones of yourself. Diversity is good, if the individuals are willing to work together.

A particular challenge arises when you're assigned a group of people who have no interest in being part of a team. A true test of your leadership ability will be creating an environment where each employee wants to work cooperatively and collaboratively.

3.2 Develop effective teamwork and you'll inspire productivity, quality and loyalty.

1- Focus on the big picture

Explain the long-range plans of the company and reinforce them regularly. People often become so focused on today's problems and routine duties that they lose sight of the big picture. When some members of the team concentrate on putting out fires, others can dedicate more time to reviewing processes to eliminate future problems.

2- Define roles

Outline the responsibilities of everyone on the team. This is crucial to the team's success. Understanding each other's duties and deadlines helps people work collaboratively. Encourage the team to define the division of labor themselves. They'll take on more responsibility if they are in control and someone may even offer a previously untapped talent.

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3- Set goals

Team members need to develop individual and group goals. Urge them to set achievable and measurable short-term goals, as well as long term ones. With team-driven goals and a team-developed code of ethics, the group will begin to self-manage. Peer pressure and individual pride will help curb absenteeism, lateness and poor performance.

4- Share information

The rumor mill is a drain on productivity and morale. Earn your team's respect and trust with openness and honesty. During times of change, reveal as much as you can and promise to update them as soon as you can.

5- Establish trust

Be trustworthy and dependable. Honor your word. If you're the boss and you promise a day off with pay if the sales team meets their target, follow through on it. If you're a team member and offer to obtain information for a colleague, make it a priority. Treat all members of the team consistently and fairly and don't play favorites.

6- Listen

Be open to the team's ideas, presented in a formal suggestion program or in a brainstorming session. Thoroughly consider all suggestions and respond to the individual or entire team, whichever is more appropriate. Many companies spend hundreds of thousands of dollars on consultants without first asking employees for their suggestions on productivity improvements, service enhancements or new product lines.

7- Be patient

If the team does not seem to gel at first, give people time to get along. Watch carefully from a distance and see if they can resolve their differences together. If



not, take action. Fire or reassign someone if necessary, before the success of the team is compromised.

8- Provide encouragement

Challenge each team member to participate and contribute. Urge them to take additional training if necessary and to step outside their comfort zones to develop their own unique talents. Change people's responsibilities often. Acknowledge each individual's strengths and offer positive reinforcement.

9- Praise the team

Celebrate achievements together. Reward the team, not an individual. Every group will have a star that excels at everything. Recognize this privately and through the performance review process but to foster teamwork, eliminate any opportunity for professional jealousy. Always speak positively about your team. Showcase their talent and recognize their dedication, efforts and successes publicly.

10- Be enthusiastic

Enthusiasm is contagious. Be positive, upbeat and hopeful. Always expect great things from your team and they'll do their best not to disappoint you. Focus on what's going right even if, at times, everything seems to be going wrong.

11- Have fun

Team spirit is energizing and unifying. Take time to laugh together. Join them for lunch occasionally or for a beer after work. Encourage them to organize a paintball game or slow pitch tournament. When team members see each other as individuals, their cooperation and willingness to work harder and more creatively increases.

12- Ease up



Reduce the number of rules. "Because we've always done it that way" is not an acceptable reason for anything. Let the team determine how they will work best together. For example, unless you're operating an assembly line, flexible starting times may increase productivity. Even chronic clock-watchers actually work longer hours without complaint. Flexibility with all pre-existing rules is an important key to successful teamwork.

13- Delegate

Explain what needs to be done and how to do it, then let go. Better yet, describe the problem or the desired end result and let the team develop the action plan together. Trust the individuals and the team as a whole to complete their assigned tasks correctly and on time. If you've set a project review meeting for next Tuesday, resist the temptation to ask for an update today. Trust the team to meet the deadline.

Obtaining feedback

Feedback means giving our own opinion about the discussion or the result of some important work or some once work is measured by the feedback which he has received.

We all have some idea about how good we are at doing things but how good are we at judging this.

The most important people are those you are providing services to. It is their opinions' that matter. It is therefore extremely important to listen to their feedback as this will help you to understand where you can develop your skills further. If this raises concerns or issues, you should discuss these with your supervisor / manager.

Sources of feedback

Feedback can be obtained from a variety of sources including clients, staff, colleagues, immediate supervisor etc. Sources should be chosen on factors such as their knowledge of the manager's performance, the importance of their

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relationship with the manager and their ability to provide objective feedback. It is also a good idea for managers to rate themselves and compare this to how others perceive them. Sources of feedback should be negotiated and agreed between the manager and supervisor.

Other people that you work with may also be able to provide support, guidance and feedback to you in your role.

