



## **BEEKEEPING LEVEL-I**

### **LEARNING GUIDE- 1**

**UNIT OF COMPETENCE: WORK WITH OTHER**

**MODULE TITLE: WORKING WITH OTHER**



## **LEARNING GUIDE- 1**

**UNIT OF COMPETENCE: WORK WITH OTHER**  
**MODULE TITLE: WORKING WITH OTHER**

**LG CODE: AGR BKG1 M04 LO1-LG-01**

**TTLM CODE: AGR BGK1 TTLM 0919V1**

**LO 1: DEVELOP EFFECTIVE WORKPLACE RELATIONSHIP**



<b>instruction sheet</b>	<b>learning guide #1</b>
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Identifying duties and responsibilities of staff
- Addressing work group discussion when difficulties arise
- Acknowledging feedback on performance
- Respect personal values and beliefs.

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

**Upon completion of this learning guide, you will be able to:**

- Identify duties and responsibilities of staff
- Address work group discussion when difficulties arise
- Acknowledge feedback on performance
- Respect personal values and beliefs.

## **Learning activities**

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1. Read the specific objectives of this learning guide.
2. Read the information written in the “information sheets -1”.
3. Accomplish the “self-check” in page-----
4. If you earned a satisfactory evaluation precede to “operation sheet” in page ----- & ----- however, if your rating is unsatisfactory, see your teacher for further instructions or go back to learning activity -----.
5. Read the “operation sheet” and try to understand the procedures discussed.



<b>Information sheet-1</b>	<b>Identifying Duties and Responsibilities of Staff</b>
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Working in teams can create both benefits and challenges for the individual and the organization for the individual, working in teams can make you more marketable - employers want team players.

- help you develop communication, negotiation and problem solving skills
- enable you to share ideas
- expose you to different ideas and ways of working
- be more enjoyable - we all like to "belong" however, people often find it difficult to work in teams if they are naturally introverted, and it is the job of the team leader to ensure that all team members feel able to contribute.

For the organization, working in teams can:

- release creativity and energy
- combines a range of specialist skills and knowledge
- improve communication
- improve efficiency

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

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

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

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



- ❖ the requirements of your job description
- ❖ the goals and objectives of both the organization and the team in which you are working
- ❖ the organization's business plan
- ❖ the organization's supervision and accountability requirements
- ❖ legal requirements, such as occupational, health and safety regulations
- ❖ anti-discrimination policy
- ❖ access and equity principles
- ❖ workplace policies/ethical standards or industry code of conduct

For the benefit of building good relationship in a work place the following duties are suggested:

- ❖ build a better rapport and gain trust of your colleagues
- ❖ try to find out the basic competencies critical to forming solid working relationships
- ❖ develop flexibility in actions, thoughts and feelings to better handle any situation
- ❖ try to avoid mistakes and conflicts that may result from misinterpreting others or ineffective listening
- ❖ influence and motivate others to first rate performance
- ❖ learn how to use direct and indirect messages accurately
- ❖ build your self-esteem as you discover a new self-awareness
- ❖ identify strengths, weaknesses and opportunities in your work relationships
- ❖ understand values, beliefs attitudes and perceptual processes
- ❖ understand emotions and how they translate into emotional intelligence
- ❖ master the keys to excellent communication: observe, listen, analyze, plan and communicate

self-check -1	written test
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**Directions:** answer all the questions listed below. use the answer sheet provided in the next page:



1. All members need to be responsible for different parts the work in their workplace.(2)  
A. true b. false
2. List out the duties those used for good work communication (3 points).

**Note: Satisfactory rating - 3 -5 points      Unsatisfactory - below 3**

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

**answer sheet**

Score = _____
Rating: _____

name: \_\_\_\_\_

date: \_\_\_\_\_

**short answer questions**

<b>information sheet- 2</b>	<b>Addressing Work Group Discussion</b>
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**What is a Group Discussion?**



Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

As a student, it helps you to train yourself to discuss and argue about the topic given, it helps you to express your views on serious subjects and in formal situations. It improves your thinking, listening and speaking skills. It also promotes your confidence level. It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus it is important to be able to take part in a GD effectively and confidently. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

Participants must possess a thorough understanding of the topic on which they are supposed to speak. You must prepare yourself to talk on a wide range of subjects. Be abreast of the current events, national and international affairs, burning social and economical topics, scientific and environmental issues, key newspapers' controversial topics and any experience that may be expected of an educated person. As a member of the group, you are expected to contribute substantially to the discussion. The originality of your ideas, your knowledge and initiative and your approach to the topic or case contribute to your success in the group discussion. The best way to equip yourself is to read daily newspapers, good magazines, national and international journals and also watch new bulletins and informative programmes on the television. Internet is the greatest boon which provides you with everything you are looking for. The World Wide Web is a vast database of current authentic materials that present information in multimedia form and reacts instantly to a user's input.

