Ethiopian TVET-System

Basic Account Works Level-II

Based on August 2012GC Occupational standard

Module Title: Working Effectively with Others

TTLM Code: EIS BAW2 TTLM 0919v1

This module includes the following Learning Guides

LG7: Develop effective workplace relationships

LG Code: EIS BAW2 M02 LO1-LG-07

LG8: Contribute to work group activities

LG Code: EIS BAW2 M02 LO2-LG-08

LG9: Deal effectively with issues, problems and conflict

LG Code: EIS BAW2 M02 LO3-LG-09

Instruction Sheet	LG7: Develop effective workplace relationships

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

- Own responsibilities and duties in workgroup members
- Overcoming time and resource constraints
- Constructive feedback

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 own responsibilities and duties in relation to workgroup members and activities.
- Take in to account time and resource constraints in fulfilling work requirements of self and others
- Encourage constructive feedback

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 9.
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.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work.

Information Sheet-1	Own responsibilities and duties in workgroup

Introduction

When you work in an office, many of the tasks performed in a work environment are in some way performed as part of a group or a team. In today's rapidly changing work environmentally that any one person will have all the skills needed to complete every task. So work groups are formed from people with a range of skills, which are pooled. Once these people are able to relate to one another and link their knowledge and skills with those of the other members of the group, the group is able to perform effectively.

1.1 Responsibilities and duties

Group members will include other members of the organization, including peers/work colleagues, your supervisor or manager and your coach/mentor. All these people are expected to work within the organization's team structure.

Responsibilities and duties may include:

- ✍ Code of Conduct
- ✍ Job description and employment arrangements
- ✍ Organisation's policy relevant to work role
- ✍ Skills, training and competencies
- ✍ Supervision and accountability requirements including OHS
- ✍ Team structures

Types of workgroups

Workgroups can be divided into **two** main types: formal and informal. A **formal** group in an organization is established by management to perform specific tasks in order to meet the goals of the organization. It may consist of a committee, a department, a section, or some other unit in the workplace. In these groups, relationships and procedures are regulated through formal processes, as in formal meetings.

An **informal** group forms naturally around the workplace as, and when, the people involved feel like it. These could be 'interest' or 'friendship' groups.

Types of work teams

The terms 'team' and 'group' are often used in the same context, but, while a team can be classified as a group, a group may not conform to the specific criteria for a team. The key elements of a team are that members are operating within a charter. Members of a team see themselves as having specified roles, and they acknowledge that the team is accountable for achieving a specific organizational goal.

A project work team is created to complete a particular task or project. Members are chosen because their qualifications and experience are useful to the team's purpose. The members are chosen by management, and the team disbanded when the project is finished.

A participative work team is able to take some initiative and to participate in decision-making within the group. It is created to complete a range of duties.

A self-managed team creates new ideas, makes decisions and achieves results. This type of team is suited to a dynamic and flexible organization, in which teams need to respond quickly to change circumstances.

A committee or subcommittee is a group of people with skills and knowledge formed to complete a specific task, which might involve presenting information at a large, formal meeting.

Any group has a 'personality' of its own, which is composed of the individual personalities of the people in it. A good example of this is a class of students. Each group of students is different from any other, and one person can change the whole dynamics of a particular class. This is caused by the '**synergy**' of the group. Synergy is described as 'the whole being greater than the sum of the individual parts. Group synergy can be either positive or negative. In an organization, good team effectiveness can act as a powerful socializing agent. Examples of this are helping new employee with policies organizational and procedures, and working together to get jobs done more quickly and to a higher standard, using cooperation and reciprocation

In addition to completing tasks and achieving goals, members of a group or team relate to one another. Each person brings interpersonal concerns to the team, and these concerns become part of the group process.

Complete allocated tasks as and when required

As you are working as part of a team or group, how you complete your tasks affects the completion of tasks by other people. You should therefore identify and plan and prioritize your work goals linked to organizational goals.

Seek assistance when difficulties arise

Effective group performance is very important to the organization if the goals of the company are to be achieved. If groups of people are not working well together, this is an indication of internal problems within the group and ultimately within the organization. Therefore, assistance should be sought from a supervisor or manager to help solve the problems before production is affected.

Active and **effective** listening is the process of receiving a message and relaying back to the sender exactly what the sender intended. This prevents misinformation, improves morale, rapport and trust levels with other people, and improves teamwork.

For example, if you are not listening correctly when you are working with other people, you will not perform your tasks effectively.

