



Ethiopian TVET-System



Basic Biomedical Equipment Servicing Level II

Based on May 2011 Occupational standards

October, 2019

EEL BES2	Version:01	Page No.1
	Copyright: Ethiopia Federal TVET Agency	



Module Title: Working in Team Environment

TTLM Code: EEL BES2TTLM 1019v1

This module includes the following Learning Guides

LG7- Describe team role and scope

LG Code: EEL BES2 M03 LO1LG07

LG8- Identify own role and responsibility within team

LG Code: EEL BES2 M03 LO2LG08

LG9- Work as a team member

LG Code: EEL BES2 M03 LO3LG09

EEL BES2	Version:01	Page No.2
	Copyright: Ethiopia Federal TVET Agency	

**Instruction Sheet****LG7- Describe team role and scope**

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

- Sources of information
- Identifying role and objective of the team.
- Identifying team parameters relationships and responsibilities from

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:

- Sources of information
- Identify role and objective of the team.
- Identify team parameters relationships and responsibilities from

Learning Instructions:

1. **Read the specific objectives of this Learning Guide.**
2. **Follow the instructions described below 3 to 4.**
3. **Read the information written in the information “Sheet 1, Sheet 2, and Sheet 3”.**
4. **Accomplish the “Self-check 1, Self-check t 2, and Self-check 3” in page -13, 167 and 21 respectively.**

EEL BES2	Version:01	Page No.3
	Copyright: Ethiopia Federal TVET Agency	



1.1 Sources of Information

What is source- Source means the origin of something?

What is Information Source:-An Information Source is a source of information for somebody, i.e. anything that might inform a person about something or provide knowledge to somebody? Information sources may be observations, people speeches, documents, pictures, organizations etc.

Types of information sources:-Different epistemologies have different views regarding the importance of different kinds of information sources.

The various types of information sources can be divided into two broad categories.

A- Documentary Sources

B- Non-Documentary Sources

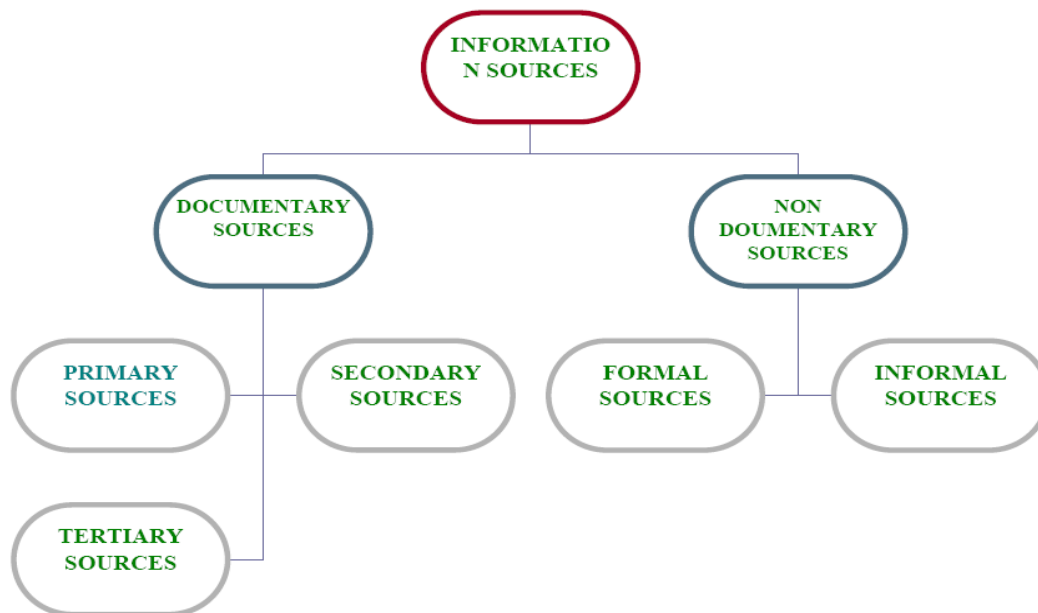


Figure1 Types of Information Sources



Documentary sources- These are generally published or recorded documents of knowledge. Documentary sources may be as under:-

PRIMARY		SECONDARY		TERTIARY
<ul style="list-style-type: none"> ➤ Periodical ➤ Research Report ➤ Conference Proceedings ➤ Patents ➤ Standards ➤ Trade Literature ➤ Thesis 	Condensation & Repackaging	<ul style="list-style-type: none"> ➤ Indexing Services ➤ Abstracting Services ➤ Review of Progress ➤ Reference Works ➤ Treatises ➤ Monographs ➤ Text Books 	Keys and aids to search	<ul style="list-style-type: none"> ➤ Yearbooks and Directories ➤ Bibliographies ➤ Location list of periodicals ➤ List of Indexing and abstracting services ➤ Guides ➤ List of Research in progress ➤ Guide to professional organizations

Figure2: documentary information sources

Primary Sources- Primary sources of information are the first published records of original research and development or description of new application or new interpretation of an old theme or idea. There are original documents representing unfiltered original ideas.

These constitute the latest available information. A researcher producing new information can make it available to the particular community through the primary sources. Often, it may be the only source of information in existence. Primary sources are unorganized sources, which are rather difficult to use by them, the secondary sources helps us to use these. These are important sources of information. A subject becomes a discipline in its own right when independent primary sources begin to be produced in that area. The rate of growth of a discipline to a large extent depends upon the amount of literature being produced in the form of primary sources reporting development in the concerned field.



Primary source is a term used in a number of disciplines to describe source material that is closest to the person, information, period or idea being studied.

In historiography, a primary source (also called original source) is an artifact, a document, a recording, or other source of information that was created at the time under study. If created by a human source then a source with direct personal knowledge of the events being described.

In journalism, a primary source can be a person with direct knowledge of a situation or a document created by such a person. Primary sources are distinguished from secondary sources, which cite, comment on, or build upon primary sources. Though, the distinction is not a sharp one. "Primary and secondary are relative terms, with sources judged primary or secondary according to specific historical contexts and what is being studied." (Kragh 1989)⁽⁴⁾

For Example:-

- Books
- Periodicals
- Conference Papers
- Research Monographs
- Research Reports
- Patents
- Standards
- Thesis
- Industrial and trade literature
- Manuscripts
- Unpublished Sources:- (Memoranda Laboratory notebooks ,Diaries ,Company Files ,Portraits ,State Papers)
- Web sites
- Video Recordings (Speeches Works of Arts, architecture, literature and music)

Secondary Sources- Secondary sources of information are those which are either compiled from or refer to primary sources of information. The original information having been casually modified selected or reorganized so as to serve a definite purpose for group of users. Such sources contain information arranged and organized on the basis of some definite plan. These contain organized repackaged knowledge rather than new knowledge. Information given in primary sources is made available in a more convenient form. Due to their very nature, secondary sources are more easily and widely available than primary sources. These not only provide digested information but also serve as bibliographical key to primary sources of information. The primary sources are the first to appear, these are followed by secondary sources. It is difficult to find information from primary sources directly.

EEL BES2	Version:01	Page No.6
	Copyright: Ethiopia Federal TVET Agency	



Therefore, one should consult the secondary sources in the first instance, which will lead one to specific primary sources.

KINDS OF SECONDARY SOURCES

“Bonn” has divided the secondary sources into three types which are as below

1. Index Type:

- (a) Index
- (b) Bibliography
- (c) Indexing periodicals
- (d) Abstracting Periodicals

2. Survey Type:

- (a) Review
- (b) Treatise
- (c) Monograph

3. Reference Type:

- (a) Encyclopedia
- (b) Dictionary
- (c) Hand book, Manual
- (d) Critical Tables

Important ones are Discussed below-

1. **Periodicals:** - All periodicals do not report original work. There are a number of periodicals which specialize in interpreting and providing opinions on developments reported in primary sources of information. Such periodicals may be considered secondary sources.

e.g. *New Society* (1962). London: New Science Application. Weekly.

2. **Indexes:**- An Index to a work contains an alphabetical list of names, topics, places, formulae, titles of any significant item referring to material presented in the main part of the work. Sometimes, these items may be arranged chronologically, geographically or in some other way. A well compiled index adds to usefulness of a work.

e.g. *Index of Economic Journals*(1961-62).Homewood Ill. Irwin : American Economic Association. 5 Vols.

3. **Bibliographies-** A bibliography is an organized list of primary or other sources relating to a given subject or person. It is usually arranged alphabetically by author or chronologically or topic wise. It may be comprehensive or selective. Sometimes it may be provided with annotations. It may be published as a part of a larger work or as a separate work. The basic aim of a bibliography is to assist the users in locating the existence of or identifying a book or any other material which may be interest to him. A well prepared bibliography provides a definite coverage of documents over a

EEL BES2	Version:01	Page No.7
	Copyright: Ethiopia Federal TVET Agency	



period of time within specified limits. Thus, it also serves the purpose of retrospective searching of literature, e.g. Griffith, Dudley David (1955), *Bibliography of Chaucer, 1908-53*. Seattle: University of Washington Press.

4. **Indexing Periodicals-** An Indexing Periodical is a regularly issued compilation of titles of articles that appear in current primary source journals. Generally, titles of new books pamphlets etc. are also included. An index to a publication contains an alphabetical list of names, topics, places, formulate, titles of any significant items referring to material presented in the main part of the work. These items are arranged chronologically, geographically or in some other way. An indexing periodical is a regularly issued compilation of titles of articles that appear in current primary source journals, generally titles of new books, pamphlets are also included.