3.3 Giving and Receiving Feedback

A common request from our clients is to address the topic of feedback. "How do we give constructive feedback to our colleagues?" "How do we give feedback to our bosses?" Equally important, we might add, is receiving feedback! Here are some helpful tips:

General Guidelines for Giving Feedback:

- *Check to see if feedback is wanted.* Keep in mind that timing and location are crucial. "I have some feedback for you. Are you open hearing it?" (If no, respect the person's decision).
- *Be specific & don't judge or exaggerate.* Describe what you want to feed back without using words that indicate judgment. Don't use labels and don't exaggerate. Avoid loaded expressions such as "never" or "always."
- *Ask questions.* In addition to sharing your thoughts, ask the person their opinions. Allow the receiver to suggest changes in behavior before offering options yourself.
- *Perception check.* Ask question to see if your message has been accurately heard, remembering that the message sent is not always the message received. You may need to present the feedback differently.
- *Focus on your concern for the person.* Monitor your attachment to "being right" or for the person changing in ways that you think they should. Focus on behaviors that can be changed.

General Guidelines for Receiving Feedback:

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- *Breathe.* Remember you are a worthy person, separate from your actions and behaviors.
- *Listen carefully & drop your defensiveness.* Paraphrase the information you are receiving to make sure you understand the information. Ask questions for clarity.
- *Acknowledge the feedback.* Let the person know you have heard them and that you will consider their feedback.
- *Take time to sort out what you have heard.* Give yourself time and space to assimilate and evaluate the information. Remember that it's not necessary to agree or disagree with the feedback. It is simply information. Let go of the need to justify, defend, or explain your actions. Don't over-internalize the feedback (assume it's all true).
- *Be honest with yourself.* Use feedback as an opportunity to create greater awareness. Explore any feelings created by the feedback.

Self-Check 3	Written Test
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Name: _____

Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.

1. What are the general Guidelines for Receiving Feedback? (2 points)



Note: Satisfactory rating –10 points and above, Unsatisfactory - below 5 points

Information Sheet:-4	Respecting and Acknowledging differences in personal values and beliefs
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4.1 Respecting and acknowledging differences in personal values

Diversity in the classroom takes multiple forms. We often think of diversity in demographic or group terms, such as age, class, culture, disabilities, ethnicity, gender, or sexual orientation. But the most common involves individual difference: in background, levels of preparation, learning styles, interests, and abilities. You aren't simply teaching one students with twenty different faces; you are teaching twenty different students, each with distinctive needs and talents, and different levels of motivation, attention, knowledge, time to devote to your class, and maturity.

Many instructors fear that the very diversity of our classes means that talented students aren't sufficiently challenged and that the weakest students determine the class' pace.

How can you provide an optimal learning environment for every student? Instead of asking whether you should teach to the top or to the middle, consider ways to meet the needs and build on the strengths of all your students.

4.2 Here are some practical suggestions.

- ❖ Get to know your students nothing undermines stereotypes or misconceptions quicker than simple knowing your students. Learn something about their strengths, talents, and interests and draw upon



those in your interactions with them. And remember, students who feel connected to you work harder.

- ❖ Make sure your students know why the material is worth learning. Students who are engaged and motivated will put more effort into your course.
- ❖ Create a classroom where student input about content and pedagogy is welcome. No doubt you will feel uncomfortable when students criticize an aspect of your class or your teaching style. But if you are to reach them effectively, you need to encourage them to reflect critically on their own learning.
- ❖ Vary your presentation style. Because students have diverse learning styles, consider using a variety of instructional approaches: lectures, discussion, PowerPoint presentations, audio (including music), video, charts and graphs, simulations, and images.
- ❖ Highlight critical concepts and skills. Make sure that all students master key concepts and skills.
- ❖ Approach the material interactively. Inquiry-based instruction, hands-on experiments, project and problem-based learning.
- ❖ Integrate small group learning into your teaching. Collaborative and team-based learning, including pairs and small group activities, allow students to learn from them.

4.3 Feedback in general may have a number of possible purposes:

- ❖ To help individuals in their personal development
- ❖ To improve relationships between and among individuals and groups
- ❖ To improve communication between and among individuals and groups
- ❖ To help individuals or groups improve their performance
- ❖ To improve the climate within an organization
- ❖ To increase the effectiveness of an activity or initiative

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Self-Check 1	Written Test
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Name: _____

Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.