Self-Check -1	Written Test

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

1. What are own responsibilities and duties in workgroup (3 point)
2. Differentiate group from team. (2points)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-2	Take time and resource constraints

1.2 Concepts of resource constraint

The resource constraint definition refers to the limitations of inputs available to complete a particular job: primarily people time, equipment and supplies. Every project you accept will require some combination of time and resources.

Differences between Time & Resource Constraints in a Project

If you are starting your own business, you will quickly learn how to allocate your time and resources – which are also known as your constraints or limitations in completing a specific project. As your business grows, then eventually, you may need to overcome your **time constraints** and your resource constraints, and to implement effective solutions.

The definition of time constraint refers to the limitations on the start and end times of a project. It's important to note that the difference between the time constraint definition and the **time restraint** definition. While a time constraint is defined as a limitation imposed on you by someone else, a time restraint is defined as an inability to reach a goal because of your own shortage of time. The resource constraint definition refers to the limitations of inputs available to complete a particular job: primarily people time, equipment and supplies. Every project you accept will require some combination of time and resources.

If you are a sole practitioner, you may have 40 hours of time per week to distribute among your available projects. And if your only equipment and supplies reside within your computer, that may be your only resource. In this situation, if you accept no more work than you can handle per week, your time constraints and resource constraints will always remain in balance.

Realizing Growth within Your Constraints

As your business experience success, you may reach the point at which you have more project demands than you can handle in a single week. Let's say that you have five clients per week, each of whom you provide with eight hours worth of projects per week. If two of them ask to give you 50 percent more projects per week, how will you respond?

Before becoming overwhelmed – or overly delighted with your good fortune – take a moment to consider your options so that you can move forward in a deliberate way, without causing frustration to yourself or your clients. You can choose to:

- Refuse the new projects.
- Work an extra eight hours per week.
- Become more efficient in your work practice.
- Work with clients to prioritize projects or lengthen deadlines.
- Hire additional help.

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 difference between time and resources constraint ?(3 point)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet- 3	Encourage constructive feedback

1.3 Concepts of constructive feedback

Feed back 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 guides someone back on track toward successful performance.

WAYS TO MAKE FEEDBACK CONSTRUCTIVE

Constructive feedback is a tool that is used to build things up, not break things down. It lets the other person know that you are on their side.

1. If you can't think of a constructive purpose for giving feedback, don't give it at all.

2. Focus on description rather than judgment. Describing behavior is a way of reporting what has occurred, while judging behavior is an evaluation of what has occurred in terms of "right or wrong", or "good or bad" .By avoiding evaluative language, you reduce the need for the individual to respond defensively.

"3.Focuson observation rather than inference. Observations refer to what you can see or hear about an individual's behavior, while inferences refer to the assumptions and interpretations you make from what you see or hear. Focus on what the person did and your reaction.

4. Focus son behavior rather than the person Refer to what an individual does rather than on what you imagine she or he is. To focus on behavior, use adverbs, which describe action, rather than adjectives, which describe qualities.

5. Provide balance of positive and negative feedback If you consistently give only positive or negative feedback, people will distrust the feedback and it will become useless.

6. Be aware of feedback overload. Select two or three important points you want to make and offer feedback about those points. If you overload an individual with feedback, she or he may become confused about what needs to be improved or changed.

Self-Check -3	Written Test

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

1. What is constructive feedback (3 point)
2. List out ways of giving constructive feedback (2points)

Note: **Satisfactory rating – above 3 points**   **Unsatisfactory - below 3 points**

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Instruction Sheet	LG08: Contribute to workgroup activities

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

- Support team members
- Contributing to workgroup goals and tasks
- Sharing relevant information
- Strategies/opportunities for improvement

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 to ensure workgroup goals
- Contribute constructively workgroup goals and tasks according to organizational requirements
- Share Information relevant to work with workgroup to ensure designated goals
- Identify and plane Strategies/opportunities for improvement of workgroup in liaison with workgroup

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 and Sheet 4".
4. Accomplish the "Self-check 1, Self-check t 2, Self-check 3 and Self-check 4" **in page -6, 9, 12 and 14** respectively.
5. If you earned a satisfactory evaluation from the "Self-check" proceed to "Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 " **in page -15.(if any)**
6. Do the "LAP test" **in page – 16** (if any).

Information Sheet-1	Support team members

1.1 Concepts of effective team

An effective workgroup or team is one that achieves high levels of both task performance and human resources maintenance over time. Every manager should promote workgroup effectiveness. The structure of a group or team can develop slowly or quickly.