5. **Abstracting Periodicals-** Abstracts appear in different formats. The best known format for abstracting services is periodical. An abstracting periodical “ is a regularly issued compilation of concise summaries of (i) significant articles (often in a very limited subject field) that appear in current primary sources journals and (ii) important new research monographs, reports, patents and other primary source publication in that field.”(Bonne, George S.1971)⁽¹⁾

An Abstracting Periodical serves as an index, a tool for retrieval of information on a specific subject. However indexing periodicals are earlier to appear than abstracting periodicals.

6. **Reviews (Survey Type)-** A review is a survey of the primary literature. It aims to digest and correlate the literature over a given period. It also indicates the development and trends in the field concerned. It may appear as a collection of papers on regular basis (annual or quarterly or monthly) or in the form of an article in a periodical. A review provides background information to a new problem in a suitable form and serves as a key to literature. List of references given in a review can serve as first rate bibliography of the concerned subject for a period covered by it,

e.g. Annual review of biochemistry (1932) Palo Alto: Annual Reviews. Annual.

7. **Reference Books (also considered tertiary) -** Reference works, which contain the desired information itself, are considered secondary sources of information. These include encyclopedias, dictionaries, handbooks, tables, formularies etc. these form an important part of secondary sources of information. The sources of ready reference books are as follows:-

(a) **Dictionaries:** A dictionary is a book, which deals with words of a language or of some special subjects, authors, etc. Thus a dictionary is a wordbook. Although a dictionary is supposed to deal with words but often it may go beyond this.

EEL BES2	Version:01	Page No.8
	Copyright: Ethiopia Federal TVET Agency	



e.g. websters third new International dictionary of English language unabridged with seven language dictionary (1966). Spring field: mass, marriam.

(b) Encyclopedias (also considered tertiary): An encyclopedia is a book giving information on all branches of knowledge or a specific subject. It is an ideal book, which deals with concepts. An encyclopedia is a storehouse of knowledge giving all information of significance. However, it is best used for finding answers to background questions related to general information and self-education. One often turns to encyclopedias for one's everyday information requirements. This is also true of scientists and technologists.

e.g. Encyclopedia Americana (1976). New York: Grolier. 30 vols.

(c) Handbook: A handbook is a compilation of miscellaneous information in a compact and handy form. It contains data, procedures, principles, including tables, graphs, diagrams and illustrations. Scientists and technologists use handbooks in their fields rather frequently.

e.g. *Britain, (1948/49) an official handbook*. London: stationary office, annual.

(d) Tables- Many of the handbooks contain data in the form of tables. Some of the handbooks devote substantial portion of the work to tables as compared with text. Tables are convent form to present data. There are extremely useful in Science.

e.g. *Tables of contents and numerical data* (1947). Oxford: Pergamon Press.Vol.1

(e) Manuals: In common practice, a manual is an instruction book, which instructs how to do something by means of specific and clear directions.

e.g. Greenly, R.S.(1974). *Professional Investor's Manual*. London: Greenly.

(f) Magazine and newspaper articles (this distinction varies by discipline): A news article is an article Published in a print of Internet news medium such as a newspaper, newsletter news magazine, news oriented website, or article directory that discusses current or recent news of either general interest (i.e. daily newspapers) or on a specific topic (i.e. political or trade news magazines, club newsletters, or technology news websites).

(8) Text Books (other than fiction and autobiography): A textbook is a book of instruction. Its Primary aim is not to impart information about a specific subject but to enable one to develop proper understanding of the subject. Presentation is extremely important and it is prepared to serve a particular level of readership. It cannot be comprehensive. Often presentation is colorful and attractive, giving plenty of illustrations and diagrams. A good textbook takes into consideration the method of teaching and level of readership. It is revised keeping in view new developments and changing methodology of teaching. There is a difference of opinion about the place of text books as tertiary sources.

e.g. Text Book of Crop Production, by P.C. Rahaja, etc Bombay,

EEL BES2	Version:01	Page No.9
	Copyright: Ethiopia Federal TVET Agency	



(9) Translations: Translations are an important part of secondary sources. Their characteristics are the same as those of primary or secondary or tertiary sources from which these are translated. Many of the authors of research papers prefer to cite original sources rather than translations.

(10) Treatises: A Treatise is a comprehensive compilation or summary of information on a subject. A treatise on a subject provides enough information to a person to acquire basic knowledge, so essential for carrying out advanced research. It also provides facts, along with discussion. The fact may include physical constants methods of preparation and purification of compounds etc. Usually, it is limited to a broad field. Due to the very nature, these become out of date within a short period of time.

e.g. Treatise on the calculus of finite differences(1960). 4th ed. New York: Chelsa.

(11) Monographs- A Monograph is a short treatise on a specific subject. A monograph and treaties serve the same purposes with the difference that a monograph is an attempt on a limited scale. Very often a monograph may be brought out as a part of series.

e.g Baldwin,E. (1971). *Study In The History Of Ideas* (Monographer in arts and archeology series, 25). Princeton, N.J: Princeton university press.

(12) Biographical words -A biography is a description or account of someone's life and the times, which is usually published in the form of a book or an essay, or in some other form, such as a film. An autobiography (auto meaning "self", giving "self-biography") is a biography of a person's life written or told by that same person. A biography is more than a list of impersonal facts (education, work, relationship and death), it also portrays the subject's experience of those events. Unlike a profile or curriculum vitae (resume), a biography presents the subject's story, highlighting various aspects of his or her life, including intimate details of experiences, and may include as analysis of the subject's personality.

(13) Literary criticism – It is the study, evaluation and interpretation of literature. Modern Literary criticism is often informed by literary theory, which is the philosophical discussion of its methods and goals. Though the two activities are closely related, literary critics are not always, and have not always been, theorists.

Tertiary Sources:- This is the most problematic category of all. However, people rarely expected to differentiate between secondary and tertiary sources. Materials in which the information from secondary sources has been digested- reformatted and condensed, to put it into a convenient, easy to read form. Sources which are once removed in time from secondary sources and works which index, organize and compile citations to, and show you how to use, secondary sources.

Tertiary sources of information contain information distilled and collected from primary and secondary sources. The primary function of tertiary sources of information is to aid the searcher of information in the use of primary and secondary sources of information.

EEL BES2	Version:01	Page No.10
	Copyright: Ethiopia Federal TVET Agency	



Most of these sources do not contain subject knowledge. Due to increase in literature, tertiary sources are becoming increasingly important. Out of various kinds of sources, tertiary sources are the last to appear.

Types: 1. Bibliography of Bibliographies

2. Directories and yearbooks

3. Guide to literature

4. List of research in progress

Non-documentary sources- Non documentary sources of information form a substantial part of communication especially in science and technology. User's studies have underlined importance of such sources. These sources provide information which other sources do not.

Types- There is two kinds of sources:-

(1) Formal Sources:- -Research Organization

-Societies

-Industries

-Govt. deptt.

-Universities

-Consultants

1.2 Standard operating and/or other workplace procedures

A standard operating procedure (SOPs) is a set of written instructions that document a routine or repetitive activity followed by an institution. The term "SOP" is sometimes used synonymously with terms such as protocols, instructions, and worksheets. There are different definitions for SOPs depending on the area where it is being applied.

Other definitions of SOPs are:

- A written document that describes in detail, step-by-step, how a procedure should be done;
- A set of instructions with the force of a directive that defines or standardizes a procedure or specific function;
- An effective catalyst to drive performance improvement and improve organizational results;
- SOPs are to create the level of quality and accepted practice for a specific procedure;
- The foundation of every good quality system;

DEFINITION OF TERMS

Several categories and types of SOPs can be distinguished. However the name "SOP" may not always be appropriate, and other terms may be used instead. These include policy, guideline, procedure, regulation, rule or protocol.

EEL BES2	Version:01	Page No.11
	Copyright: Ethiopia Federal TVET Agency	



A *policy* is a guiding principle or course of action adopted toward accomplishing objective or objectives. It describes the general principle that will guide behavior or a definite course or method of action to guide and determine present and future decisions. A *guideline* is a statement, indication, guide or outline of policy by which to determine a current or future course of action. A *procedure* prescribes specific ways of doing specific activities. It's the document which regulates the formal steps into an action. It provides a series of steps followed in a particular order. A *regulation* is a rule or order prescribed by authority to regulate conduct. A *rule* is a principle set up by authority, prescribing or directing action or forbearance.

Importance of sops

Standard operating procedures are essential in order to maintain:

- Consistency - which helps to maintain the level of services offered;
- Accuracy - to ensure that the services are offered with highest level of attention, care, and due diligence to guarantee safety of the works and the health worker;
- Reliability - this ensures that the outlined processes are dependable to achieve outcomes;
- Validity - to legalize processes ;

People need consistency to achieve top performance and that is what SOPs provide. They reduce system variation especially in systems where quality is very important e.g. manufacturing. Having SOPs in place in a work, the team member is able to show that they operate systems of practice which are safe and which encourage continuous improvement.

Benefits of sops

SOPs provide benefits to the facility in different aspects and at organizational level.

Improved productivity and performance

SOPs help to assure the quality and consistency of medicine supply activities. People need consistency to achieve top performance. Productivity and performance are improved when jobs and tasks are done in a consistent way. SOPs help staff to do that by giving clear instructions, which are available to all staff that does a certain task. Thus nobody should have to ask another person on how a job has to be done.

