



Ethiopian TVET-System



# **BASIC ELECTRICAL/ELECTRONIC EQUIPMENT SERVICING Level I**

Based on May 2011 Occupational standards

October, 2019



**Module Title: Demonstrating Work Values**

**TTLM Code: EEL BEE1 TTLM 1019v1**

**This module includes the following Learning Guides**

LG 13: Develop Effective Workplace Relationship

LG Code: EEL BEE1 M04 LO1LG13

LG14: Contribute to work group Activities

LG Code: EEL BEE1 M04 LO2LG14

**Instruction Sheet****LG 13: Develop Effective Workplace Relationship**

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

- Duties and responsibilities are done in a positive manner.
- Assistance is sought from workgroup.
- Feedback provided by others in the team
- Differences in personal values and beliefs are respected and acknowledged in the development.

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 –

- Perform Duties and responsibilities in a positive manner to promote cooperation and good relationship.
- Sought assistance from workgroup when difficulties arise and addressed through discussions.
- Encourage, acknowledge and act upon Feedback provided by others in the team.
- Respects Differences in personal values and beliefs and acknowledged in the development.

**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” in page 3, 12, 16 and 19 respectively.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self-check 4” in page 10, 14, 17 and 22 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 ---.
6. Do the “LAP test” in page – ---



### 1.1. Develop effective workplace relationship

Building workplace relationships is an important component of being successful in your career. This doesn't mean you need to be completely extroverted in every situation, but it does mean you need to make an effort to get to know the people with whom you work and learn about what skills and abilities they bring to the table.

Although you are at work to do a job, it will be a much more pleasant experience if you enjoy the company of the people on your team or in your department, so try to get off to a good start. The expression about only getting one chance to make a first impression is absolutely true, so make sure you put your best foot forward each and every time you have an opportunity to build new workplace relationships.

If you're giving your best effort every day, your co-workers will begin to realize they can depend on you to do a good job. Also, as hard as it may be sometimes, try to have a good attitude at work. No one likes to work with someone who is constantly negative and complains about every little task.

- **How to Build Positive Workplace Relationships**

Here are a few additional tips to encourage positive workplace relationships:

- ✓ Be friendly and encouraging to co-workers.
- ✓ Be responsible – if you say you're going to do something, do it. If you're unable to complete a task for some reason, make sure information is communicated to all team members who would be impacted.
- ✓ If you share an office, be considerate. Find out how your office mate works and be respectful. For example, some people need to work in complete silence, while others enjoy background music. Make sure you're not inadvertently making your office mate crazy with your personal habits.
- ✓ Understand that people are unique and dwell on their positive qualities, not their negative qualities. It's acceptable to not be friends with everyone, but try to at least be professional and cordial in your interactions.
- ✓ Rise above office gossip. No one wants to earn the reputation of being the office busybody.
- ✓ Many workers feel like they spend more time with coworkers than their own families. For this reason, it is important to develop effective workplace relationships to create a productive, pleasant environment for everyone. Whether you are a boss or a regular employee, there are ways for you to promote healthy work relationships.



## 1.2. Job description and employment arrangements

A job description defines a person's role and accountability. Without a job description, it is not possible for a person to properly commit to, or be holding accountable for a role. As an employee you may have or even the opportunity to take responsibility for your job description. This is good. It allows you to clarify expectations with your employer and your boss. The process of writing job description is actual quite easy and straightforward. Many people tend to start off with a list of 20-30 tasks, which is ok as a start, but needs refining to fewer points, around 8-12 is ideal. Any job descriptions containing 20-30 tasks are actually more like a part of an operational manual, which serves as a different purpose. Job descriptions should refer to the operational manual, or to agreed procedures, rather than include the detail of the tasks in the job description. If you include task detail in a job description, you will need to change it when the task detail changes, as it will open do.

- **Job descriptions are important**

Job descriptions improve an organizations ability to manage people and roles in the following ways:

- ✓ Clarifies employer for employee
- ✓ Provides basis of measuring job performance
- ✓ Provides clear description of role for job candidates
- ✓ Provides continuity of role parameters irrespective of manager interpretation
- ✓ covered by one job or another.
- ✓ Provides a structure and a discipline for company to understand and structure all jobs and ensure necessary activities , duties and responsibilities
- ✓ Enables pay and grading systems to be structure fairly and logically
- ✓ Prevents arbitrary interpretation of role content and limit by employer and manager.
- ✓ Serves as an essential reference points for training and development areas
- ✓ Provides neutral and objective reference points for appraisals, performance reviews and counseling.
- ✓ Enables the organization to stricture and manage roles in a uniform way, thus increasing efficiency and effectiveness of recruitment, training and development, organizational structure, work flow and activities, customer service etc.
- ✓ Enable factual view to be taken by employees and managers in career progression and succession planning

- **Writing job description**

A good job description must be brief concise document – not lots of detail of how each individual task is done, which should be in an operational manual, which should be in an operational manual, which can of course then be referenced by very many different job descriptions, saving lots of time, especially when operational details change, as they

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inevitably do. A job description is in essence a list of 8-15 short sentences or points, which cover the main responsibilities of the role, not the detailed processes.

### 1.3. TEAM STRUCTURE

Team is a group of people who work together a shared and meaningful outcome in ways that combine their individual skills and abilities and for which they are all responsible

#### **how does the team happen?**

The first thing to recognize is that a real team does not just happen – you have to work to work at it , create it, maintain and sustain it. If you do all of these then you stand a good chance of having an effective team – one that really works. This team can move mountains, create miracles and solve big problem. It can act as a lens. It brings together and focuses all of the skill and abilities of the people who are a part of the team. When this happen you will say that there is a high level of teamwork or a good team spirit in that team. Teams like this is are powerful teams for all organization and quite a lot of spent trying to find out how such teams develop and keep their cutting edge

### 1.4. Understanding of duties and responsibilities of work group to promote cooperation

In the workplace, everyone interacts with each other. This is how society organizes itself and communicates together at work. These relationships are valuable for the opportunities they create to improve performance of individuals, as well as benefiting them, by creating a more useful and interesting place to work. Each person in the team has a responsibility and a vested interest in making these relationships work, for their mutual benefit.

In practice, '**responsibility**' is all about doing your bit (and maybe a little more) to oil the wheels of the relationships you have with all of your colleagues, at whatever level of hierarchy they might be, such that everyone is a winner.

There are six critical activities that anyone creating a workplace relationship needs to be aware of - and be prepared to put into practice.

1. **Show Commitment** By being onside and decided to make the difference, whatever the history, you are starting a process to build relationships, even if it means you have to rethink your position as well a bit.
2. **Be Interested in Others** You'll build relationships faster if you dump talking all about yourself and make sure you ask questions that will help you get to know people better. Yet, this isn't actually the point. It's that you are showing that you are interested that counts.