Good interpersonal relations is entering into and maintaining effective peer-group relationships in the work setting. This is vital if work is to be performed effectively and completed according to the goals set by the organization.

Support to team members may include:

- Explaining/clarifying
- Helping colleagues
- Problem-solving
- Providing encouragement
- Providing feedback to a team member
- Undertaking extra tasks if necessary

Advantages Vs disadvantage of teams

Working in a team is also better for the morale and motivation of the workforce. People usually experience greater job satisfaction working in groups than working alone. Although success can depend on the specific problem, difficult problems have been found to be more effectively handled by a group, whereas relatively simple problems may be handled more effectively and quickly by one person working alone.

Disadvantages of teams

While many groups or teams are successful, they can also have disadvantages. Groups take a lot longer than one person to make a decision and to take action. Teams take time to develop a structure and are more effective over a longer period of time, and in some situations speed will be essential.

They do not consider alternatives and may take unnecessary risks. Groupthink may even lead members to look after their own interests rather than those of the organization employing them.

Self-Check -1	Written Test

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

1. What are the items to be considered to support team members? (3 point)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

2.1 Communication skills in groups or teams.

The communication process is dynamic and interactive. People place meaning and structure on the variety of messages received from others. This interaction may be direct or indirect. Effective communication occurs when the intended meaning of the sender and the perceived meaning of the receiver are one and the same. The communication process takes place in various situations for different reasons, with the potential for many interpretations.

We discuss communication channels and communication barriers in other chapters. At all stages of development of a group or team, leaders and members should communicate with each other. Effective interpersonal communication within a group or team has two components: spoken and unspoken.

1. Spoken communication skills. Good spoken communication skills allow all members actively to participate in the interaction process. Members share ideas and their knowledge. Informal situations (e.g. meetings) members should be given the opportunity to speak and to share their ideas, qualifications and experience.

2. Non-verbal communication is a message sent by any other means other than words or graphics. This can be by facial expressions, gestures, posture or how you dress. Or by how you speak on the telephone or face-to-face. Non-verbal communication can, in some instances, be more important than verbal communication.

Constructive feedback: is obtained from formal/informal performance appraisals, from supervisors and other team members, and from clients. This shared information improves work practices and behavior and service to customers.

Knowing the elements for effective teamwork can help you to build and maintain high-performance teams throughout your organization.

- Commitment and Trust.
- Open Lines of Communication
- Diversity of Capabilities
- Adaptable to Changing Conditions.
- Confidence and Creative Freedom.

Self-Check -2	Written Test

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

1. What are the elements for effective teamwork (3 point)

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____   Date: _____

3.1 Sharing **relevant** information

For a group/team to work effectively members should use open communication channels by observing one another's satisfactory or unsatisfactory performance; recognizing workplace hazards, risks and controls; and clarifying the organization's preferred task completion methods.

Group problem-solving

Solving problems in a group has four major advantages:

1. Greater knowledge and information (synergy).
2. More approaches to the problem.
3. Increased acceptance of solutions.
4. Better comprehension of the decision.

Brainstorming

Brainstorming is a process where all members of the group express any ideas or solutions that occur to them without logic or deep thought—quickly and at random. Often an illogical, random thought from one person will lead to a logical thought from another, merely through the association of ideas. All members of the group should be allowed a chance to put forward ideas through effective communication and effective listening.

The practical work tasks at the end of each chapter are set for students in small groups of three or four people. The more experienced students will contribute many ideas to the brainstorm sessions, which will benefit the more inexperienced students.

Qualities of effective team members

Group size

How a group performs tasks can be affected by its size. As a group grows in size, more coordination and communication is required to achieve a positive outcome. It has been suggested that a smaller group is better than a large one for solving problems.

Less than five members in a group: There are fewer people to share task responsibilities.

There are fewer potential resources available.

There is more personal discussion and interaction.

There is more participation by all members of the group.

It is easier to reach conclusions and make decisions.

More than seven members in a group: There are fewer opportunities for all members to participate.

There are more potential resources available (synergy).

There is more member inhibition and reluctance to participate, which can result in domination by one or two aggressive members.

It can take more time to reach a decision.

It can result in divisions into sub-groups.