Improved quality of products and services

The development and use of SOPs minimizes variation and promotes quality through consistent implementation of a process or procedure within the organization, even if there are temporary or permanent personnel changes.

Cooperation among staff

SOPs provide an opportunity to fully utilize the expertise of all members of a department or team. People tend to be supportive of the things they help create. Involving

EEL BES2	Version:01	Page No.12
	Copyright: Ethiopia Federal TVET Agency	



employees in developing SOPs can help assure the final product is more complete, useful and accepted. The SOP also helps senior managers to delegate responsibilities, and among staff, it assists in clarifying the roles of staff with respect to specific tasks.

Facilitating training

SOPs are useful tools for training staff especially new members. Having complete step-by-step instructions helps trainers ensure that nothing is missed and provides a reference resource for trainees. For employees filling in on jobs they do not perform on a regular basis, an SOP can be an excellent reference document on how a task is done.

Safety and legal protection

SOPs minimize opportunities for miscommunication and can address safety concerns. Correct and consistent use of SOP can help keep employees safe at work and may provide some legal protection from national regulatory agencies.

Evaluation

SOPs provide a contribution to the audit process. Having SOPs can encourage regular evaluation of work activity and continuous improvement in how things are done.

1.3 Job procedures

Policies and **procedures** are designed to influence and determine all major decisions and actions, and all activities take place within the boundaries set by them. **Procedures** are the specific methods employed to express policies in action in day-to-day operations of the organization.

Companies should establish Safe Work Practices/Safe Job Procedures for addressing significant hazards or for dealing with circumstances that may present other significant risks/liabilities for the company. They should reflect your company's approach to controlling hazards.

Some regulations require employers to have written procedures/instructions for specific activities/conditions. The number of practices/procedures and the degree of detail will depend on the range of work activities your company performs. It is important that management and supervision are involved in the development of safe work practices and that they provide adequate training for workers likely to follow these practices.

Definitions

Safe work practices

Safe work practices are generally written methods outlining how to perform a task with minimum risk to people, equipment, materials, environment, and processes.

Safe job procedures

Safe job procedures are a series of specific steps that guide a worker through a task from start to finish in a chronological order. Safe job procedures are designed to reduce the risk by minimizing potential exposure.

Development

EEL BES2	Version:01	Page No.13
	Copyright: Ethiopia Federal TVET Agency	



Safe work practices should be developed as a result of completing a Hazard Assessment and should closely reflect the activities most common in the company's type or sector of construction.

Safe job procedures are usually developed by management and workers as a result of a Hazard Assessment, accident investigation and/or as a supplement to a safe work practice.

Delivery

All safe work practices should be kept in a location central to the work being performed and readily available to the workforce. Some safe work practices will require specific job procedures, which clearly set out in a chronological order each step in a process.

Safe work procedures should be included in the company's "Worker Orientation" program. All workers should be aware of the fact that safe job procedures have been established, are in effect, are written down and must be followed.

Others sources of information are:-

- Machine/equipment manufacturer's specifications and instructions
- Organizational or external personnel
- Client/supplier instructions
- Quality standards
- OHS and environmental standards

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

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

1. The secondary source of information comprised of:

- (A) Text books and research monographs. (B) Subject periodicals and encyclopedias
(C) Indexing and Abstracting periodicals (D) Bibliography and patents

2. Article published in research journal are...

EEL BES2	Version:01	Page No.14
	Copyright: Ethiopia Federal TVET Agency	



(A) Reference sources (B) Secondary sources

(C) Primary sources (D) Tertiary sources

3. World of learning is a what source of information

(A) Primary source (B) Documentary source

(C) Secondary source (D) Tertiary source

4. Today which type of information sources is most useful?

(A) Reference sources (B) Documentary source

(C) Non- Documentary source (D) Both the Documentary and Non-Documentary sources

5. Generally the information sources are divided mainly in to following categories?

(A) Primary and secondary. (B) Reference and information sources.

(C) Documentary and non-documentary (D) Books and periodicals

6. What are non- documentary sources?

(A) Which are in printed form? (B) Which are in not printed form?

(C) Which are nor documents (D) None of these

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

EEL BES2	Version:01	Page No.15
	Copyright: Ethiopia Federal TVET Agency	



Information Sheet-2	Identifying the role and objective of the team
----------------------------	---

2.1 Identifying the role and objective of the team

Team:

- ✓ A group of peoples who work together at a particular job, e.g sales team
- ✓ Is a group of two or more peoples who interact & influence each other
- ✓ Are mutually accountable for achieving common objectives
- ✓ Perceive themselves as a social entity within an organization

Role / Functions & objectives of team

- ❖ To fulfills specific purposes of a group
 - ❖ Making an important decision
 - ❖ To achieve common goals
 - ❖ To share common objectives
 - ❖ To increase relationships & productivity of the organization
- Work activities in team environment may be
- Group work and Individual work

Identifying, reporting relationships & responsibilities

- In the team environment , workers or employees have different responsibilities in their work
- Specific responsibilities for your own work
 - General responsibilities for the whole organization
- Relationships within team environment must be positive and avoid negative relationships
- If there is a problem on the side of relationship & respecting of responsibilities in the group or team, you can report immediately to the concerned party or group
- For any time you must check relations within the group & their responsibilities

EEL BES2	Version:01	Page No.16
	Copyright: Ethiopia Federal TVET Agency	



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

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

1. What is team? (5pts)
2. Write functions/role and objective of team(5pts)

Note: Satisfactory rating - 5 points

Unsatisfactory - below 5 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

EEL BES2	Version:01	Page No.17
	Copyright: Ethiopia Federal TVET Agency	



Information Sheet-3	Identifying team parameters, reporting relationships and responsibilities from team discussions and appropriate external sources
----------------------------	---

3.1 Team parameter Reporting relationships and responsibilities

❖ **Parameter:**

- ✓ Is something that decides or limits the way in which something can be done

❖ **Team parameter:**

- ✓ Limit the total number of the team
- ✓ Decides the tasks that can be performed
- ✓ Decides the obligations & responsibilities of the team
- ✓ Decides the power of the team or group\
- ✓ Decides the range of relationships
- Team parameters: - Reporting relationships and responsibilities are source of information, role and scope of team members (individual as well as group teams).

Identifying own role and responsibilities within team position of members.

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

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

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

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

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

EEL BES2	Version:01	Page No.18
	Copyright: Ethiopia Federal TVET Agency	



The other Team parameters:-

- a. Accuracy
- b. ability to detect skin changes on abed ridden residents.
- c. Having a positive attitude and kind for everyone.
- d. Giving recognition and positive reception
- e. Giving credit and take responsibility
- f. Be approachable
- g. Provide a positive physical environment
- h. Make staff evaluations a positive experience
- i. Reliability
- j. Punctuality

3.1.1 Discussion of Roles and Responsibilities in team

A critical issue that can impede the success of teams is a lack of clarity regarding the roles, responsibilities, and expectations of the various agencies and/or individuals who compose its membership. This exercise is designed to assist team members to understand more fully their own roles and responsibilities in relationship to the work of the team, and to provide them with an opportunity to share their expectations about the roles and responsibilities of others.

Because it can be difficult to understand fully the distinction between a role and a responsibility, please keep the following definitions in mind as you move through this exercise.

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

Generally speaking, there are two types of roles that team members may have. There are formal roles, which are the essential parts or positions that must be filled in order to collectively accomplish the goals of a project or team, and there are also informal roles,

EEL BES2	Version:01	Page No.19
	Copyright: Ethiopia Federal TVET Agency	



which may or may not be required in order to achieve the team’s goals, but that can have an impact either positive or negative on the progress of the team.

When we refer to formal roles, we are describing essentially “who” is responsible for “what.” Formal roles are absolutely essential for the success of the team. Obviously, if individual team members do not know what they are expected to do, it is highly unlikely that anything will get done. Again, a lack of clarity around roles and responsibilities is one of the primary reasons that teams fail to produce results. In addition, it is unlikely that members will continue to be interested or invested in a project if they do not know why they are involved or what is expected of them or the other members.

Unlike formal roles, informal roles are not assigned. Instead, they are assumed by individuals because of their personalities, motivations, individual styles and attitudes, or the ways that they like to approach situations or tasks. Just as it is important to understand or recognize the formal roles people have on a team, it is also critical to identify the informal roles played by individuals, because informal roles can have a significant impact on a team. Certain types of informal roles can enhance the overall productivity of the team, but the impact of other types of informal roles if not addressed can be negative and may detract from the team’s ability to function effectively. The following are examples of some of the informal roles that members play on teams.

- Teams might have a caretaker. This is the person who makes sure that there is harmony that everyone is getting along, and everyone’s needs are being met.
- Sometimes teams have an informal spokesperson. This is the person who takes responsibility for hearing everyone’s voice, synthesizing different opinions, and then speaking out on behalf of the group.
- The role of the comedian is played by the person who wants to assume responsibility for making sure everyone is having a good time. Comedians break tension and conflict with humor. They make sure teams do not take themselves too seriously.
- There is the catalyst. This is the person who is like the cheerleader, who contains the energy for the project, gets people excited, and forces people to move forward.
- The optimist is someone who is always looking at the positive side of issues, who brings an upbeat perspective.
- There is the pessimist, who brings the negative perspective. Pessimists often will call themselves “realists” because their view of reality is negative. But the true realist is not necessarily negative.