3. **Create Trust** Following through with what you say you will do; being as open and honest as possible; giving and accepting feedback, as well as showing confidentiality and discretion, are all tiny and still vital tactics to adopt when building new and maintaining existing relationships.
  4. **Smile like you mean it.** Greet people when you cross paths in the halls. Make small talk in the elevator and the kitchen. Offer advice--or at least sympathy -- when the printer jams. Small gestures like this seem inconsequential, but go a long way toward establishing you as a friendly, approachable person, which makes your coworkers much more likely to extend friendship to you in return.
  5. **Make lunch time social time.**  
If your department has a scheduled lunch break, tag along with a group, or ask one of your office neighbors to a restaurant you enjoy. Eat together.
  6. **Know your limits.** Those without strong social butterfly inclinations should not feel left out of the fun. Spend your break time in the office social hub--the break room or the coffee shop across the street--and have a chat with whomever comes in. Pop into other people's cubicles on your walk to the supply closet, just to say hello. You certainly don't have to throw parties to make a few friends on the job.
- **Responsibility** can be termed as an ability to act at one's own will, without any supervision. It is the obligation to successfully complete an assigned task. In responsibility, a person takes upon the duty to complete the task and to make the task a success the duties and responsible are;
    - ✓ It is important to provide the work group with a clear definition and understanding of their role, function, and responsibilities in the workplace.
    - ✓ This will provide them with a good understanding of the job and tasks they are to perform as an individual and within any teams they are a part of.
    - ✓ It also provides information on where they fit within the organization and whom they report to, helping to avoid disputes and misunderstandings over authority.
  - **Duty**; is a moral commitment to something or someone, whereas responsibility is a condition of being responsible and is result of human beings, one's particular place, one's character and one's own moral expectations. His philosophy of duty has been depicted in his famous work 'On duty' As duty refers to moral commitment, it denotes an active feeling for doing something. Once a person engages himself with some duty or if he has been entrusted with a duty, then that person fully commits himself to it. In the case of duty, the person will be involved in activity without any self-interest.
  - **Duties and responsibilities documents may include**
    - ✓ job description and employment arrangements



- ✓ organization's policy relevant to work role
- ✓ supervision and accountability requirements including OHS
- ✓ Code of conduct

• **Identify Duties and Responsibilities in Relation to Workgroup Members** 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 which includes:

- ✓ Organizational code of conduct
- ✓ Organizational procedures and policies
- ✓ Supervision and accountability including OHS
- ✓ Job description and specification relevant to work role
- ✓ Using a courteous and helpful manner at all times
- ✓ Completing allocated tasks as and when required
- ✓ Seeking assistance from an appropriate person if difficulties arise
- ✓ Using active and effective listening and questioning to clarify instructions and responsibilities.

• **Perform duties and responsibilities:**

Everyone in the workplace is legally responsible for workplace safety. The Saskatchewan Employment Act requires everyone to work together. In The Saskatchewan Employment Act, the word duty is used to describe responsibilities. Responsibility is an obligation for

carrying out duties properly. Authority is the right to make decisions and direct the work of others.

To carry out health and safety duties at a place of employment, everyone must:

- Know what their duties are;
- ✓ Have the authority, resources, and time to carry them out; and
- ✓ Have required knowledge (education, training, and certification).

**1.5. Organizational guidelines**

The agency is responsible for providing policy and procedural guidelines that support the practice of services. Policies and procedures must reflect legislation and ethical standards of the community services sector. Quality of service delivery is dependent on the responsibility of both the organization and the worker in following the policies that guide service delivery.

A list of such policy documents is:

- ✓ the organization's strategic plan
- ✓ policy documents, for example, providing services to cultural and linguistic diverse clients (CALD)

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- ✓ job descriptions.

As well, there are legal documents which provide protocols for:

- ✓ ethics in practice
- ✓ duty of care guidelines which include confidentiality, and equity and access
- ✓ child protection policy
- ✓ Occupational health and safety guidelines.

In this learning topic we are focusing on the second type of policy (organizational policy) but you still need to understand the impact of broader government policy on the development of organizational policy.

### 1.6. Supervision and accountability requirements including OHS

Supervisors fill an important role in every workplace. Workers look to their supervisor for ongoing guidance and support in their day-to-day job tasks. Employers rely on them to mentor, monitor and help motivate their workers to uphold adopted standards.

- Who is a supervisor?

The term “supervisor” can be used to describe the position of the individual in charge of a work site or directing the activities of workers. The following job titles\* may also be used and share the roles and responsibilities of a supervisor: Chair Charge Nurse Chief Director Foreman Lead Hand Manager Shift Lead Superintendent Team Lead

- ✓ Chief
- ✓ Director
- ✓ Foreman

### supporting a strong health and safety culture

Behind every organization with a strong health and safety culture is an employer who values worker health and safety. The employer gives management the authority to put worker health and safety ahead of other corporate values like speed of production or operating cost efficiencies.

When workers see their organization’s leadership putting health and safety first in their everyday decisions — as opposed to just talking about it — that’s when the health and safety culture takes root. And generally, the stronger an organization’s health and safety culture is, the better its related performance. A safe organization is a productive organization.

As a supervisor, it’s your job to make sure the workers you supervise not only understand the organization’s health and safety expectations, but that they live up to them. Everyone should own the responsibility of going home safe and healthy at the end



of their workday.

In your efforts to keep workers safe you'll plan ahead to provide health and safety guidance in different situations. You'll conduct pre-job safety meetings or bring workers up to speed on safe work practices and expectations during one-on-one training sessions. This is important stuff to talk about. Just remember: it's not always what you say that comes through loud and clear. It's what you do. Supervisors set the example for workers to follow. People are looking to you for guidance.

Lead by example. Make safety awareness part of everything you do on the job. Demonstrate a positive attitude toward health and safety, and good related habits always. Show up on site wearing the personal protective equipment you want your workers to wear. Keep your eyes and ears out for potential hazards, and address these with the workers. Your level of commitment to health and safety will help inspire their level of commitment to staying healthy and safe on the job.

A strong health and safety culture is one where all levels of the organization are equally committed. Your workers need to trust you, their supervisor. They count on you to be informed, respectful and approachable. They need to know you'll do what's right for them. With the authority and support from your employer, you're in a position to do what's right for everyone

### The supervisor's role in health and safety

As a supervisor, you're a leader with some responsibility for other workers. You help the people you supervise understand your employer's expectations. You plan their work and provide support to help them succeed. You monitor their individual performance to ensure they deliver, and you report back to management with results and/or any concerns.

You have obligations relating to the health and safety of the workers you supervise:

You must do everything reasonable (due diligence) to ensure the health and safety of the workers you supervise on the job.