Group cohesiveness: is when members are attracted to and motivated to remain part of the group. Group cohesion happens when members are of the same socioeconomic background, have the same attitudes, values and needs, and respect and hold one another's competencies in high regard. Some other factors which enhance group cohesion are agreement on group goals; small size; tasks requiring interdependence; and physical isolation from other groups, performance needs, or performance failure or crises.

Team environment

A poor physical environment can influence team performance. Make sure any group or team you work in has the following:

Quiet environment: Any group of people meeting to create new ideas, make decisions and achieve results needs a quiet location with few distractions and interruptions in order to perform effectively.

Good seating arrangement: In any group situation, whether informal or formal, a good seating arrangement can have a positive outcome, as people can then communicate more effectively.

Team-building techniques

To build an effective team out of a group of people, there are several preconditions that exist.

Group size: An effective group needs to be small. For the activities in this book, groups performing practical tasks should consist of no more than three people, unless four are specified.

Group matched to task: Group members who are similar in age, education and experience (homogeneous groups) work better together for simple tasks, where goals and objectives require cooperation, good working relationships and speed of completion. Group members who differ in age, education and experience (heterogeneous groups) work more effectively with creative and more complex projects, if speed is not a consideration.

Leadership: Some people are born leaders, others have to learn; but it is widely recognized that leaders have some common characteristics:
• Intelligence
• Social maturity
• Motivation and achievement orientation
• Self-confidence and enthusiasm
• Good communication skills
• Commitment to the job.

Information to be shared may include:

• acknowledging satisfactory performance
• acknowledging unsatisfactory performance
• assisting a colleague
• clarifying the organisation's preferred task completion methods
• encouraging colleagues
• open communication channels
• workplace hazards, risks and controls

Self-Check -3	Written Test

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

1. Information to be shared may include**?** (3 point)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet- 4	Strategies/opportunities for improvement

1.4 Strategies for improvement

It's a fact that the pace of change is so fast that mergers and acquisitions are on the rise as one of the best ways of achieving strategic growth. There are 6 steps that, executed effectively, drive performance improvement and growth capacity.

1. Engage Your People.

Employee engagement is one of the most written and talked about issues today in business. By now the Gallup survey is familiar to all of us and efforts to better understand and to build engagement are under way in many companies. Following are examples of key actions to enable your people to engage: to feel passion about the work they do, deliver their best performance and to strengthen their commitment.

- Build a strong understanding of your business strategy throughout your workforce. Ensure everyone can answer the following questions:

  1) Why do customers buy from us?

  2) Who are our key competitors and why do their customers buy from them?

  3) How do I contribute to our unique differentiation?

- Build trust. Employees need to know that their managers and executives care about them as people as well as being committed to their success.
- Make certain each employee is using his preferred skills and has an effective degree of autonomy.
- Focus each department on improving its procedures and targeting its activities on better-achieving the company's competitive differentiation through what people do and how they do it.

2. Leverage high-impact leadership practices.

Communication is king in today's organizations. It's one of the biggest challenges leaders have, and is probably a weakness for many companies. Communicate clearly in simple language, creatively, interactively, daily about core business subjects, such as:

- Departmental and organization performance targets, progress, obstacles and solutions
- Stories about competitors and customer successes i.e. from Sales and Customer Service
- Current organizational initiatives

3. Identify and Remove Internal Roadblocks

How well aligned with your competitive differentiation strategy are your company's policies, procedures and structure? Look for indicators of misalignment such as:

- Do people need to work around policies and work procedures to get things done?
- Do your policies and work procedures enable people to get the right things done quickly?
- How are relationships between functions, i.e. manufacturing and sales? Are conflicts and frustrations routine?

4. Align Your Metrics.

To have meaning, the metrics people focus on need to be understood by them to be within their influence.

- Your metrics can provide great value when they serve as a guide to decision making and prioritizing work.
- Non-financial metrics that relate directly to your competitive differentiation can help keep everyone aligned in a similar strategic direction.
- Explaining how metrics are chosen and measured and tailoring to each department can enable people to understand how they each make a difference in the company's performance.

5. Use Training and Development Strategically.

Many organizations have a workforce that is approaching or past traditional retirement age. In addition, low engagement levels may lead to increased turnover as more job opportunities become available to people. Do you have training in place to enable people to perform essential work as employees leave or retire? Does your training effort prepare the organization with skills for the future?

- Develop a workforce plan to ensure hiring is done in time to develop people.
- All employees should receive training that is current-day and future-focused.
- Develop career-paths for people to progress to roles that will be needed in the future. Know your people and what their goals are for the future. Support them in channeling their paths to the future within your company.