EEL BES2	Version:01	Page No.20
	Copyright: Ethiopia Federal TVET Agency	



- The realist is the person who conducts the reality checks for the team, who wants to see the team succeed and not get blindsided by events that are unanticipated.

These are just some examples of the kinds of informal roles that individuals play. The important thing to note here is that informal roles do have a significant impact both positive and negative on the work of teams, and it is important to identify and address those effects when necessary.

As has been emphasized, clear roles and responsibilities are critical to the ultimate success of teams. However, such clarity is not always present within collaborative teams particularly when teams are first established, and especially if there are individuals on the team who have not worked together previously. Regardless of whether a team is newly formed or longstanding, each of the team members will have desires and beliefs about what the other members of the team could or should be doing. These beliefs are referred to as role expectations, and it is very important for members to discuss them so that there are no misunderstandings between what team members expect of one another or one another's agencies, and what individual members perceive their own roles to be.

Exercise Purpose

Team members come from different specialties and backgrounds, and it is important that they “step outside” their professional day-to-day responsibilities and think in terms of what they can specifically contribute to the team and how each can positively improve the level of team collaboration.

This exercise allows time to discuss what individual team members believe they contribute to the team. It also provides all team members with an opportunity to comment on how they view other members' contributions. The purpose is to clarify and agree on each member's roles and responsibilities on the team.

EEL BES2	Version:01	Page No.21
	Copyright: Ethiopia Federal TVET Agency	



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

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

1. List the team parameters(6pts)
2. Explain the difference between roles and responsibility(4pts)

Note: Satisfactory rating - 5 points

Unsatisfactory - below 5 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

EEL BES2	Version:01	Page No.22
	Copyright: Ethiopia Federal TVET Agency	



Instruction Sheet	LG8- Identify own role and responsibility within team
--------------------------	--

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

- Identifying Individual role and responsibilities within the team environment
- Identifying and recognizing roles and responsibility of other team members
- Identifying reporting relationships within team and external to team

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

- Identify Individual role and responsibilities within the team environment
- Identify and recognizing roles and responsibility of other team members
- Identify reporting relationships within team and external to team

Learning Instructions:

1. **Read the specific objectives of this Learning Guide.**
2. **Follow the instructions described below 3 to 4.**
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 -5, 7 and 9 respectively.**



Information Sheet-1	Identifying Individual role and responsibilities
----------------------------	---

1.1 Identifying individual role & responsibilities

Roles: - Generally, **roles** are the positions **team** members assume or the parts that they play **in** a particular operation or process.

Responsibilities:-On the other hand, **responsibilities** are the **specific tasks** or **duties** that members are expected to complete as a **function of** their **roles**.

- Asking your rights & duties in the group
- Referring different documents concerning your duties or tasks
- Understand & implement your own duties
- Guide yourself rather waiting your supervisor
- Fill your skill gaps to register good result in the group
- Respect others right & Culture

Roles of Team Members in an Organization

Many companies encourage a team environment. **Team members'** help each other succeed to accomplish the company's goals and provide their expertise on different projects and duties. Each team has specific roles and is typically structured in a functional way. Companies create structural charts that clearly define the types of roles within departments. In a functional structure, it's designed by hierarchy, which is when the roles of each group are ranked one above another based on responsibility. Most organizations consist of the following roles:

- **Executive officers**
- **Research and development team**
- **Operations and production team**
- **Sales and marketing team**
- **Accounting and finance team**

Now that we know about the different teams that make up an organization, let's learn more about their specific responsibilities and characteristics.

Team Member Responsibilities

The company assigns responsibilities that each team must accomplish in order to keep the company running and to produce profits. Let's take a look at what these are.

EEL BES2	Version:01	Page No.24
	Copyright: Ethiopia Federal TVET Agency	



Executive officers are responsible for keeping the ship afloat. They work with all of the teams to create synergy and hold them accountable.

The **research and development team** has the responsibility of being innovative and keeping up with the latest trends and developments in whatever field the company is in. For example, tech companies like Apple have to stay innovative and creative for customers to care about their products. Their R&D team is responsible for researching the market and developing new technologies to stay ahead of their competition which explains the constant cell phone battle they have with Android phones makers.

The **operations and production team** is responsible for bringing the product to life. They receive the product's vision from the research team and then bring the product into its finished stage.

The **sales and marketing team** is responsible for bringing the product to market. They use several different methods to get the word out about their new invention. They usually do this through advertisements on TV, Internet, radio, and even printed mail to promote the product.

The **accounting and finance** team is the group that calculates the sales and reports back to everyone in regards to numbers. They bring everything full circle because the sales numbers this will trigger whether or not new developments or improvements need to be made, production needs to increase or decrease, or if sales and marketing teams need to refocus their direction.

EEL BES2	Version:01	Page No.25
	Copyright: Ethiopia Federal TVET Agency	



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

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

1. List individual role and responsibilities (6pts)

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-2	Identifying and recognizing roles and responsibility of other team members
----------------------------	---

EEL BES2	Version:01	Page No.26
	Copyright: Ethiopia Federal TVET Agency	



--	--

2.1 Identifying roles & responsibilities of other team members

The **Team Member's role** is to successfully perform the **tasks** that have been allocated, keeping the project manager (team manager) informed of progress as well as any issues that may arise. The **role** often requires **team members** to work on their own initiative in areas where they are the 'experts'.

- ✓ To avoid conflict from others
- ✓ To achieve common goals of the team
- ✓ To create good relationships with each other
- ✓ To fill gaps in work activity
- ✓ To complete tasks or jobs in appropriate time
- ✓ To avoid confusion from customers or clients

--	--

EEL BES2	Version:01	Page No.27
	Copyright: Ethiopia Federal TVET Agency	



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

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

1. What is the function of knowing others team members roles and responsibility?(6pts)

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

EEL BES2	Version:01	Page No.28
	Copyright: Ethiopia Federal TVET Agency	



Information Sheet-3	Identifying reporting relationships within team and external to team
----------------------------	---

3.1 Identifying, reporting relationships within team & external team

- Relationships internal the team may be
 - ✓ Relation between workers & manager
 - ✓ Relation between various groups of work men

- Relationships external the team
 - ✓ Relation with community
 - ✓ Relation with other groups

- You can create good relationships b/n others, to get benefits from other groups

EEL BES2	Version:01	Page No.29
	Copyright: Ethiopia Federal TVET Agency	



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

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

1. Differentiate internal the team relationships and external the team Relationships(8pts)

Note: Satisfactory rating - 4 points

Unsatisfactory - below 4 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions



Instruction Sheet	LG9- Work as a team member
--------------------------	-----------------------------------

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

- Using effective and appropriate forms of communications
- Undertaking interactions with team members
- Identifying individual competencies and workplace context
- Making effective and appropriate contributions to team
- Observing Protocols in reporting
- Making contribution to the development of team work plans

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:

- Use effective and appropriate forms of communications
- Undertake interactions with team members
- Identify individual competencies and workplace context
- Make effective and appropriate contributions to team
- Observe Protocols in reporting
- Make contribution to the development of team work plans

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 Sheet4, sheet5 and sheet 6”.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3, self-check 4, self-check5and Self-check 6” in page -8, 12, 19,24,27and 30 respectively.

EEL BES2	Version:01	Page No.31
	Copyright: Ethiopia Federal TVET Agency	



Information Sheet-1	Using effective and appropriate forms of communications
----------------------------	--

1.1 Forms of Communication – Listening

This may come as a surprise, but often times listening is the most important part of communicating. Listening is not the same as simply hearing. When you listen to someone speak, you are engaged with them, and making an effort to understand exactly what they are trying to say. Listening is a crucial skill in the workplace. When people don't listen to each other, the entire communication process breaks down. In order to be an effective communicator you must first learn to be a good listener.

It is important to note that there is a difference between simply hearing and listening. We use our sense of hearing every day. When people speak to us, we hear them talking. We hear music on the radio, and we hear the birds chirping when we walk outside. So then, what does it mean to listen? Here are five tips to ensure you're receiving the message loud and clear.

- **Focus on the person speaking:** Avoid distraction by making eye contact with the speaker. If your mind begins to wander, force your attention back to the present moment.
- **Make sure you understand:** Sometimes, no matter how well you listen, you just can't quite understand what is said. In this situation, be sure to ask follow-up questions for clarification.
- **Wait for your turn to speak:** Avoid interrupting, or cutting others off when you have something to say. If a thought pops into your head, write it down for later so you can return your attention to the person speaking.
- **Show interest:** When you fail to show interest while listening, it is distracting to the person speaking. Instead of focusing on what they want to say, they will wonder whether or not you're paying attention.
- **Repeat what was said in your own words:** Repeating it in your own words forces you to put thought into what was said. This will help you to better understand the message and will help make it stick in your mind. It also gives the speaker a chance to correct you if you heard wrong or didn't quite understand the message.

1.2 Forms of Communication – Verbal Communication

EEL BES2	Version:01	Page No.32
	Copyright: Ethiopia Federal TVET Agency	



If verbal communication was really as simple as just “talking”, there wouldn’t be nearly as many arguments in the workplace. That’s because a lot of arguments happen as a result of misunderstandings, originally caused by poor communication. For example, maybe a word you used offended a customer, but you didn’t even realize you offended the person. If you had chosen your words more carefully, the misunderstanding might not have happened.