You must inform workers about any known workplace hazards, existing controls for those hazards and/or safe work practices.

You must involve workers in the process of hazard identification and control. You must make sure all workers have the proper training and equipment (tools/PPE) for the job they're expected to do.

You must know and communicate workers' health and safety rights and responsibilities.

Workers must follow workplace health and safety policies and procedures. It's your job to let workers know exactly what that means for them.

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Workers are required to:

Behave in a way that won't result in harm or damage to themselves, others or the employer.

Wear specific personal protective equipment while performing specific tasks.

Report hazards whenever they see or suspect one. Workers need to know what it is they need to do, and as their supervisor it's your job to tell them. Employers are required to have occupational health and safety legislation available for reference. Make sure your workers know where to access it.

- **Accountability requirements**

- ✓ Accountability in the workplace is defined as doing the right thing consistently, day in and day out, in tasks, relationship interactions to fulfill or further the mission of the organization.
- ✓ The person or position accountable for a task is responsible for insuring that it is completed on-time and in a manner which meets all expectations for it.
- ✓ Accountability should be focused on the "Responsible" person whenever possible. Accountability must be assigned to each task.

Four corresponding styles of leadership that must occur to drive accountability and responsibility. Leadership is based on the degrees of Directive behavior (telling and showing people what to do and providing frequent feedback) and the degree of Supportive behavior (praising, listening, encouraging and involving).

## 1.7. WORKPLACE, HAZARDS, RISKS AND CONTROL

- **Hazard** is the potential to cause harm to a person or to the natural environment.
- **Risk** means a combination of the severity and likelihood of harm arising from a hazard.
- **Risk assessment** is the process of evaluating the severity and likelihood of harm arising from a hazard.
- **Risk control** is the process of implementing measures to reduce the risk associated with a hazard. The control process must follow the control hierarchy, in order, as prescribed in some health and safety legislation. It is important that control measures do not introduce new hazards, and that the ongoing effectiveness of the controls is monitored.

Risk control hierarchy ranks risk control measures in decreasing order of effectiveness:

- ✓ elimination of hazard;

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- ✓ substitution of hazardous processes or materials with safer ones;
- ✓ engineering controls;
- ✓ administrative controls; and
- ✓ Personal protective equipment.

The risk control measures implemented for the hazards identified should always aim to be as high in the list as practicable.

## 1.8. DEVELOPING A BUSINESS CODE OF CONDUCT/ ETHICS

### • Code of conduct

A code of conduct is a set of rules outlining the responsibilities of or proper practices for an individual or organization. Related concepts include ethical codes and honor codes.

"Principles, values, standards, or rules of behavior that guide the decisions, procedures and systems of an organization in a way that contributes to the welfare of its key stakeholders, and respects the rights of all constituents affected by its operations."

Codes of conduct specify behavior in the workplace and among employees. A code of conduct lists general do's and don'ts in the office and provides guidelines regarding workplace issues and situations. Companies implement different codes of conduct, but they generally serve the purpose of maintaining order in the workplace and improving productivity.

Business code of ethics covers both the organization & the employees on all faces of ethical ground. A broad outline would be the value statement, compliance to employee benefit, labor employment and trade union and all other sorts of law groups. A traditional code of business ethic would cover corporate issues, industry standards.

Every company must develop a code of ethics pertaining to each player and industry, trading its tailored needs and requirements'. The business code of ethics would largely depict the company's core values. The organization code of ethics must contain the following issues:

- ✓ Responsibilities to the environment.
- ✓ Righteous employment practices.
  
- ✓ Measure to safety for employees.
- ✓ Gratuity with bonus.
- ✓ Accurate payroll

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- ✓ Record maintenance

It is the organization code of ethics that would provide directions to the employees' behavior and correct decision-making. A business code of ethics has many benefits to a company:

- ✓ It enhances the ethical judgment of the organization and all those who work for it.
- ✓ Supports corrective decision making
- ✓ Keep the company away from legal suits
- ✓ Creates a brand image of the company in the market

The next most important step to develop a organization code of ethics is to only include ethics that can be practically enforced. If a organization code of ethics is well understood by all levels of a company, it can create a synergy effect or unity within the company and all its branches across the globe. A good code of ethics will further communicate the right message to all parties involved with company to do business, as it will purely talk about the company's core value.

This way it will be easy for the company to create an image that they wish to in front of their employees, partners, stakeholder, shareholders, society and the countries law.

### ● THE UNDERLYING PRINCIPLES OF CODE OF CONDUCT & ETHICS

Man is not a cog in the economic machine or a mere product of animal biology. Man is a living, thinking, ethical, and moral being. Hence, the character of a man depends upon the moral principles, which were already instilled in him, for character is life dominated by principles. As a man is, so he will act.

The company does not necessarily explain all of these things into details, for which an individual will intend to work. This is because the corporate world understands that the ethical attributes of a person are already embedded within his or her character and personality. It is already expected of him or her that he or she should know the standards on how to be morally upright.

However, with the desire of the company to put everything in order, they tried to constitute certain code of conduct patterned to the ethical standards of the community. It is intended to

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be the primary manual and indication for employees and employers that hold up to the rendering of daily judgments. Moreover, it has been once noted that the strength of any institution can only be built on character. It is the members, such as the employees in the corporate world, that make up a company and, therefore, it cannot be stronger than its component parts. The employees' weaknesses are the company's failings. Their strength, its power.

Without code of conduct & ethics, employees will continue to grope, with no ultimate purpose, just drifting, with no fixed sight or dependable compass to guide and direct the members amidst the dim twilight. Without code of conduct & ethics, employees will sink into the morass of self-indulgence and materialism.

Therefore, there can be no social justice, no love, no charity, no union, no blessings of autonomy and fairness within the corporate world without renewed acceptance and practice of the code of conduct & ethics by employees and employers. Indeed, code of conduct & ethics dictates the responsibility of every member of the labor force to courageously and skillfully to the challenge of the industry to provide the people with the right dispositions in life. These are all nourished in the light of the undying principles of the code of conduct & ethics.

### **1.9. To establish good relationship in the work place**

Establishing and maintaining good work relationships is the key to a positive workplace. Effective businesses encourage the development of positive relationships between managers and employees as well as amongst coworkers. All businesses can foster positive workplace relationships by creating a strong mission statement and an upbeat team-based environment. Strengthen workplace relationships by setting clear expectations, practicing constant communication and offering timely responses to both positive workplace behavior and employee issues or concerns.