**1. List the feedback in general may have a number of possible purposes?
10 points.**

Note: Satisfactory rating –10 points and above, Unsatisfactory - below 5 points

Instruction Sheet	LG4:Contribute To Work Group Activities
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Providing Support to team members and work groups



- Giving constructive contributions to work groups
- Sharing relevant information with team members

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
- Making Constructive contributions to workgroup goals and tasks
- Share relevant information with others

Learning Instructions:

7. Read the specific objectives of this Learning Guide.
8. Follow the instructions described
9. Read the information written in the “Information Sheet”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
10. Accomplish the “Self-checks”.
11. 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).
12. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet:-1	Providing Support to team members and work groups
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1.1 Providing Support to team members and work groups

Providing support to team members May include:



- ❖ Explaining/clarifying
- ❖ Helping colleagues
- ❖ Providing encouragement
- ❖ Providing feedback to another team member
- ❖ Undertaking extra tasks if necessary

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

Providing support to team members may take the form of:-

- ✓ 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, and
- ✓ Undertaking extra tasks if necessary.

1.2 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.

In your placement you may be expected to take on a leadership role. It is important that you have an understanding of the people that you work with and understand how people use power, influence and authority.

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- + **Power** is the ability to influence others
- + **Influence** is the process of getting A to do something or think something that B would not have done otherwise
- + **Authority** is the right to use power over the behavior of others. It is the legitimate power that goes with roles and position.

For example, the supervisor role has a position of power, resource power, expert power and personal power so the supervisor is a powerful person, who can influence greatly students' behavior by using this authority.

You may also need to demonstrate leadership qualities. Studies of chief executives have concluded that leaders demonstrate the following factors:

- Ability to work with a wide range of people
- Early overall responsibility for important tasks
- Strong achievement goals
- Experience of leading a group
- Wide experience of several functions

Supervision

Supervision is a great opportunity for you to receive feedback about your performance, to ask any questions you have about your employment or situations relating to the individuals you support. Essentially, anything that is covered in these Standards that you are unsure about, you can raise at supervision so you can get support or be guided where to get support or what to do.

1.3 Groups and Individuals

Tuchman (1965) identified four stages of group development, adding a fifth stage in his later writings ten years later.

Stage 1: Forming

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In the **Forming** stage, personal relations are characterized by dependence. Group members rely on safe, patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. Serious topics and feelings are avoided.

To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

Stage 2: Storming

The next stage, **storming**, is characterized by competition and conflict in the personal-relations dimension and organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably affects personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. These reflect conflicts over leadership, structure, power, and authority.

To progress to the next stage, group members must move to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen.

Stage 3: Norming

In the **Norming** stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.

The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and

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explore actions related to the task. The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort.

Stage 4: Performing

The **Performing** stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

Stage 5: Adjourning

Tuchman’s final stage, **adjourning**, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes.

Self-Check 1	Written Test
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Name: _____

Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher.

1. What are the time management strategies? (10 points)



Note: Satisfactory rating –10 points and above, Unsatisfactory - below 5 points

Information Sheet:-2	Giving constructive contributions to work groups
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2.1 Giving constructive contributions to work groups

Organizational requirements may include:

- ❖ Goals, objectives, plans, system and processes
- ❖ Legal and organization policy/guidelines
- ❖ OHS policies, procedures and programs
- ❖ Ethical standards
- ❖ Defined resources parameters
- ❖ Quality and continuous improvement processes and standards

Wherever people work together, groups will be formed. People will belong to one or more group, with each group having a different goal and purpose.

These groups may be formal or informal.

 **Formal groups** are created to complete defined tasks, while



✚ **Informal** groups are created voluntarily and are made up of individuals with common interests or roles.

Informal groups are not usually recognized by the organization but they can have significant impact upon the work of others and can therefore, be a useful resource when considering learning opportunities for a student.

A group is defines as “two or more people working together and satisfying needs through interaction (Millar et al. 1996).

Four aspects of groups are important to how they function, namely:-

- ✓ group size,
- ✓ roles of members,
- ✓ Group norms and group cohesion.

✚ **Group Size:** The number of people in a group can affect the dynamic of the group and its effectiveness. Group members are usually more satisfied in small groups but group performance will depend on the task to be performed.

Members Roles: Three important group roles have been identified

1. Task Roles; help a group to reach its goals.
2. Maintenance roles support and nurture other group members
3. Self-centered roles provide self-gratification to individual members even at the expense of the group (Millar et al. 1996).

✚ **Group Norms:** The standard of conduct the group members accept, the rules for what must or must not be done

✚ **Group Cohesion:** The member’s attraction and loyalty to the group.

1.2 Working cooperatively with others in the workplace involves:

- ❖ Showing respect for different roles and responsibilities.
- ❖ Demonstrating respect for rights of other workers.