If you’ve never thought about verbal communication skills before now, it will take some time and practice to learn. Start by focusing on these five verbal communication skills:

- **Speak clearly:** Speak loud enough for others to hear, and enunciate your words. Focus on sounding out each syllable so that the person you’re talking to can understand you easily.
- **Choose your words carefully:** The words you use should be appropriate by anyone’s standards. If you ever find yourself wondering whether or not a word is appropriate for the workplace, it’s probably best not to use it. Practice using words that show your intelligence and professionalism.
- **Use the appropriate tone:** Your tone, or sound of your voice, says a lot about what you’re saying and how you feel. Make sure the tone of your voice matches the words and the sentiment you are expressing.
- **Consider your audience:** Sometimes you might want to change your communication style or how you communicate, depending on who you are talking with. How you speak to your five-year-old niece is not the same way you should speak to your boss.
- **Respond appropriately:** Responding appropriately requires that you think before you speak. When you respond automatically, you risk saying something you don’t mean and possibly offending the other person

1.3 Forms of Communication – Nonverbal Communication

“The most important part of communication is hearing what isn’t said.” – Peter Drucker

Although verbal communication is important, spoken words make up only a small part of communication. The majority of communication is nonverbal. The amount of communication that is nonverbal shows why it is so important to pay close attention to people’s actions as well as their words. Nonverbal communication is made up primarily of facial expressions and body language. Understanding these nonverbal cues helps to fully understand what the speaker is saying. Mastering nonverbal communication will enable you to be a better communicator as you get a better understanding of the nonverbal cues you and the people you communicate with are sending. If you don’t

EEL BES2	Version:01	Page No.33
	Copyright: Ethiopia Federal TVET Agency	



understand nonverbal communication, you will miss out on part of the message. Nonverbal cues can tell you how people feel, if they are telling the truth, and whether or not they are paying attention.

So what are nonverbal cues and how can you identify them? Here is a list of common nonverbal cues that can tell you a lot about what a person is saying:

- Eye contact
- Pace or speed of speech
- Crossed arms or legs
- Posture or body position
- Facial Expressions

1.4 Forms of Communication – Emotional Awareness

Emotional awareness in communication is often misunderstood and seldom if ever discussed or taught.

Feelings play a big role in communication. Emotional awareness, or the ability to understand feelings, will help you succeed when communicating with other people. If you are emotionally aware, you will communicate better. You will notice the emotions of other people, and how the way they are feeling influences the way they communicate. You will also better understand what others are communicating to you and why. Sometimes, understanding how a person is communicating with you is more important than what is actually being said.

Have you ever tried to hide your feelings? It's pretty hard for most of us to do. That's because emotions don't lie. Instead of trying to hide or ignore your feelings, focus on becoming aware of your feelings and the feelings of those around you in order to be a better communicator.

You can improve your emotional awareness by focusing on these five skills:

- **Consider other people's feelings:** One day, a coworker might tell you something personal that don't seem important for you to know, or a supervisor might seem angry with you for no reason. To figure out why, think about what the other person is feeling. Consider any situations that may be affecting their emotions and how that might in turn affect what they say to you.

EEL BES2	Version:01	Page No.34
	Copyright: Ethiopia Federal TVET Agency	



- **Consider your own feelings:** Just as other people' feelings can affect the message they're trying to send, your own feelings can get in the way of your communication as well. When you feel a strong emotion or feeling, pay attention to that emotion and try not to let it get in the way of your message. Both positive emotions, like happiness, and negative emotions, like anger, can get in the way of communication.
- **Have empathy:** Empathy is the ability to understand and relate to the feelings of someone else. Once you've learned to recognize another person's feelings, you can go one step further and actually relate to those feelings.
- **Operate on trust:** Good communication requires you to build trust between yourself and the person with whom you're communicating. You can earn the trust of others by sending nonverbal cues that match your words.
- **Recognize misunderstandings:** A misunderstanding happens when two people think they are on the same page about something, but in reality they are thinking two different things. Misunderstandings happen all the time, but emotional awareness can help you to avoid misunderstandings.

1.5 Forms of Communication – Written Communication

Writing is another form of communication, and it's one that you will use often in the workplace. Just like verbal and nonverbal communication, written communication has its own set of rules. Whether you're writing a simple email or an important report, you should try to write professionally by using proper grammar and punctuation. It is very difficult to show and read emotions in writing, but you have to be careful because things like sarcasm often don't translate well via written communication and can be interpreted incorrectly. As the sender of the message however, it is up to you to make sure that your message gets communicated clearly. The responsibility for the clarity of the message is yours. Written communication must be clear and concise to properly convey the message.

1.6 Forms of Communication – Communicating in Difficult Situations

Difficult situations can make communication feel impossible, or at least secondary to survival and protecting your self-interest. Both stress and uncertainty can team up to evoke your fight or flight response in personal and professional settings. Mastering communication in difficult situations is a lifelong process, but every time you do it (...and maybe fail a bit), you learn something that can teach you about how to do it better the next time.

EEL BES2	Version:01	Page No.35
	Copyright: Ethiopia Federal TVET Agency	



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

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

1) What is Verbal Communication?

- A. Talking to someone
- B. When someone is talking and someone else is listening
- C. When more than one person is talking
- D. All the above

2) If someone has a trouble speaking, for example had a stroke, what should you do?

- A. Guess what they are trying to say
- B. Give them paper so they can write it down
- C. Teach them sign language
- D. Allow them time to answer

3) If you are speaking with someone who has a hearing impairment, what should you do?

- A. Make sure you face them when you are talking
- B. Give them paper and pen and write to each other
- C. You should learn sign language to communicate with them
- D. Just mouth the words as it is easier for them to read your lips

4) What is communication without words?

- A. There is no communication without words
- B. Non-verbal communication
- C. Telepathy
- D. Sign language
- e. Gestures

EEL BES2	Version:01	Page No.36
	Copyright: Ethiopia Federal TVET Agency	



5) Which of the following is NOT a form of non-verbal communication?

A. Body language B. Tone of voice C. written communication D. Telepathy

Note: Satisfactory rating - 5 points

Unsatisfactory - below 5 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-2	Undertaking interactions with team members
----------------------------	---

2.1 Undertaking interactions

Team interactions

A supervisor's worst nightmare is walking into a team meeting filled with arguing, apathetic, or inconsiderate employees. When a team is dysfunctional, both the company's culture and bottom line suffer. Successful teams are made of members who are purposeful in their interactions, mindful of behavioral differences, and try to communicate effectively with each other. It's a manager's job to focus on team development.

These eight tips will strengthen and unify even the most dysfunctional workplace teams.

1. Schedule regular open meetings.

EEL BES2	Version:01	Page No.37
	Copyright: Ethiopia Federal TVET Agency	



When communicating with team members through e-mail, text, instant message, and other forms of digital media, the meanings of messages can be easily misconstrued. The best team interaction often takes place in open, face-to-face meetings. In this type of setting, team members will both hear the words of your intended communication and the tone of voice you use while giving it.

2. Use appropriate body language.

The look on your face can say more than a thousand words. For instance, when a team member wears a scowl on his or her face while listening to a fellow employee's ideas, the interaction between the two people will likely be lackluster. Using positive, body language conveys interest, sincerity, and cooperation to team members. Examples of positive body language include:

- Smile
- Make eye contact
- Give thumbs up
- Nod or show that you are actively listening to what they have to say
- Give high fives, fist bumps, or shake hands

Speak simply.

Speaking with simple words and phrases will improve the likelihood of effectively [communicating your message](#) while decreasing the probability of appearing like a show-off. There's nothing worse than having to Google a word you are not familiar with.

4. Utilize visuals.

Some of the members on your team might learn better when listening to a lecture. Other employees may comprehend new concepts more easily after looking at visuals. To accommodate a variety of different learning styles, create informative visuals to display when giving a presentation at a team meeting. Also, understanding the [behavioral pattern](#) of your team members will ensure you address certain needs, like preferring to read information before meeting as a group to discuss something.

5. Value every team member's ideas.

Effective teams contain team members who value each other's ideas. If team members are belittled or ignored after offering input, they will likely stop engaging in team discussions and other activities. When this occurs, collaboration is stifled. Some team members are not naturally driven to initiate conversation. Taking the time to understand

EEL BES2	Version:01	Page No.38
	Copyright: Ethiopia Federal TVET Agency	



who is driven to talk things through versus those who is not will allow you to make sure everyone is given appropriate airtime.

Establish ground rules for the team.

Establishing ground rules for a team will encourage order, efficiency, and healthy communication at meetings. Every member of the team should have a voice in the rule creation process. Rules should be agreed on by consensus. A few rules that might improve interaction among team members include:

- Every team member will arrive at meetings on time
- Each team member is allowed to offer suggestions and provide ideas
- Only one team member will speak at any given time

7. Encourage debate.

When team members are afraid to disagree with one another, they might blindly make important decisions without feeling confident about them. In this type of environment, only one or two team members might be responsible for making most, if not all, of the team decisions. Healthy debates inspire creativity and collaborative brainstorming. Keep in mind that in order to feel comfortable engaging in debate, your team has to be comfortable with each other. Regular team building exercises may be helpful to make people more comfortable and trusting enough to debate without fear of offending anyone.