**Step 1** Create a clear and concise company mission statement and distribute a copy of the statement to each employee. The mission statement should outline the purpose of the

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business. Discuss how the mission statement fits with employees' personal values and roles in the company. Hold regular staff meetings to highlight recent company activities as well as discuss how employees are working toward or upholding the business's mission

**Step 2** Encourage teamwork through formal and informal team-building activities. Arrange a company-oriented outing, such as bowling or mini-golf, or involve the office in a team-based charitable activity. Good relationships in the workplace thrive when individuals feel part of a team and comfortable with their teammates. According to a 2008 study published by the University of Florida Institute of Food and Agricultural Sciences, respect and trust amongst co-workers and between supervisors and staff leads to greater collaboration, innovation and efficiency in the workplace.

**Step 3** Communicate group expectations immediately and regularly. Set high performance expectations and emphasize the importance of each employee's role to the success of the business. Coach Managers on maintaining good relationships with their staff. Emphasize the need for two-way communication, clear and precise instructions, and the need for individuals to feel respected as both individuals and crucial contributors to the final service or product of the company.

**Step 4** Set clear and measurable goals for your individual staff members. Employees must know what to do, how to do it, how well the task must be done and where to turn for help. To that end, provide detailed job descriptions and offer training with feedback from supervisors.

Additionally, employees must clearly understand what constitutes satisfactory work and exactly how their performance will be measured.

**Step 5** Reward great work as quickly as possible, and address problems or concerns immediately. Acknowledge staff members publicly with written or verbal commendations when they exceed performance expectations and provide assistance to those who are failing. Model the behavior of creating good workplace relationships by actively seeking opportunities to offer assistance that will help co-workers or support staff do their jobs better.



<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:

- **Choose the best answer from the question below**
1. Which one of the following is not true about build positive work place relationship?
    - A. No one wants to earn the reputation of being the office busybody.
    - B. Be friendly and encouraging to co-workers
    - C. Be responsible – if you say you're going to do something
    - D. None of the above
  2. Which one of the following is not true about **important of Job descriptions**?
    - A. Clarifies employer for employee
    - B. Provides basis of measuring job performance
    - C. Provides clear description of role for job candidates
    - D. All are correct
  3. **Duties and responsibilities documents may include**
    - A. Code of conduct
    - B. job description and employment arrangements
    - C. organization's policy relevant to work role
    - D. All are correct
  4. The organization code of ethics issues must contain :
    - A. Responsibilities to the environment.
    - B. Measure to safety for employees.

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- C. Gratuity with bonus.
- D. All are correct

### Answer Sheet

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

Date: \_\_\_\_\_

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

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

**Satisfactory rating: 2 and above**

**unsatisfactory rating: Below 2**

**Information Sheet – 2**

**Seek Assistance**

### 2.1. 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.

### 2.2. Problems you may encounter and how to address them

In most groups, when working on a task, there will be some form of problem, disagreement, conflict or hiccup. It doesn't necessarily mean that your group is poor, or problematic; in fact, it's natural to have to negotiate differences between members. There are a number of common problems that arise during group work:

- ✓ Misunderstanding about responsibilities.
- ✓ Perceived of commitment in some group
- ✓ One person doing all the work
- ✓ Personality clashes

### 2.3. Misunderstandings about responsibilities

In most cases, misunderstandings about responsibilities can be avoided by following some of the guidelines discussed in the 'model' of group work, for example:

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- ✓ At a group meeting, identify all specific tasks and allocate them to team members
- ✓ Then, agree on a timeline for each task by arranging future meeting dates
- ✓ Finally – and crucially – keep notes during the meeting about everyone’s tasks and circulate those notes to all members

This should help ensure that all tasks are covered and that all members will be held accountable if they forget or ignore their responsibilities.

- **Perceived lack of commitment in some group members**

As mentioned earlier, each person’s objectives may be very different from yours, so it’s important to establish varying levels of motivation early in the group process. If there are some group members who are more committed to achieving high grades, for example, they may have to be prepared to do a greater share of the work. It’s better to know this up-front than to have group conflict later on!

If conflict does arise, for whatever reason, rather than assuming that the other members are ‘wrong’, it’s often helpful to adopt the following philosophy:

- **One person doing all the work**

For a number of reasons, one group member will sometimes take on the responsibility of doing the bulk of the work. This is generally not a good idea, and it is unfair, both to that person, and the other group members who stand to benefit from working on the project.

Again, take an assertive approach when working out a solution to the problem. Approach the person in a respectful manner, being ready to hear the other person’s reasons for their behavior. Suggest the importance of group collaboration, with regard to:

- ✓ troubleshooting potential problem areas
- ✓ utilizing special skills
- ✓ respecting other’s ideas
- ✓ including everyone in the process

- **Personality clashes**

To avoid these problems occurring, you need to adopt **assertive**, not aggressive, behavior. Assertive behavior means looking for win-win outcomes in communication in which everyone ends up feeling good about things. It does NOT mean getting everyone else to behave in the way you would like them to behave - this is aggressive behavior. It does NOT mean allowing other people to let you do all the work and have all the worry - this is passive behavior.

Take a moment to consider the following chart. It should be noted that aggressive behavior can often be disguised by apparent politeness. In other words, just because someone is speaking softly and smiling, does not mean they are not using aggressive tactics.

## 2.4. What is an effective group discussion?

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The literal definition of a group discussion is obvious: a critical conversation about a particular topic, or perhaps a range of topics, conducted in a group of a size that allows participation by

all members. A group of two or three generally doesn't need a leader to have a good discussion, but once the number reaches five or six, a leader or facilitator can often be

helpful. When the group numbers eight or more, a leader or facilitator, whether formal or informal, is almost always helpful in ensuring an effective discussion.

A group discussion is a type of meeting, but it differs from the formal meetings in a number of ways:

- ✓ It may not have a specific goal – many group discussions are just that: a group kicking around ideas on a particular topic. That may lead to a goal ultimately...but it may not.
- ✓ It's less formal, and may have no time constraints, or structured order, or agenda.
- ✓ Its leadership is usually less directive than that of a meeting.
- ✓ It emphasizes process (the consideration of ideas) over product (specific tasks to be accomplished within the confines of the meeting itself).
- ✓ Leading a discussion group is not the same as running a meeting. It's much closer to acting as a facilitator, but not exactly the same as that either.

• **An effective group discussion generally has a number of elements:**

- ✓ All members of the group have a chance to speak, expressing their own ideas and feelings freely, and to pursue and finish out their thoughts
- ✓ All members of the group can hear others' ideas and feelings stated openly
- ✓ Group members can safely test out ideas that are not yet fully formed
- ✓ Group members can receive and respond to respectful but honest and constructive feedback. Feedback could be positive, negative, or merely clarifying or correcting factual questions or errors, but is in all cases delivered respectfully.
- ✓ A variety of points of view are put forward and discussed
- ✓ The discussion is not dominated by any one person
- ✓ Arguments, while they may be spirited, are based on the content of ideas and opinions, not on personalities
- ✓ Even in disagreement, there's an understanding that the group is working together to resolve a dispute, solve a problem, create a plan, make a decision, find principles all can agree on, or come to a conclusion from which it can move on to further discussion

Many group discussions have no specific purpose except the exchange of ideas and opinions. Ultimately, an effective group discussion is one in which many different ideas and viewpoints are heard and considered. This allows the group to accomplish its purpose if it



has one, or to establish a basis either for ongoing discussion or for further contact and collaboration among its members.