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- ❖ Showing respect for cultural and physical differences.
- ❖ Working together for mutually productive outcomes.
- ❖ Respect for others and yourself
- ❖ Acceptance of others regardless of age, physical appearance, disability, race, nationality and position
- ❖ Open and honest communication
- ❖ Trustworthiness, reliability and professionalism in everything that you do
- ❖ An understanding of how good and bad behaviors can affect others
- ❖ The ability to give honest feedback based on real evidence, not on innuendo and accusations
- ❖ An understanding that people are usually working to the best of their ability.

2.2 What are the advantages of working alone?

- ❖ You can work as quickly or as slowly as you like.
- ❖ You get all the praise for what you achieve.
- ❖ You have no disagreements or arguments.
- ❖ You can be creative.
- ❖ You can work in a way that suits you.
- ❖ You can take all of the decisions.

What are the advantages of working in a group?

- ❖ You can spread the work out.
- ❖ You can get the work done more quickly.
- ❖ If things go wrong you share responsibility.
- ❖ It can be more fun with company.
- ❖ A group of people may have more talents between them – and the results will be bigger and better.
- ❖ You can bounce ideas off each other.

2.3 Working with Others or Working Alone

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There are advantages and disadvantages to both working alone and working with others.

When you are given something to do and you have the choice to work alone or work with others, you should think about the:

- ❖ type of task
- ❖ talents of the possible group members
- ❖ timescale
- ❖ Possibility of breaking the task down into smaller tasks.

You should then be able to decide which way you want to work: alone or with others.

2.4 Successful teams and unsuccessful teams

You might have come up with some of the following. You might have come up with some others that will also be correct. Show your lists to your tutor and discuss them.

Successful teams:

- ❖ have shared goals
- ❖ make decisions together
- ❖ trust each other
- ❖ discuss problems openly
- ❖ value each other's ideas
- ❖ Have leaders who encourage – they don't dominate.

Unsuccessful teams:

- ❖ don't have clear team goals
- ❖ can't make plans
- ❖ criticize each other
- ❖ don't communicate well
- ❖ gossip and quarrel
- ❖ Can't organize tasks – no leader or too many leaders.

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Self-Check 1	Written Test
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Name: _____

Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications-
feel free to ask your teacher

2. What is the working cooperatively with others in the workplace involves?
(10points)

Note: Satisfactory rating –10 points and above, Unsatisfactory - below 5 points



Information Sheet:-3	Sharing relevant information with team members
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3.1 Sharing relevant information with team members

There are many ways in -which we can relay information to everyone in the team. Communication techniques play a big part in establishing and maintaining effective working relationships, as do the use of interpersonal skills.

These are some of the methods that can be used and you must be aware of them so that you can obtain the information necessary for your job.

- ❖ Informal discussions between staff/management
- ❖ Specific instructions relating to your job role
- ❖ Staff briefings/meetings

3.2 Important techniques for receiving information effectively

- ❖ Listen carefully
- ❖ Identify relevant points
- ❖ Take notes
- ❖ Question and avoid 'closed' questions, which invite very little useful information as an answer or close down a conversation
- ❖ Check information

When you need to give advice or information to a colleague, tell honestly

- ❖ Problems with equipment
- ❖ Problems with quality



- ❖ Information about changes to work

What might happen if you didn't give suitable advice or information to a colleague?

- ❖ Misunderstanding
- ❖ Poor relationships/team working
- ❖ Wasted production
- ❖ Damage to machinery
- ❖ Unacceptable quality
- ❖ Customer complaints
- ❖ Drop in health, safety, security standards

3.3 Working with a Partner or a Team

- ❖ Maintain open lines of communication with team members by freely sharing information.
- ❖ Exchange contact information with your colleagues and create a team contact list.
- ❖ Contribute to group decisions by stating your ideas and points of view.
- ❖ Make decisions co-operatively within the team.
- ❖ Contribute to the team by completing the tasks assigned to you on time.
- ❖ Get acquainted with new team members by introducing yourself and sharing an interesting fact about your job.
- ❖ Build a good rapport with your colleagues by participating in group activities (e.g. after work social events).
- ❖ Acknowledge and understand your own strengths and weaknesses.
- ❖ Acknowledge and use the skill strengths, ideas, and opinions of other team members.
- ❖ Encourage your team members to share ideas by asking questions and listening attentively.
- ❖ Always consider the feedback and advice given by other team members.
- ❖ Phrase your suggestions as questions (e.g. instead of saying “I think we should...” say “What about doing...”).

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- ❖ Let your colleagues know when they are doing a good job.
- ❖ Respect the feelings, views and values of other team members.
- ❖ Support and encourage fellow team members by helping those who need assistance.

Do not avoid conflict. Address issues or problems when they happen

Self-Check 1	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. What are the important techniques for receiving information effectively? 10 points.



Note: Satisfactory rating - 10 points and above, Unsatisfactory - below 5 points

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