8. Show appreciation.

Most people respond better to courtesy than they react to impoliteness. Showing appreciation makes team members feel like they matter. Expressing gratitude, even for small acts, creates goodwill. Examples of displaying appreciation to team members include:

- Congratulating a team member for developing a great idea for a new project
- Thanking a team member for finishing an assignment before a deadline
- Thanking team members for taking the time to listen to a presentation

Whether on the call-center floor, in a restaurant kitchen, or at a corporate meeting, the power of the team is greater than that of the individual. However, the mere existence of a team in an org chart certainly doesn't call for efficiency. Ground-breaking teams are staffed with members who know how to successfully and respectfully communicate, challenge, and reward each other.

EEL BES2	Version:01	Page No.39
	Copyright: Ethiopia Federal TVET Agency	



Importance of Interaction:

- To act up on one another
 - Mutual or reciprocal action or influence
 - Involving the actions or input of a user
- Participating in good & bad conditions of society develops your membership of the group

E.g. Different social holidays & ceremony

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

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

1. Which of the following is not an example of positive body language?
A) Smiling B) Make eye contact C) Give thumbs up D) All E) none
2. Which of the following is true about displaying appreciation to team members?
A) Congratulating a team member for developing a great idea for a new project
B) Thanking a team member for finishing an assignment before a deadline
C) Thanking team members for taking the time to listen to a presentation
D) All E) None

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

EEL BES2	Version:01	Page No.40
	Copyright: Ethiopia Federal TVET Agency	



Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-3	Identifying individual competencies and workplace context
----------------------------	--

3.1 definitions of competencies

Competencies are the knowledge, skills and abilities, and other requirements that are needed for someone to perform a **job** successfully. **Competencies** define not only what a **person** must know and do, but also how a **person** does it.

- Knowledge is the cognizance of facts, truths and principles gained from formal training and/or experience. Application and sharing of one's knowledge base is critical to individual and organizational success.
- A skill is a developed proficiency or dexterity in mental operations or physical processes that is often acquired through specialized training; the execution of these skills results in successful performance.
- Ability is the power or aptitude to perform physical or mental activities that are often affiliated with a particular profession or trade such as computer programming, plumbing, calculus, and so forth. Although organizations may be adept at measuring results, skills and knowledge regarding one's performance, they are often remiss in recognizing employees' abilities or aptitudes, especially those outside of the traditional job design.
- Individual attributes are properties, qualities or characteristics of individuals that reflect one's unique personal makeup. Individual attributes are viewed as genetically developed or acquired from one's accumulated life experiences. Although personal characteristics are the most subjective of the components, a

EEL BES2	Version:01	Page No.41
	Copyright: Ethiopia Federal TVET Agency	



growing, significant body of research links specific personality traits to successful individual and organizational performance.

- Individually recognizing and rewarding any of these sources of expertise provides a strong basis for individual performance engagement.

3.2 What is Effective Teamwork?

Everyone wants to be a part of an effective team or to lead one, but what exactly does it mean for a team to be effective? In most cases, you can assume that an effective team is one which succeeds more often than it fails.

Effectiveness does not mean that there is no failure, but it should mean that the team accomplishes a much higher level of useful work than failed or unhelpful work. An effective team will make long strides towards achieving organizational goals, while an ineffective team will be slow moving or completely stagnant in terms of accomplishments.

Creating conditions for effective teamwork

Set Your Team Up for Success

Teams can only become effective if they are created and continued under the right conditions. You can start a team for any purpose and at any time, but if you want it to be effective, you should work to include these elements in the team environment from the beginning to the end of the life of the team:

1. SMART Team Goals

In business, the acronym SMART stands for Specific, Measurable, Attainable, Realistic, and Time-bound. Any goals you set for your team should follow this guideline and fit into every single one of the five categories. Without a clear goal and a vision for what the team is supposed to be doing, team members will become discouraged and will not be as effective at their work.

Teams with clear, SMART goals are usually able to go further than any of organizational teams and will have a greater sense of unity in the pursuit of their accomplishments.

2. Identifiable Roles and Purpose

Every team member should know what their purpose is on the team. There should never be any members who feel as if they are not necessary on the team or that they

EEL BES2	Version:01	Page No.42
	Copyright: Ethiopia Federal TVET Agency	



don't have a useful job. If they feel this way, it's possible that they are right and they can or should be removed from the team to make it more efficient.

Define every member's specific role and make certain that they are aware of it. You might try making an organizational flow chart or information chart to illustrate how each member fits into the team and is supposed to contribute.

3. Diverse Membership

If you set up your team with members who are all very similar or who have similar skill sets, you cannot expect that team to excel in all areas. Create a few layers of diversity by blending together team members from a variety of backgrounds and with a complementary or opposite skills. This will help to ensure that there is enough collective knowledge to get any task done while also cutting down on unnecessary debates over small technicalities.

4. Accountability

How do your team members know what excellent performance means for their team? Will anything happen if they fail or if they succeed? Set up a system of accountability that will help your team to know that their performance is measured and that it matters. Be sure to demonstrate what great performance means and to reward great work from individuals and the team as a whole.

This step can be hard to implement, but it is one of the most important to making an effective team. If you cannot set standards of performance and ensure that they are maintained, performance levels will usually go down over time. On the other hand, if you can keep team members accountable for their own performance and total team performance they will generally maintain a high level or improve over time.

5. Team Member Selection

Just as you should pay attention to diversity, as stated in point #3, you also need to look at the team as a whole and choose members who will work well together. Teams are not just a collection of highly skilled workers thrown together. Selection of members requires more thought than that, as you want to choose those people who will work well with others and will contribute to the group rather than trying to work on their own apart from the team.

6. Appropriate Feedback

It's been shown that organizations and teams that don't give enough feedback to their employees tend to have dissatisfied and less effective employees. To solve this

EEL BES2	Version:01	Page No.43
	Copyright: Ethiopia Federal TVET Agency	



problem, make sure you as the team leader are giving feedback whenever possible and appropriate. Don't wait to an annual performance review, but give constant feedback at goal milestones, every month, or whenever you see the opportunity to praise or train a team member.

7. Collaborative Efforts

Teams without collaboration are absolutely pointless. In an organization where most of the departments or employees are used to working as individuals, you will have to make it clear that your team requires some level of dependency and collaboration for success.

8. Efficient Communication

Closed-off communication and stuffy employee relations can lead to issues with your team. Don't let communication be the reason for team failure. Instead, promote open communication between yourself and the team as well as between individual members. You can take the lead and host team building exercises, have meetings dedicated to team communication, send out regular information, and take any other steps you see fit to help get your team talking.

What Can Go Wrong?

Even if you are able to create the perfect conditions for team work to be effective, you have to understand that there might still be problems and difficulties within your team. A team is made up of a lot of different pieces, none of which are perfect. This can lead to conflicts and differences of opinion that might lead to a lot of struggles for your team members.

Conflict is always the most difficult part of working with teams. It can come in all shapes and sizes from personal conflicts between members to professional conflict based on idea disagreement and more. The best way to help alleviate conflicts and make them easier to get through is to continue promoting and facilitating open communication between all members of the team and with team leaders.

Despite the usually negative mental associations with have with conflict, it can actually be turned into a productive part of your team if you know how to handle it properly. Disagreements are not unnatural and they can produce some of the best work you have ever done if you can make sure you keep the conversations critical, precise, and professional rather than allowing discussions to get personal and stubbornly opinionated. Two team members shouting or refusing to speak does a lot of harm, but two members debating the merits of an idea can be incredible for your team.

EEL BES2	Version:01	Page No.44
	Copyright: Ethiopia Federal TVET Agency	



Evaluating Team Effectiveness

At the end of the day, whether your team is effective or not, you need to set up a way to track the performance of the team and how effective it is. If you notice things going poorly, ask yourself which of the above listed elements are missing from your team's environment and work on improving in those areas. If you are succeeding, record what you are doing and keep building on the foundations to create the best team your organization has ever had!

Complementary Skills in a Team

When forming a team, the ideal is to balance the skills of one team member with the complementary abilities of others. In this way, each team member plays to his unique strengths, such as strategy, leadership or operations, while rallying around the team's shared purpose. The planned team objectives determine the team work roles, which, in turn, decide the necessary skills of the employees who make up the team.

Teams and Complementary Skills

Using a team consisting of individuals with complementary skills to organize a company's work is not a new idea. For decades, individuals have joined together and used their complementary skills to achieve a project's objectives. For example, Thomas Edison, Charles Batchelder, John Kruesi, Frances Upton and Ludwig Boehm combined machining, clock making, mathematics and glassblowing skills to develop the electric light bulb, the phonograph and other products. In turn, in 1943, engineers employed by Lockheed Martin formed a team referred to as the Skunk Works to create a proposal for the first U.S. jet fighter.

Management Team Complementary Skills

It's as important for a management team to possess complementary skills as for a functional team to do so. In terms of management teams, Bill Gross, founder of Ideal Lab and speaker for the Stanford Technology Venture Program, describes management team complementary skills in terms of four personality types. These four dominant manager personality types – entrepreneur, producer, administrator and integrator complement one another and, in so doing, may be more important to a company's success than a business idea. For example, whereas the producer effectively manages the production, sale and delivery of products, the entrepreneur provides the company vision. In turn, the administrator implements processes, procedures and controls that ensure the company runs smoothly and the integrator is the "people person" who assumes the negotiator or intermediary role for the team.