### **Problem solving techniques through liaising with workgroup**

- Disagreements and differences of opinion in the workplace should not escalate into personal conflict.
- Intervention is critical if this occurs to resolve the conflict as soon as possible. Some actions which can be taken to resolve conflicts are:
  - ✓ Do not avoid the conflict, hoping it will go away.
  - ✓ Even if the conflict appears to have been superficially put to rest, it will rear its ugly head whenever stress increases or a new disagreement occurs.
  - ✓ An unresolved conflict or interpersonal disagreement festers just under the surface in the work environment.
  - ✓ Talk to the people involved in the conflict and to your supervisor. Sometimes mediation is required so that all employees are listened to and involved in the resolution.
  - ✓ Everyone in your office and every employee, with whom the conflicting employees interact, is affected by the stress when a conflict occurs. People feel as if they are walking on egg shells in the presence of the antagonists.

This contributes to the creation of a hostile work environment for other employees. In worst case scenarios, team members take sides

### **2.5. Questioning Techniques to Clarify Instructions**

- **Active and effective listening**

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, relationship 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.

- **Active and effective questioning**

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Many people speak very badly, or have a different accent to yours, and it might be difficult to understand what they are saying. If you have to ask someone to repeat what they have said, particularly on the telephone, they are sometimes impatient and think you are being stupid.

This is very far from the case. If you repeat what someone has said to you at work, it shows that you are working efficiently and effectively. You are clarifying what they have said to make sure you do not make any mistakes.

## 2.6. Take time and resource constraints into account

Completion of your own work tasks is linked to the completion of the tasks of your workgroup and this can be affected by a number of factors:

- ✓ breakdown of machinery
- ✓ interruption to electricity supply
- ✓ either yourself or other members of staff being away ill
- ✓ availability of time in order to complete work tasks
- ✓ availability and delivery of resources
- ✓ Cutting costs and downsizing of staff.

This is when reciprocal effort and cooperation come into effect and when assistance might have to be sought from a supervisor or manager.

<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:

- **Choose the best answer from the question below**

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1. Which one of the following is not true common problems that arise during group work?
  - A. understanding about responsibilities.
  - B. Perceived of commitment in some group
  - C. One person doing all the work
  - D. Personality clashes
2. Which one of the following is factors affected work group?
  - B. breakdown of machinery
  - C. does not interruption to electricity supply
  - D. availability and delivery of resources
  - E. A and C
3. \_\_\_\_\_ and \_\_\_\_\_ listening is the process of receiving a message and relaying back to the sender exactly what the sender intended. Code of conduct
  - A. Active and effective
  - B. effective and passive
  - C. active and passive
  - D. All are correct
4. Which one of the following is effective work group discussion?
  - A. A variety of points of view are put forward and discussed
  - B. The discussion is not dominated by any one person
  - C. Group members can safely test out ideas that are not yet fully formed
  - D. All are correct

### Answer Sheet

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

Date: \_\_\_\_\_

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

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

**Satisfactory rating: 2 and above**

**unsatisfactory rating: Below 2**

**Information Sheet – 3**

**Encourage, Acknowledge and Acting Feedback**

### 3.1. ENCOURAGE, ACKNOWLEDGE AND ACT UPON CONSTRUCTIVE FEEDBACK

Feedback from groups can be even more useful than that from individuals, as the varying perceptions or ideas are pooled from a number of people and cover the problem from all viewpoints not just from the viewpoint of one person. This can mean a more successful



outcome for the problem. Feedback from members of the group or other personnel in the organization can help you to improve your work performance. This includes:

- **Appraisal by superiors** is usually an official appraisal at the end of a year by your supervisor or manager.
- **Self-appraisal** is a very useful tool as it involves the employee in the evaluation process. This helps to clarify an employee's role and reduces role conflict.
- **Peer appraisal**, for example when a group member appraises another group member, can be useful when used in coaching and mentoring programs, and when used as part of periodic group-appraisal programs, which contribute to team building.
- **Customer feedback** is the key to any system control. A customer's feedback on your performance is an indication of how well you are performing your duties.

All tasks in a work environment are performed as part of a group or team. Many innovative ideas are produced by groups of people.

Feedback from all these sources can point out your **strengths** and **weaknesses**. Areas of weakness will be listed and ways to raise your competency recommended. These might include:

- ✓ help from colleagues and/or your supervisor
- ✓ extra training by the company
- ✓ mentoring and coaching by more experienced employees
- ✓ using training manuals and books for improving technological skills
- ✓ Enrolling in a training course such as this one.

### 3.2. Feedback provided by others in the team

Giving and receiving feedback is part of life. Sometimes the feedback you give or get is neither useful, nor meant to be. ("You're a jerk!" comes to mind, for instance.) Other feedback, however, is a sincere attempt to help the recipient improve his performance, behavior, understanding, relationships, or interpersonal skills. This is corrective feedback, and all of us need it from time to time.

In community advocacy, both advocates and their targets need corrective feedback. Individual advocates and advocacy organizations need to know how they and their efforts and messages are perceived by and affecting both the targets and beneficiaries of their work. The targets of advocacy - legislators and other policy makers, agencies that deliver services, interest groups, the general public - need to understand both the perception and the real results of their actions, or inaction, on people who are affected by the advocates' issue. In this

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section, we'll discuss feedback in general, and look at how to provide corrective feedback in productive and effective ways.

"Feedback" is not the same as criticism, constructive or otherwise. It is meant, rather, to be a reflection of what has been put out by the person or group receiving it. Since other people aren't mirrors, however, that reflection is really their *perception* of what the feedback recipient intended or did.

It's important for the recipient to know whether the perception and her intention are the same. If not, she may be putting out messages - either in words or actions - that are unclear, misinterpreted, or in fact very different from what she intends, or thinks she intends. The intent and the perception need, in some way, to be brought together if she is to accomplish her purpose, whether that's to change social policy or to cement a personal relationship.

For this purposes, we will define effective feedback as that which is clearly heard, understood and accepted. Those are the areas that are within your power. You have no control over whether the recipient chooses to act upon your feedback, so let's put that to one side. So how can you make sure that your feedback is effective?