6. Focus on your business strategy; you can't please every market.

Authors and experts acknowledge three types of value propositions or competitive differentiation strategies in business. The rule of thumb is still to do a good job on all but to choose one single area where your company can and does excel. The three types are:

- Customer Intimacy – providing customization to meet each customer's individual needs, providing outstanding customer experiences, and building strong, long-term customer relationships
- Operational Efficiency – providing a universal set of products and services designed to be cost effective for customers. This is not competing on price as much as it is providing value to customers that save them money; do your products make customer processes more efficient i.e. reduce down-time, improve quality?
- Leading Edge – providing new, innovative products and services based on the latest technologies and practices. This depends on having a strong research function with frequent introductions of new and improved products and services that are both different and effectively meet customer needs.

Strategies/opportunities for improvement may include:

- ✎ Career planning/development
- ✎ Coaching, mentoring and/or supervision
- ✎ Formal/informal learning programs
- ✎ internal/external training provision
- ✎ Performance appraisals
- ✎ Personal study

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

1. Strategies/opportunities for improvement may include? (3 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: _____

Instruction Sheet	LG09. Dealing effectively with issues, problems and conflict

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

- Respecting differences in personal values and beliefs
- Communication styles
- Workplace issues, problems, conflict and seeking assistance

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**:

- Respect differences in personal values and beliefs and their importance in the development of relationships
- Identify any linguistic and cultural differences in communication styles
- Identify Issues, problems and conflict encountered in the workplace
- Seek assistance from workgroup members when issues, problems and conflict arise

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 and Sheet 4".
4. Accomplish the "Self-check 1, Self-check t 2, Self-check 3 and Self-check 4" **in page -6, 9, 12 and 14** respectively.
5. If you earned a satisfactory evaluation from the "Self-check" proceed to "Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 " **in page -15.(if any)**
6. Do the "LAP test" **in page – 16** (if any).

Information Sheet-1	Respecting differences in personal values and beliefs

1.1 Introductions

Internal customers are your colleagues and the people in other departments of your organization. How you communicate with people within your organization is just as important as how you deal with external customers, for if their needs are not satisfied then their service to outside customers will be adversely affected.

In a conflict situation, different types of behavior might include:

- Anger
- Physically aggressive acts
- Verbal threats or aggression
- Signs of distress
- Intimidation
- Sarcasm or ridicule
- Resentment.

Respecting differences in personal values and beliefs in Development of relationships. It is unlawful to discriminate against anyone in the workplace on the grounds of.

- Race or ethnic origin
- Pregnancy
- Age or sex
- Religious belief or activity
- Being a member of a union.
- Parental status, and having or not having children
- Marital status, including being a de facto spouse
- Physical, intellectual or psychological impairment (including having or being thought to have AIDS or being HIV positive)

Discrimination is treating someone less favorably than someone else:

- In the same or similar circumstances on one or more of the grounds listed above
- Because of characteristics that apply to a person of a particular group
- By imposing an unreasonable condition that some people of a particular group are less able to meet than others.

Also, it is discrimination if you are prevented, because of your gender, race or disability, from:

- Joining a training program
- Applying for a promotion or transfer• taking part in meetings• having equal access to facilities.

Self-Check -1	Written Test

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

1. Mention at least three differences in personal values and beliefs that are to be respected in the relation (3points)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-2	Communication styles

2.1 Concepts of Communication styles

Every person has a unique communication style, a way in which they interact and exchange information with others.

2.2 Types of Communication styles

There are four basic communication styles: passive, aggressive, passive-aggressive and assertive.

It's important to understand each communication style, and why individuals use them. For example, the assertive communication style has been found to be most effective, because it incorporates the best aspects of all the other styles.

Passive: Individuals who use the passive communication style often act indifferently, yielding to others. Passive communicators usually fail to express their feelings or needs, allowing others to express themselves. Frequently, a passive communicator's lack of outward communication can lead to misunderstanding, anger build-up or resentment. At the same time, these communicators can be safer to speak with when a conflict arises, because they most likely will avoid a confrontation or defer to others.

Passive communicators often display a lack of eye contact, poor body posture and an inability to say "no." Passive communicators also act in a way that states "people never consider my feelings."

But passive communicators are also easy to get along with as they follow others and "go with the flow."

Examples of phrases that those who use a passive communication style would say or may believe include:

"It really doesn't matter that much."