Complementing team activities

EEL BES2	Version:01	Page No.45
	Copyright: Ethiopia Federal TVET Agency	



- ❖ In your life team or group is necessary, to be the member of the group you can perform:
 - Your activity in the group or team must be good (well)
 - Complete your duties in the team on time
 - Helping other team members if there is load of work
 - Complete activities behalf of others in the group

Work place context

- In your work place environment, there are many conditions.
 - ✓ Air conditions
 - ✓ Workers behavior
 - ✓ Work situation
 - ✓ Rules & regulations of the organization
- After adapting or reshaping yourself with work place environment, you can perform your duties well
- Context- interrelated conditions in which something exists or occurs within the environment

EEL BES2	Version:01	Page No.46
	Copyright: Ethiopia Federal TVET Agency	



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

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

1. List four elements of Competencies (4pts)
2. List at least work place environment conditions has to be satisfied (4pts)

Note: Satisfactory rating - 4 points

Unsatisfactory - below 4 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

EEL BES2	Version:01	Page No.47
	Copyright: Ethiopia Federal TVET Agency	



Information Sheet-4	Making effective and appropriate contributions to team
----------------------------	---

4.1 Teamwork - Making a Contribution

Most tasks cannot be done in isolation. It takes a number of people, working together, to satisfy internal and external customers. Each person is important, and if anyone fouls up, the entire team and its processes are impacted. Here are some ideas to help your team perform at the highest level:

- Develop a team mentality. Think "we," not "me."
- Be open to the ideas of your teammates. No one person has a monopoly on good ideas. Each idea can be built on until it becomes viable. In fact, the greater the contribution by all team members, the higher the chances of a successful implementation, as buy-in will be assured.
- Be respectful of others. Listen to their ideas. Don't cut them off. Listen to be influenced. Think about why you should be influenced rather than why the idea won't work.
- Be approachable. When people come to you, project openness through your voice and body language. Smile. Lean forward. Maintain eye contact. Ask open-ended questions. Also, thank people for sharing their ideas with you.
- Be helpful. Offer assistance when you see others being overwhelmed with work or unable to solve a problem. Chances are you will build up goodwill that you can draw on when you are under the gun.
- Be a role model. Behave the way you expect others to behave. But have minimal expectations that others will follow. If they do - great; if they don't, simply feel good about your role.
- Accept others as they are. You can't change people. You can change only your behavior towards them.
- Avoid rewarding people for things they do that annoy you. Laughing at stupidity at team meetings, for example, will simply serve to encourage the dysfunctional behavior. However, if the person does something you appreciate, let him know.
- Celebrate your team's achievements. This will encourage cohesiveness and pride in what you are doing. For example, if your team has reached a new plateau in its performance, bring baked goods to your next meeting.

EEL BES2	Version:01	Page No.48
	Copyright: Ethiopia Federal TVET Agency	



- Avoid territorialism. Too much pride in a team can lead to counter-productive behavior that undermines other teams. Your loyalty is first to your organization and second to your team, not the other way around.
- Play a positive role at team meetings. The meetings are a great opportunity to communicate, solve problems, develop plans, and make decisions. They are important for the effective running of the team. You will make the meetings more effective if you
 - volunteer for a role at the meeting, such as secretary, recorder, or timekeeper;
 - stick to the topic;
 - avoid interrupting others;
 - avoid dominating the discussion;
 - encourage others to share their ideas;
 - avoid repeating ideas;
 - volunteer for action items.
- Share information readily. In fact, over-communicate - people should never be able to accuse you of hiding or withholding information.
- Let people know if you're not happy. Don't sweep issues under the carpet. Deal with issues professionally, so as not to make more or bigger problems than actually exist.
- When dealing with problems, avoid finger-pointing. Instead, deal with the issue assertively. This requires that you:
 - ✓ Make the problem yours. Use the "I" word rather than the "you" word.
 - ✓ Let people know how you feel. For example, start off by saying "I'm really angry when this or that happens."
 - ✓ Get agreement to the way you feel. Say, "Can you see why I'm upset?"
 - ✓ Ask others who are involved how they can help you solve the problem. You should never tell them what to do, since you will "own" the solution and they will not.
 - ✓ Listen to their solutions and then thank them for helping you.
- If you are not sure where the team is headed, create your own vision. Share it with others, particularly your leader. Determine how valid your vision really is.
- Train others. While being a specialist adds to your value on the team, it also makes the team vulnerable if you are away or transferred. Offer to teach others your skills.
- Learn other jobs. You can increase your value by being able to take over for others who are away. Don't make people feel threatened by demanding that they

EEL BES2	Version:01	Page No.49
	Copyright: Ethiopia Federal TVET Agency	



show you what they do. Simply offer to help if they intend to be away, so they won't be overloaded on their return.

The success of the team is for the large part, dependent on the contribution of each team member. Here are 9 ways you can contribute more effectively to make the teams you work with more successful, regardless of your specific role.

1. **Understand the end goal.** Since a project has a defined ending, it is important that each contributor to the effort knows the desired end result. Stephen Covey teaches to "begin with the end in mind." This is clearly important to project team members. By understanding the desired result, you can make better individual decisions and reduce confusion and re-work.
2. **Identify clear roles.** Each person is an important piece in the overall project puzzle. Know your role and the roles of others. If you are a project leader, take the time to clarify these roles for everyone. If you aren't a leader, ask until you really understand how you can best contribute.
3. **Collaborate.** Project work is often fluid and free flowing. Once you understand your role and the roles of others you are in a position to collaborate with them more successfully. This collaboration isn't just a nice thing for you to do. It is imperative to the ultimate success of the project. Look for ways and be willing to collaborate.
4. **Recognize interdependencies.** The bigger the project, the more linked and interdependent are the people and the tasks. Certain steps need to be done before others can be completed. If you see only your small piece of the project, you may not realize how you finishing two days sooner might have a huge impact on several other things staying on track. Conversely if you fall two days behind on one of your tasks, the effects on the end results could be much longer delays. You aren't an island. Your work products, decisions and efforts affect many others. Recognize and work with the interdependencies between you and the others involved in the project.
5. **Ask questions.** Projects can be complex. Don't be afraid to ask questions to know more about any of the things mentioned above.
6. **Communicate.** Asking questions is communicating, but so is giving updates. Checking in with others. Co-coordinating schedules. If you are a project leader the importance of communication can't be overstated. If you are any team member other than the leader, communication is just as important. You can't leave it to the leader. Check in with others. Get their input. Find out when the

EEL BES2	Version:01	Page No.50
	Copyright: Ethiopia Federal TVET Agency	



pieces you will need will be completed. Update people on your progress. Communicate!

7. **Break it down.** Take the big project steps and break them down into definable tasks that you can get your hands around. By breaking the tasks down the work won't feel so daunting, you will find the interdependencies and you will be able to stay on track much more successfully. How do you eat an elephant? One bite at a time. Break down the overall project, and your individual steps into bite sized pieces.
8. **Look at the past.** If a version of this project has been done in the past, look for the lessons learned to improve your results this time. Think too about other projects you have been involved in. Even if the project was smaller or larger and the goals were very different, there are likely lessons you learned that you can apply - things you did well that you would want to repeat, and things you could have done better that you can correct on this project.
9. **Look to the future.** Take a little time to document the best practices and ideas that work for you during the project. Whether this is a formal task for everyone on the project, or just your own notes to help you to continuously improve, investing a little time now will make your contributions to all future projects more valuable and efficient

There are many more ways you can contribute to great team success. Take these nine ideas as a starting point - as a checklist of things you can do, regardless of the role you play. Taking action on these ideas will help you feel more confident and successful in your role on the project team, and will help the project's goals be reached much more successfully.

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

EEL BES2	Version:01	Page No.51
	Copyright: Ethiopia Federal TVET Agency	



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

1. List all ways to contribute more effectively to make the teams you work with more successful. (6pts)

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-5	Observing protocols in reporting using standard operating procedures
----------------------------	---

EEL BES2	Version:01	Page No.52
	Copyright: Ethiopia Federal TVET Agency	



5.1 Standard Operating procedures (SOPs)

Standard operating procedures or SOPs are written step-by-step procedures that quality control (QC), quality assurance (QA), and production units use in order to assure the accuracy and precision of the quantitative experimental results and materials that they generate and provide in support of other units such as Research and Development (R&D), manufacturing, etc. SOPs are generally used in support of experimental research whenever there is a need to document the handling of samples, the methods used in their analysis, and the quality of the results generated in the analysis of these samples. SOPs are used by the governmental agencies, private industry, and academic laboratories by scientists and engineers from all of the science, technology, engineering, and mathematical disciplines.

Outline sampling procedures; describe the proper procedures for the transportation of research materials;

- standardize the methods of training for often used experimental methods and/or analytical instrumentation; and to
- Document the methods used in data handling and/or analysis.

To be effective, SOPs need to describe not only what needs to be, but who is qualified to carry it out, and under what conditions the procedure can be performed reliably.

How do you know if an SOP works? Test it. The best way is to have someone else in the lab unfamiliar with the technique try to follow the SOP to carry out the procedure. SOPs must be reviewed periodically for accuracy and completeness by other scientists who have experience doing the procedure. As such SOPs are invaluable in documenting that the experimental procedure was accomplished properly.

SOPs can be invaluable to students involved in undergraduate research in providing written guidelines detailing how to carry out new/unfamiliar methods reliably. The action of authoring an SOP can be beneficial in helping you to think through the procedures you use in a thoughtful step-by-step manner and document clearly and succinctly in writing your understanding. Thus, the SOP saves you, the author, and those using the SOP precious time and effort since it lays out exactly what must be done in order to achieve the desired results and it provides a timeless means of sharing that information with all who may need it both now and in the near future.