- **Develop your feedback skills by using these few rules, and you'll soon find that you're much more effective.**

### **1. Feedback should be about behavior not personality**

The first, and probably the most important rule of feedback is to remember that you are making no comment on what type of person they are, or what they believe or value. You are

only commenting on how they behaved. Do not be tempted to discuss aspects of personality, intelligence or anything else. Only behavior.

### **2. Feedback should describe the effect of the person's behavior on you**

After all, you do not know the effect on anyone or anything else. You only know how it made **you** feel or what **you** thought. Presenting feedback as your opinion makes it much easier for the recipient to hear and accept it, even if you are giving negative feedback. After all, they have no control over how you felt, any more than you have any control over their intention. This approach is a blame-free one, which is therefore much more acceptable.

### **3. Feedback should be as specific as possible**

Especially when things are not going well, we all know that it's tempting to start from the point of view of 'everything you do is rubbish', but don't. Think about specific occasions, and specific behavior, and point to exactly what the person did, and exactly how it made you feel. The more specific the better, as it is much easier to hear about a specific occasion than about 'all the time'!

### **4. Feedback should be timely**

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It's no good telling someone about something that offended or pleased you six months later. Feedback needs to be timely, which means while everyone can still remember what happened. If you have feedback to give, then just get on and give it. That doesn't mean without thought. You still need to think about what you're going to say and how.

## 5. Pick your moment

There are times when people are feeling open to feedback and times when they aren't. Have a look at our page on **emotional awareness** and work on your social awareness, to help you develop your awareness of the emotions and feelings of others. This will help you to pick a suitable moment. For example, an angry person won't want to accept feedback, even given skillfully. Wait until they've calmed down a bit.

- **Receiving Feedback**

It's also important to think about what skills you need to receive feedback, especially when it is something you don't want to hear, and not least because not everyone is skilled at giving feedback.

- **Be Open to the Feedback**

In order to hear feedback, you need to listen to it. Don't think about what you're going to say in reply, just listen. And notice the non-verbal communication as well, and listen to what your colleague is not saying, as well as what they are.

### 3.3. Techniques of developing communication skills to receive feedback are;

- Some studies have shown that job failures can be due to personality clash rather than lack of job knowledge, skill or competence.
- The skills required to develop positive working relationships include :
  - ✓ Open communication
  - ✓ Negotiation for a “win-win” situation rather than a “win-lose” result
  - ✓ Trust and respect
  - ✓ Acknowledgment of individual differences
  - ✓ Effective listening
  - ✓ Focus on controlling or changing yourself rather than trying to control or change
  - ✓ Giving everyone fair opportunity to contribute and express their concerns and issues
  - ✓ Genuine appreciation of others, rather than criticism or blame
  - ✓ Understand the needs or others



<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:

- **Choose the best answer from the question below**
1. **Techniques of developing communication skills to receive feedback are;**
    - A. Trust and respect
    - B. Acknowledgment of individual differences
    - C. Effective listening
    - D. All are correct
  2. Which one of the following is important to think about what skills you need to receive feedback?
    - A. Feedback should be timely**
    - B. Pick your moment**
    - C. Receiving Feedback**
    - D. A and C
  3. \_\_\_\_\_ is usually an official appraisal at the end of a year by your supervisor or manager.
    - A. Customer feedback
    - B. Peer appraisal,
    - C. Appraisal by superiors
    - D. All are correct

### **Answer Sheet**

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

Date: \_\_\_\_\_

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

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

**Satisfactory rating: above 1      unsatisfactory rating: Below 2**

**Information Sheet – 4**

Respecting and acknowledging differences in personal value

**4.1. DEAL EFFECTIVELY WITH ISSUES, PROBLEMS AND CONFLICT**

**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.

**4.2. Respect Differences in Personal Values and Beliefs**

It is unlawful to discriminate against anyone in the workplace on the grounds of:

- race or ethnic origin
- physical, intellectual or psychological impairment (including having or being thought to have AIDS or being HIV positive)
- pregnancy
- parental status, and having or not having children



- marital status, including being a de facto spouse
- religious belief or activity
- age or sex
- being a member of a union.

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.

#### 4.3. Identify any Linguistic and Cultural Differences in Communication Styles

When working with people with different cultures and beliefs from your own, you should use the following techniques:

- Listen actively and effectively and provide feedback in order to avoid misinterpretation of instructions and directions.
- Use appropriate verbal and non-verbal communication.
- Show empathy and interest in the other person's cultural background. You will find many things of fascination and in some cases customs that are far better than in your own country.

#### 4.4. Identify Issues, Problems and Conflict Encountered in the Workplace

Most people in an office environment work with other individuals fairly agreeably most of the time. Accommodation or adjustment can be reached to achieve and maintain group harmony. But conflict can arise between workers, and this has to be solved before it affects the effectiveness of a working environment. Conflict can arise in **three** different ways, as described below.

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- **Interpersonal conflict** occurs when two or more people disagree over an issue or when they experience emotional opposition to one another.
- **Substantive conflict** involves disagreements over resources, rewards, policies and procedures, and the allocation of roles.
- **Emotional conflict** occurs when there are feelings of anger, dislike, resentment and distrust, resulting in personality clashes. We all experience the feeling of liking some people better than others. You often meet someone for the first time and either like them a lot or instinctively dislike them.

#### 4.5. Seek Assistance from Workgroup Members when Problems and Conflict Arise

- **Conflict resolution:** Conflict resolutions solve interpersonal conflict in three ways—through lose/lose strategy, win/lose strategy, or win/win strategy. How this operates is shown below.
- Table 4.1. conflict , possible solutions and results

Conflict Type	Possible Solutions	Results
Lose/Lose	Avoidance of conflict 'Smoothing' - recognizing both sides of conflict. Compromise - each party gives up something of value.	Conflict may appear to have been solved; disagreements are smoothed over; future conflict over the same issue will arise again.
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.

This is where reciprocal effort and cooperation will come into effect and when assistance might also have to be sought from a supervisor or manager to achieve a Win/Win outcome.



<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:

- **Choose the best answer from the question below**
  1. In a conflict situation, different types of behavior might include Trust and respect
    - A. Anger
    - B. Physically aggressive acts
    - C. Verbal threats or aggression
    - D. All
  2. Which one of the following is Personal Values and Beliefs
    - A. religious belief or activity
    - B. age or sex
    - C. Resentment.
    - D. A and B
  3. \_\_\_\_\_ involves disagreements over resources, rewards, policies and procedures, and the allocation of roles.
    - A. Interpersonal conflict
    - B. Substantive conflict
    - C. Emotional conflict
    - D. All are correct

**Answer Sheet**

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

Date: \_\_\_\_\_

Score = _____
Rating: _____

**Satisfactory rating: 3 and above**

**unsatisfactory rating: Below 3**



<b>Instruction Sheet</b>	<b>LG14: Contribute to work group Activities</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
- Organizational requirements
- Making constructive contributions
- Sharing relevant Information

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
- Organizational requirements
- Make constructive contributions
- Share relevant Information

Learning Instructions:

7. Read the specific objectives of this Learning Guide.
8. Follow the instructions described below 3 to 6.
9. Read the information written in the information “Sheet 1, Sheet 2 and Sheet 3” in page 3, 8 and 13 respectively.
10. Accomplish the “Self-check 1, Self-check 2 and Self-check 3” in page 6, 10 and 20 respectively.
11. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ” in page ---.
12. Do the “LAP test” in page – -



<b>Information Sheet – 1</b>	Providing Support to team members
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**1.1. PROVIDE SUPPORT TO TEAM MEMBERS**

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.