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

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

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



self-check -2	written test
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**Directions:** Answer all the questions listed below. Use the answer sheet provided in the next page:

1. \_\_\_\_\_  
is a process to assess and mobilize what a community has. (3 points)
- A. Communities'
  - B. community asset maps
  - C. local resources
  - D. assessments

2. Why is a group discussion an important activity at college level? (10 points)





**Note: Satisfactory rating – above 10 points  
below 9 points.**

**Unsatisfactory – 9 and**

**Answer sheet**

Score = _____
Rating: _____

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

date: \_\_\_\_\_

**Short answer question**

<b>Information Sheet-3</b>	<b>Acknowledging Feedback On Performance</b>
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Feedback is a dynamic process of presenting and disseminating information to improve performance. Feedback mechanisms are increasingly being recognized as key elements of learning. key (and often underutilized) sources of knowledge in organizations are the data and information that emerge from monitoring systems and the analysis, conclusions and recommendations.

Feedback is an essential element for everyone in an organization's workforce. giving feedback is a task you perform again and again as a manager or supervisor, letting people



know where they are and where to go next in terms of expectations and goals - yours, their own, and the organizations.

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

Feedback from group members on work performance and problem solving issues is necessary for adopting a freewheeling attitude and generating as many ideas as possible. Group feedback can help generate brainstorming ideas which can have the following features:

- ❖ it has got a maximum freedom of expression and uses an informal approach
- ❖ in delivering feedback among group participants, the amount of information generated is more important the quality of information.
- ❖ no one's idea is to be rejected at this level as the objective is to promote individual's participation in a group.
- ❖ building upon other's ideas raised is possible

The assumption of encouraging group feedback is to initiate creativity among members so that emergent problems could be solved. Hence, a continued improvement and development is necessary as part of the team's success. According to riches, teams are mostly worried about getting a job done and not just how the group is operating together. Only fewer individuals set measurable objectives for the team functioning from internal and external clients.

Feedback, especially the constructive one, can have the following advantage:

- Gives a clue on how the group can perform better next time
- Makes clear organization's better ways of doing tasks.
- Indicates a gap in a certain work process
- Indicates whether managers of an organization are on the right track or not
- Provides confidence among group members



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

- ❖ someone asks for your opinion about how they are doing
- ❖ unresolved problems persist
- ❖ errors occur again and again
- ❖ an employee's performance doesn't meet expectations
- ❖ a peer's work habits disturb you

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



self-check -3	Written test
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**Directions:** answer all the questions listed below. use the answer sheet provided in the next page:

1. \_\_\_\_\_ is a dynamic process of presenting and disseminating information to improve performance. (2points)
  - a. Information
  - b. Acknowledging
  - c. Feedback
  - d. Performance
2. List out the constrictive feedback.(3 points)

**Note: Satisfactory rating – 3 and 4 points**

**Unsatisfactory - below 3 and 4 points**

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

**Answer sheet**

Score = _____
Rating: _____

name: \_\_\_\_\_

date: \_\_\_\_\_



<b>Information sheet-4</b>	<b>Respect Personal Values and Beliefs.</b>
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Since teams require various skills, knowledge and experience, it seems likely that those composed of individuals with various skills, knowledge and attitudes are more likely to succeed than groups with individuals of homogenous backgrounds. In general, research supports this idea showing that diverse group members produce more innovative solutions to problems. It is necessary to respect differences in personal values and beliefs because they are sources of creativity. In addition diversity contributes for a healthy level of conflict that in itself leads to better problem solving. Racial, national or ethnic diversity can be good for a team's performance.

Diversity includes:

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

Meanwhile, short term difficulties may arise when different groups come together. Although such differences are respected and considered as additives for development they are difficult to manage due to an increased potential for miscommunication and misunderstanding. Yet, such problems could be solved by an effective leadership.



**Example:-** the farmers' research group(frg) project which has been implemented in the rift valley area during the project year of (2004-2009) was initiated by the ethiopian institute of agricultural research (eiar), jica (japan international cooperation agency) and the oromia institute of agricultural research (oari). it was composed of multidisciplinary team members with 52 researchers, 152 extension personnel and 1433 farmers from both males and females. The composition was helpful to generate relevant ideas from these varied sources of information.