5.2 Protocols in reporting

EEL BES2	Version:01	Page No.53
	Copyright: Ethiopia Federal TVET Agency	



Protocol means:

- ✓ An original draft or record of a document or transactions or rules & regulations
- ✓ A code prescribing strict adherence to correct etiquette conducts
- ✓ A detailed plan of a scientific or medical experiment, treatment or procedure

Report means:

- ✓ Announce or relate as the result of investigation
 - ✓ Announce the presence , arrival of something
 - ✓ To make known to the proper authorities
- At the time of reporting your activities or work to the concerned body you must keep procedures and etiquettes of report

Self-Check -5	Written Test
----------------------	---------------------

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

1._____is an original draft or record of a document or transactions or rules & regulations (2pts)

EEL BES2	Version:01	Page No.54
	Copyright: Ethiopia Federal TVET Agency	



- A. OHS B. reporting C. Protocol D. standard operating procedures
2. _____ is used to announce or relate as the result of investigation (2pts)
- A. Reporting B. standard operating procedures C. contribution D. Protocol

Note: Satisfactory rating - 2 points

Unsatisfactory - below 2 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

Information Sheet-6	Making contribution to the development of team work plan
----------------------------	---

6.1 Definition of Team work plan

A **work plan** is an outline of a set of goals and processes by which a **team** and/or person can accomplish those goals, and offering the reader a better understanding of the scope of the project. **Work plans**, whether used in professional or academic life, help you stay organized while **working** on projects

EEL BES2	Version:01	Page No.55
	Copyright: Ethiopia Federal TVET Agency	



6.2 Work Plan Development Process

I believe that a work plan is a critical component of process improvement but is often under-resourced in the planning process. For example, I was recently asked to facilitate a meeting for an interdepartmental team that was in the early stages of operationalizing a major quality improvement initiative. The described goal of meeting was to develop a clear work plan to guide the group over the next year but the draft materials I reviewed: a) interchangeably used the concepts of goals and objectives, b) assigned multiple people as responsible for the same tasks and activities, c) included no milestones or accountability measures, and d) failed to incorporate any discussion of the approval chain for the deliverables. It was clear to me that the task was much larger than the single meeting, which begs the question, what is a reasonable process for developing work plans?

Step 1 Assess the Value Proposition. As I have shared in another post, assessing the value of a task is at the core of any facilitation process (and consulting relationship). There needs to be a clear relationship between the value of any performance improvement process and the effort that goes into designing the process. In the case I briefly outlined above, the operative concept was that the work plan was the basis of a major quality initiative that would ultimately impacting future budgeting processes, performance measures and work-practices. With the expectation of “implementing a major quality improvement initiative,” developing a work plan in a single meeting would be a stretch for all but the most experienced teams. So the first step is to assess the task and allocate the resources appropriate to the expected return on the up-front “investments” of time, money and staffing.

Step 2 Establish Clarity around Goals and Objectives. Elsewhere I conceptually discuss goals and objectives in more detail. It suffices to say that work plan development begins with being clear about the world-changing goal and the tactical objectives required making the change a reality. In the case described above, the goal was nothing short of a “seismic change in the organizational culture where quality improvement was to become the institutional norm.” The objectives would be the activities and tactics that the team needed to achieve the goal and the work plan would be roadmap to get them to the goal. Typically the clarification process to distinguish the goals from objectives is a two-step facilitation process. In the first step the team needs to come to a consensus around the goal statement. In the second step the team needs to brainstorm and sort the list of tasks required to achieve the goal. At this stage you write the goal that is clear and complete and identify conceptual objectives that you will further detail in step four.

Step 3 Establish Owners, Team Members (Resources and Approval Process)

The success of work plan implementation is dependent upon someone owning the plan and having the authority to ensure that the plan is implemented. At this point in the process it is critical that for each conceptual objective is assigned an owner who is accountable for the objective and supporting work plan. There are occasions where a task may require co-owners (for example, if there are separate implementation and fiscal functions) but co-ownership is only successful when the co-owner roles and authorities are clearly spelled out. Once an owner is designated, the implementation

EEL BES2	Version:01	Page No.56
	Copyright: Ethiopia Federal TVET Agency	



team, resources and constraints of a task need to be assigned. Finally, teams need to be clear about the decision-making or approval process associated with the objective. The purpose of this entire step is to establish the implementation expectations for each conceptual objective.

Step 4 Develop SMART Objectives. At this point, the team takes each conceptual objective and creates a clear tactical objective statement. One of the most common formatting acronyms for Objectives is “SMART,” where the letters stand for **S**pecific: Answering “who, what, and how much,” **M**easurable: Defining what it looks like when you get there, **A**chievable: Ensuring the activity is within the capacity of your organization and the authority of the team, **R**ealistic: The cousin of achievable is ensuring that the resources available to support the objective, and, **T**ime-bound: defining the objective’s ending point.

- Specific – target a specific area or change
- Measurable – quantify or at least suggest an indicator of change or progress
- Achievable – specify goals that are reachable
- Realistic – state what results can realistically be achieved, given avail

Step 5 Create Action Steps. Teams are now prepared for the hard work of developing actions steps that guide the progress towards the objective. The essential framework is to identify the action steps, due date, team lead, and accountability measures or milestones. Accountability measures and milestones often get left off of work plans but are critically important because these become the monitoring tools for the work plan owner. In the process of creating action steps teams need to develop a common understanding on how detailed and deep does the team go in the action steps? Does the team list primary tasks only? Subtasks? Sub-Subtasks? The balance point will differ from team to team and may take some experimenting by team members. The balance you are looking for is to be able to monitor the forward motion of the process, ensure communication and accountability without creating unrealistic expectations of documentation and reporting.

Step 6 Create the Work plan. The final step of the process is to create a formal work plan. In another post I elaborated on the concept of work plan documentation and point you to that entry for ideas and work plan templates.

As the opening step suggests, implementing this six-step process to create a work plan will scale from a 1-2 hour exercise for low value projects to perhaps several hours for high value initiatives. While the six steps outlined here may seem like a lot of work, much of the process can actually be summarized on a single worksheet (such as this template). Whatever the scale of the work plan development process, those teams that invest the attention, focus and resources in working through these six steps will reap the benefits of improved performance.

EEL BES2	Version:01	Page No.57
	Copyright: Ethiopia Federal TVET Agency	



Self-Check -6	Written Test
----------------------	---------------------

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

1. What is the first step of Work Plan Development Process?(2pts)

A. Create the Work plan B. Create Action Steps

C. Develop SMART Objectives D. Assess the Value Proposition.

2. Work plan development process sometimes called '**Resources and Approval Process**' (2pts)

A. Assess the Value Proposition B. Develop SMART Objectives

C. Establish Team Members D. Create Action Steps

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

EEL BES2	Version:01	Page No.58
	Copyright: Ethiopia Federal TVET Agency	



Reference

- 1) **Reader's guide to periodical literature (1905). New York: Wilson. vol-1. Semi –monthly**
- 2) Encyclopedia Americana (1976). New York: Grolier. 30 vols
- 3) <https://smallbusiness.chron.com/complementary-skills-team-81389.html>
- 4) <https://www.predictiveindex.com/blog/eight-tips-on-how-to-best-interact-with-your-team-members/>
- 5) https://westsidetoastmasters.com/resources/career_coach/lib0098.html
- 6) <https://www.projectsmart.co.uk/nine-ways-to-contribute-to-project-team-success.php>
- 7) <http://facilitationprocess.com/workplan-development-process/>
- 8) <http://www.webguru.neu.edu/undergraduate-research/structuring-ur-experience/standard-operating-protocols-sops>
- 9) <https://study.com/academy/lesson/team-members-in-an-organization-roles-responsibilities-characteristics.html>
- 10) Team\Sources of information best.pdf

EEL BES2	Version:01	Page No.59
	Copyright: Ethiopia Federal TVET Agency	



11) <https://www.collaborativejustice.org/how/tools/structure/structure-ex1.htm>

12) [unit-29-standard-operating-procedures.pdf](#)

13) https://www.ihsa.ca/resources/safe_practices_procedures.aspx

No	Name of trainer	Qualification	Region	E-mail
1	Yidnekachew Regassa	Electronic communication technology mgt lecturer(M.Sc.)	Harar	Yidne888@gmail.com
2	Gemechu Gerbaba	Industrial Automation and control technology Mgt Lecturer(M.Sc.)	Oromia	gamachugarbaba@gmail.com
3	Wondimu Zeyede	Biomedical Engineering instructor(B.Sc.)	Addis ababa	Wondimzeyu336@gmail.com
4	Tariku Lemi	Biomedical Engineering instructor(BSc)	Oromia	Tarikulemi888@gmail.com
5	Belay Desta	Electrical/Electronics Technology instructor(B.Sc)	DireDawa	belaysweetdesta@gmail.com



6	Lisanework Milkias	Power Engineering(M.Sc)	Debub	lisanworkmilias@yahoo.com
---	--------------------	-------------------------	-------	--

EEL BES2	Version:01	Page No.61
	Copyright: Ethiopia Federal TVET Agency	



EEL BES2	Version:01	Page No.62
	Copyright: Ethiopia Federal TVET Agency	