Bruce Tuckman, a leading psychologist in group dynamics, identified **four stages** in the development of groups and teams, as set out in Table 1.1. As the group moves through each stage, these concerns develop in the following order of inclusion, control and acceptance:

**Table 1.1** Team members’ activities in each stage

Stage	Activities
1. Forming	Clarification of goals Commitment to group’s purpose Establishment of relationships Making tentative contributions Communication between members
2. Storming	Critique of group’s performance Presentation of alternative points of view Emergence of conflict over power or leadership Provision of negative and positive feedback Discussion of problems or concerns Resolution of conflict
3. Norming	Offering support to other members Problem-solving and decision-making Improvement of plans Verification of goals Development or extension of skills
4. Performing	Improvement in ways of doing things Development of interpersonal relationships Acceptance of delegated tasks Involvement in decision-making Achievement of performance

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.

A workgroup will develop quickly if all members of the group help other members in the following ways:

- ✓ explaining and clarifying work tasks



- ✓ helping one another with tasks when required
- ✓ solving problems together
- ✓ providing encouragement for new members of the group
- ✓ providing feedback to all group members
- ✓ undertaking extra tasks if necessary.

## 1.2. Explaining/Clarifying

- **Identifying You Need to Clarify Your Idea**

As soon as you have realized that you made a mistake when speaking or would like to try explaining yourself again, you should identify or admit that you need to clarify your idea. These phrases tell your listener that you recognize your mistake and would like them to give you a chance to try again.

- ✓ Sorry, I lost my train of thought.
- ✓ Let me start that again.
- ✓ Let me start over.
- ✓ Let's try that one more time.
- ✓ Let me rephrase that.
- ✓ That came out wrong.
- ✓ That's not what I meant to say.
- ✓ Give me a second. Let me restate that.
- ✓ Let me gather my thoughts.
- ✓ Let me try that again.
- ✓ Let me explain that again.

As you may have noticed, many of these expressions use the phrase “Let me” at the beginning. This phrase can be seen as a small apology to your listener, and shows that you understand are asking for their patience as you reframe your thoughts.

- **Clarifying What You Mean**

Once you have told your listener that you would like to try another way of expressing yourself, you can now clarify what you mean by restating your original thoughts in different words. Introduce what you are about to say with one of these phrases to show that you are going to say things differently this time.

- ✓ What I mean is...
- ✓ What I meant was...

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- ✓ Let me put that another way...
- ✓ What I'm trying to say is...
- ✓ Let me explain myself again...
- ✓ In other words...

These phrases are also helpful when you are giving a presentation or speaking to someone who looks confused, and you would like to repeat your same idea with slightly different words in order to emphasize your point, or to make sure that they clearly understood your idea.

### 1.3. Helping Colleagues

Helping your colleagues too often can lead to mental and emotional exhaustion as well as hurt your job performance, suggests a new study. The findings showed that the exhaustion levels were greater in employees with high “pro-social motivation” or those who care deeply about the welfare of others.

Pay it forward at work by supporting and developing your colleagues. You can begin with showing genuine interest in their lives, asking them for opinions and caring about them. Share about yourself and build trust. Involve others in your projects or collaborate on ideas. Share your knowledge and proficiency while learning from your colleagues. You will make work a better place to be and be the needed change

### 1.4. Providing encouragement

- **Providing support to team members**

- ✓ Team members need to learn how to help one another, help other team members realize their true potential & create an environment that allows every one to beyond their limitations
- ✓ To support other team members by explaining /clarifying / work group activities, helping colleagues & providing encouragement. Especially during period when we were feeling down & to motivated..One good way of providing encouragement is simply by saying “well done” or “congratulation” this encouragement at the right time can make all the different between “keeping going” & “give up” say “thank you”.
- ✓ The important organizational requirement for achieving a successful quality system include the following:-

### 1.5. Providing Feedback to another team member

- **Top Tips for Providing Effective Feedback**

One of the most significant roles you have as a project manager is to lead and motivate the team. You have to focus on enabling team members to thrive. Look after them, value their contributions, and make sure that communications and relationships are good.

Building relationships and gaining the trust of team members require you to be patient, open, and trustworthy – and to set sufficient time aside for impromptu conversations and regular

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one-on-one sessions. These conversations and sessions are opportunities for you to coach and support the team member and to provide and receive feedback

If people are to do their best, they need to know what they are doing well and what they could do better. **Everyone needs feedback** – especially team members who are relatively inexperienced or new to the project or organization. But also team members who are experienced and doing well need to know that their contributions are being appreciated. As the project manager, it is your job is to provide feedback.

If feedback is to be effective, it must be given in an objective and constructive way; otherwise, it may be ignored or misinterpreted. Take the emotion out and keep it as factual and objective as possible. This is especially important when delivering so-called negative feedback.

Do not focus on failures and mistakes. Always assume that people *mean* well and that they are doing the very best with what they have. Focus on the way forward and encourage people to take steps in that direction.

Think carefully about how you communicate your message, as everyone reacts differently. If you want the person to have positive feelings about making a change, make sure that your message has that effect. Be mindful of your body language, tone of voice, and facial expressions.

First think about what you want to communicate and which effect you want to have on the team member – then make sure your body language supports that message. Remember that providing feedback is a two-way process.

Who is to say that the team member you are talking to actually did a bad job? Could it be that your instructions and support were lacking? Keep an open mind and allow for the possibility

that you could be wrong. Listen carefully to the team member's comments and views without interrupting.

If a team member has made a genuine mistake or truly needs to improve in some way, be as specific about the situation as you can and give concrete examples of the behaviors that concern you. The more specific you are the more accurate and helpful your feedback may be.

- ✓ Make your feedback factual and constructive
- ✓ Be as specific as you can, and give examples
- ✓ Do not criticize; focus on the way forward
- ✓ Encourage an open dialogue by asking for comments
- ✓ Listen without interrupting
- ✓ Allow for the possibility that you could be wrong
- ✓ Be honest
- ✓ Let people know when they have done a good job
- ✓ Be mindful of your body language; it must support your message

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- Know which emotional state you want your team member to end up with. It is important to give feedback when a team member does something good, too. After all, everyone likes to feel important, valued, and appreciated.