<b>Self-check -4</b>	<b>Written test</b>
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**Directions:** Answer all the questions listed below. Use the answer sheet provided in the next page:

1. Why do workplace values and beliefs need to be respected and acknowledged in workplace relations? (3%)
2. List out diversity types. (5%)

**Note: Satisfactory rating 4 and above points points**

**Unsatisfactory - below 4**

**answer sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

name: \_\_\_\_\_

date: \_\_\_\_\_

**short answer questions**



<b>Operation Sheet 1</b>	
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**Steps 1-**

**Step 2-**

**Step 3-**

**Step 4-**

**Step 5-**

<b>LAP Test</b>	<b>Practical Demonstration</b>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time started: \_\_\_\_\_ Time finished: \_\_\_\_\_

**Task 1:**





## list of reference materials

1. <https://www.youtube.com/watch?v=xodpjdstvjm>



# **BEEKEEPING LEVEL-I**

## **LEARNING GUIDE- 2**

**UNIT OF COMPETENCE: CONTRIBUTE TO WORK GROUP ACTIVITIES**

**MODULE TITLE: CONTRIBUTING TO WORK GROUP ACTIVITIES**

**LG CODE: AGR BKG1 M04 LO1-LG-01**

**TTLM CODE: AGR BGK1 TTLM 0919V1**

**LO 2: CONTRIBUTE TO WORK GROUP ACTIVITIES**

<b>Instruction sheet</b>	<b>Learning guide # 2</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Providing support to team members
- Make contributions to workgroup goals and tasks
- Sharing information relevant to work among team members

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

- Provide support to team members
- Make contributions to workgroup goals and tasks
- Share information relevant to work among team members

### **Learning activities**

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1. Read the specific objectives of this learning guide.
  2. Read the information written in the “information sheets -1”.
  3. Accomplish the “self-check” in page-----
  4. If you earned a satisfactory evaluation precede to “operation sheet” in page ----- & ----- however, if your rating is unsatisfactory, see your teacher for further instructions or go back to learning activity -----.
  5. Read the “operation sheet” and try to understand the procedures discussed.

<b>information sheet-1</b>	<b>Providing Support to Team Members</b>
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It is important to provide support to team members to ensure that workgroup goals are met.

Providing support to team members may include

- Explaining or clarifying policies, procedures, instructions etc.
- Helping colleagues to complete tasks on time, especially if you have completed your own tasks ahead of schedule
- Assisting with solving problems
- Providing encouragement in order to foster a positive attitude
- Providing feedback to another team member

There must be a structured way in which its members' social wellbeing and task accomplishment is ensured. In doing so, its members can have either of two significant roles in their team:

- **Task specialist role:** - in this context, individuals as members of the team spend their time and energy focusing on the technical aspect of task accomplishment. They usually reflect the following behavior:-
  - **Initiate ideas:**- propose new solutions to the team's problems
  - **Give opinions:**- provide additional suggestions on what others have said/did
  - **Seek information:** - asks for facts which are necessary for the accomplishment of tasks/goals.
  - **Summarize:**- relate various ideas to the problem at hand; pull different ideas in a summated form.
  - **Energize:**- stimulate the team to action when motivation drops
- **Socio-emotional roles:**- people with socio-emotional roles support the team members' emotional needs and help strengthen the social entity and show the following behavior.
  - **Encourage:**- they are warm and receptive other's ideas praise and encourage others to draw forth their contributions
  - **Harmonize:**- reconcile group conflicts; help disagreeing parties reach agreement
  - **Reduce tensions:** - draw off bad emotions from the workgroup when the atmosphere is tense. They do this by telling jokes playing music etc.
  - **Follow:**- get along with the team, agree with other team members' ideas
  - **Compromise:**- they will shift own opinions to maintain team harmony





<b>Self-check -1</b>	<b>Written test</b>
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**Directions:** answer all the questions listed below. Use the answer sheet provided in the next page:

1. List out the major points those used for providing support to team members. (5 point)
2. Write about socio-emotional roles. (5 point)

**Note: Satisfactory rating – 5 points                      Unsatisfactory - below 5 points**

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

**Answer sheet**

Score = _____
Rating: _____

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

date: \_\_\_\_\_



<b>Information sheet-2</b>	<b>Make Contributions to Workgroup Goals and Tasks</b>
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As an employee you spend most of your time working and interacting with others. You may either work independently or as part of formal and informal teams. The essential ability in contributing for organizational goals and task objectives is the ability to work with others. In order to render your contributions in an organizational or team environment, your everyday work responsibilities should be described to you. The responsibilities could vary according to the job environment in which you're hired. But in every sense, you should check that the contributions you make are constructive for the team; i.e. making the team reach its goal.

Organizational contribution should consist of a list of organizational tasks with their short term organizational objectives. You should check or find an advisor if you're asked to do tasks which are not within your job description. It is better to refuse doing jobs for which you're not a specialist in your team. The following three points can help in rendering responsibilities in your team:

- If you are not sure of how a duty can be fulfilled always ask for clarification.
- If you make an error take responsibility of the error as it is a sign of modernization, maturity and growth; but if you think you're not able to take it granted do not even try it.
- If someone corrects your error, give appreciation and do not feel threatened by it.