"I just want to keep the peace"

Aggressive: communication style is emphasized by speaking in a loud and demanding voice, maintaining intense eye contact and dominating or controlling others by blaming, intimidating, criticizing, threatening or attacking them, among other traits.

Aggressive communicators often issue commands, ask questions rudely and fail to listen to others. But they can also be considered leaders and command respect from those around them.

Examples of phrases that an aggressive communicator would use include:

"I'm right and you're wrong."

"I'll get my way no matter what."

"It's all your fault."

Passive-Aggressive: communication style users appear passive on the surface, but within he or she may feel powerless or stuck, building up a resentment that leads to seething or acting out in subtle, indirect or secret ways.

Most passive-aggressive communicators will mutter to themselves rather than confront a person or issue. They have difficulty acknowledging their anger, use facial expressions that don't correlate with how they feel and even deny there is a problem.

Passive-aggressive communicators are most likely to communicate with body language or a lack of open communication to another person, such as giving someone the silent treatment, spreading rumors behind people's backs or sabotaging others' efforts. Passive-aggressive communicators may also appear cooperative, but may silently be doing the opposite.

Ultimately, passive-aggressive communicators are aware of their needs, but at times struggle to voice them.

Examples of phrases that a passive-aggressive communicator would use include:

"That's fine with me, but don't be surprised if someone else gets mad."

"Sure, we can do things your way" (then mutters to self that "your way" is stupid).

Assertive

Thought to be the most effective form of communication, the assertive communication style features an open communication link while not being overbearing. Assertive communicators can express their own needs, desires, ideas and feelings, while also considering the needs of others. Assertive communicators aim for both sides to win in a situation, balancing one's rights with the rights of others.

Assertive communicators can express their own needs, desires, ideas and feelings, while also considering the needs of others.

One of the keys to assertive communication is using "I" statements, such as "I feel frustrated when you are late for a meeting," or, "I don't like having to explain this over and over." It indicates ownership of feelings and behaviors without blaming the other person.

Examples of phrases an assertive communicator would use include:

"We are equally entitled to express ourselves respectfully to one another."

"I realize I have choices in my life, and I consider my options."

"I respect the rights of others."

Self-Check – 2	Written Test

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

1. List types of communication styles (3 point)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

3.1 work place issues

Common workplace issues that employees face include:

- Interpersonal conflict.
- Communication problems.
- Gossip.
- Bullying.
- Harassment.
- Discrimination.
- Low motivation and job satisfaction.
- Performance issues.

3.2 work place conflict

The following sections discuss five of the most common factors that lead to conflict situations within organizations.

- Misunderstandings. Conflict can arise from misunderstandings about:
- Poor communication. ...
- Lack of planning. ...
- Poor staff selection. ...
- Frustration, stress and burnout.

Conflict can arise in three different ways, as described below.

1). Interpersonal conflict occurs when two or more people disagree over an issue or when they experience emotional opposition to one another.

2). Substantive conflict involves disagreements over resources, rewards, policies and procedures, and the allocation of roles.

3). Emotional conflict occurs when there are feelings of anger, dislike, resentment and distrust, resulting in personality clashes.

Conflict resolutions solve interpersonal conflict in three ways— lose/lose strategy, win/ lose strategy, or win/win strategy. How this operates is shown below. Lose/lose Avoidance of conflict 'Smoothing' recognizing both sides of conflict. Compromise— each party gives up something of value.

Win/lose Competition—conflict resolved through force by someone with superior skills. Authoritative command—someone with authority specifies the outcome. Only one person has gained anything and the problem is not resolved; future conflict over the same issue may arise again or lead to related conflict

Win/win Confrontation of the issues, problem-solving to resolve the conflict issues on both sides.

Conflict has been resolved on both sides; each person, or side, has won something and the conflict is unlikely to arise again.

Self-Check -3	Written Test

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

1. What is conflict?(2points)
2. List at least three ways of conflict resolution(3points)

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

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

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

List of Reference Materials

1. TTLM/CBLM-To be prepared by the trainer.
2. Manuals-To be prepared by the trainer
3. www.Business dictionary

✓ Bonner, William H., and Lillian H. Chaney. Communicating Effectively in an Information Age. Second Edition, Dame Publishing, 2003.

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✓ Dillon, Sam. "What Corporate America Can't Build: A Sentence." The New York Times. 7 December 2004.

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✓ "E-mail That Doesn't Break Your Career." Broker Magazine. April-May 2006.