Additional responsibilities in the team can be fulfilled voluntarily or involuntarily depending on the working environment. Responsibilities in a team environment could be rendered in any of the following three situations:

- When the responsibility comes with your own job (that you're hired for and can do it yourself)
- When the responsibility is the one that you voluntarily assume
- When the responsibility is loaded due to current pre-existing situation or problems of the working environment

In most realistic working situations, you'll be asked to perform duties which are not within your job description. Handling these requests wisely can lead to an organizational success. Taking new responsibilities can help you in:



- Learning new skills
- Improving the chances for advancement
- Making positive contributions to your department or company and;
- Assist a co-worker

One important reality and challenge you face in fulfilling your duties is a resource constraint. Constraints may include; time, money, staff, tools and technology. But in all cases you should understand the presence of all these constraints and make sure that you work under their presence.





<b>Self-check -2</b>	<b>Written test</b>
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**Directions:** Answer all the questions listed below. Use the answer sheet provided in the next page:

1. Additional responsibilities for worker should be (5 points )
  - A. Voluntarily
  - B. Involuntarily
  - c. Depend on works
  - d. All
2. Write the use of taking new responsibilities (5 points).

**Note: Satisfactory rating - 5 points**

**Unsatisfactory - below 5 points**

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

**Answer sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

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

date: \_\_\_\_\_



Information sheet-3	<b>Sharing Information Relevant to Work Among Team Members</b>
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Information is lifeblood for any organization to survive. Exchange of information and basic ideas relevant to the working environment is essential for the success of an organization. This also leads to the sharing of interpersonal feelings among members of a team. Free exchange of information keeps total quality of an organization, develops thrust, and improves communication and culture of interdependence among team members. Effective sharing of information among members of a team or an organization requires strong relationship with working partners. Information can be shared in a number of ways such as:-

- **Project reports** – provide a permanent record of tasks and achievements.
- **Performance appraisals** – provide a formal way of evaluating skills and performance over a set period.
- **Encouraging colleagues** – it can be disheartening to work hard and not receive feedback on your performance.
- **Workplace hazards, risks and controls** – workplace safety is vital.
- **Brainstorming** – group members talk freely and provide as many ideas as they can.
- **Informal conversations** – are often very effective without waiting for a formal meeting.
- **Open door policy** – supervisors make themselves generally available to provide support, feedback or information to their employees.

Sharing of information among team members is relevant for the following reasons:

- ✓ Members can clarify their goals and tasks
- ✓ It is possible to understand how the activities of each member in the team fit in with the activities of others in the team.
- ✓ Identify problems easily as they appear
- ✓ Evaluate group progress and discuss strategies to improve their skills

Effective sharing of information has the following two major benefits:

1. **Information leads to new ideas**:-sharing of relevant information among team members of an organization leads to *innovation* and *development of new ideas*. These new ideas and innovations are necessary for improving an organization.

2. **Information sharing helps better decision making:-** during information sharing process, you will pass through a series of steps for better decision making which include: understanding nature of a problem, identifying its causes, generating possible options to solve it, considering the consequences of each option and the resource implications behind it.

Sometimes, too much information sharing experience in an organization or among team members may lead to a sense of fatigue for participants and ultimately reduces the contribution of individual members and team performance in general. For instance repeated meetings among team members may not yield the desired change in an organization unless basic issues concerning at least majority of the participants in the meeting is addressed. In this respect, you can consider the saying “meeting is a group of people who gathered to decide that nothing can be done” or “meeting is a group of individuals who gathered to decide when the next meeting is going to take place”. For more clarification of this concept see the illustration in fig x below.



Many "teams" spend an hour or more per week updating each other on activities in their areas of responsibility. In most instances this information is irrelevant to the other team



members. Learn how to focus your team meetings and conference calls on what is relevant to the participants.

<b>Self-check -3</b>	<b>Written test</b>
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**Directions:** answer all the questions listed below. Use the answer sheet provided in the next page:

1. Write the major use of sharing information (9 points)

**Note: Satisfactory rating – 9 points**

**Unsatisfactory - below 9 points**

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

**Answer sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

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

date: \_\_\_\_\_

<b>Operation Sheet 1</b>	<b>Technique for Workgroup member's responsibilities and duties</b>
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**Technique for Workgroup member's responsibilities and duties**

**Steps 1- Form group**



**Step 2-** Build the commitment of member

**Step 3-** Select leader

**Step 4-** Assigning responsibility

**Step 5-** Monitoring activates

**Step 6-** Assessed feedback

<b>LAP Test</b>	<b>Practical Demonstration</b>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time started: \_\_\_\_\_ Time finished: \_\_\_\_\_

**Task 1:** How can you form group responsibility and duties?