Often projects get so busy that you may forget about the little things that can make a big difference and boost morale. Make it a habit to give sincere praise on a regular basis. Let your team members know when they have done a good job. If you do not tell them that they are doing well, they may never know that you have noticed and appreciate their performance. They may eventually start doubting themselves. People love the feelings of success, contribution, and knowing that they make a difference.

<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:

**Matching A to B**

Class A stage	Class B activity
1. Forming	A. Improvement in ways of doing things Development of interpersonal relationships Acceptance of delegated tasks Involvement in decision-making Achievement of performance
2. Storming	B Offering support to other members Problem-solving and decision-making Improvement of plans Verification of goals Development or extension of skills



3. Norming	C Clarification of goals Commitment to group's purpose Establishment of relationships Making tentative contributions Communication between members
4. Performing	D Critique of group's performance Presentation of alternative points of view Emergence of conflict over power or leadership Provision of negative and positive feedback Discussion of problems or concerns Resolution of conflict

### Answer Sheet

<p><b>Score =</b> _____</p> <p><b>Rating:</b> _____</p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Information Sheet – 2</b>	Organizational requirements
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#### 2.1. Introduction to Organizational requirements.

Basically, an organization is a person or group of people intentionally organized to accomplish an overall, common goal or set of goals. Business organizations can range in size from one person to tens of thousands.

#### 2.2. Goals, Objectives, Plans, System and Processes

- **Goal** is a desired state of affairs to which planned effort is directed.  
Goal A job description need not be limited to explaining the current situation, or work that is currently expected; it may also set out goals for what might be achieved in future.
- **Objectives** are statements of organization targets or the results that administrators seek to achieve. It is the general statement of the mission of the organization and of what intends to do..  
An objective is a goal to end toward the attainment of which plans and policies directed.  
Program is a groups of related projects and activities with a speci



fied set of resources directed to the achievement of a set of common goals within a specified period.

2.3. **There are three basic types of objectives.** They are:

- **Behavioral objectives.** These objectives look at changing the behaviors of people (what they are doing and saying) and the products (or results) of their behaviors. For example, a neighborhood improvement group might develop an objective around having an increased amount of home repair taking place (the behavior) or of improved housing (the result).
- **Community-level outcome objectives.** These are related to behavioral outcome objectives, but are more focused more on a community level instead of an individual level. For example, the same group might suggest increasing the percentage of decent affordable housing in the community as a community-level outcome objective.
- **Process objectives.** These are the objectives that refer to the implementation of activities necessary to achieve other objectives. For example, the group might adopt a comprehensive plan for improving neighborhood housing.

It's important to understand that these different types of objectives aren't mutually exclusive. Most groups will develop objectives in all three categories.

2.4. **Vision statements, Mission statements and values of an organization**

- **Vision:** Defines the desired or intended future state of an organization or enterprise in terms of its fundamental objective and/or strategic direction. Vision is a long-term view, sometimes describing how the organization would like the world to be in which it operates.
- **Mission:** Defines the fundamental purpose of an organization or an enterprise, succinctly describing why it exists and what it does to achieve its Vision.
- It is sometimes used to set out a "picture" of the organization in the future. A mission statement provides details of what is done and answers the question: "What do we do?"
- **Values:** Beliefs that are shared among the [stakeholders](#) of an organization. Values drive an organization's culture and priorities and provide a framework in which decisions are made. For example, "Knowledge and skills are the keys to success" or "give a man bread and feed him for a day, but teach him to farm and feed him for life". These example values may set the priorities of self sufficiency over shelter.
- **Strategy:** Strategy, narrowly defined, means "the art of the general" (from Greek *strategies*). A combination of the ends (goals) for which the firm is striving and the means (policies) by which it is seeking to get there

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## 2.5. Action plan

Finally, an organization's action plan describes in great detail exactly how strategies will be implemented to accomplish the objectives developed earlier in this process. The plan refers to: a) specific (community and systems) changes to be sought, and b) the specific action steps necessary to bring about changes in all of the relevant sectors, or parts, of the community.

The key aspects of the intervention or (community and systems) changes to be sought are outlined in the action plan. For example, in a program whose mission is to increase youth interest in politics, one of the strategies might be to teach students about the electoral system.

Some of the action steps, then, might be to develop age-appropriate materials for students, to hold mock elections for candidates in local schools, and to include some teaching time in the curriculum.

Action steps are developed for each component of the intervention or (community and systems) changes to be sought. These include:

- ✓ Action step(s): What will happen
- ✓ Person(s) responsible: Who will do what
- ✓ Date to be completed: Timing of each action step
- ✓ Resources required: Resources and support (both what is needed and what's available )
- ✓ Barriers or resistance, and a plan to overcome them!
- ✓ Collaborators: Who else should know about this action

3. **A system** is the overall “thing”, or a core element, you’re looking to have and/or implement in your business. *It’s something that helps your business run.*

4. **The processes** are all the things you do in order to make any given system work most efficiently.

- ✓ *A system helps run your business*
- ✓ In fact, your entire business is a system in-and-of-itself. But within the system that is your business, there are multiple other systems that help make up your business.
- ✓ If I asked you, “What do you do on a daily, weekly, monthly basis that helps create and run your business?”, then you might come back with 4 or 5 core elements – the things you create in your business, along with the things you do to actually help it run as a business.

• **Those core elements might include things like:**

- ✓ Marketing

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- ✓ Community Management
- ✓ Content Creation
- ✓ Podcasting
- ✓ Accounting

Each of your systems require that a certain number of steps be taken in order for it to work, and those steps come together to make up a process. For example, your marketing system is made up of a lot of littler pieces – actions and events that you take in order for “marketing” to actually exist within your organization.

## 2.6. Legal and Organizational Policy/Guidelines

- **legal and organizational policy**

A policy is a general framework to attain the organizational objectives.

- ✓ Policies focus on how organizational objectives will be achieved.
- ✓ Policies provide a general guideline to action.
- ✓ It is a framework for administrators to follow in making decisions and handling problem situations.
- ✓ Policy statement should be clear and
- ✓ understandable, stable over time and communicated to everyone involved.

- **Organizational guidelines**

The agency is responsible for providing policy and procedural guidelines that support the practice of services. Policies and procedures must reflect legislation and ethical standards of the community services sector. Quality of service delivery is dependent on the responsibility of both the organization and the worker in following the policies that guide service delivery.

A list of such policy documents is:

- ✓ the organization’s strategic plan
- ✓ policy documents, for example, providing services to cultural and linguistic diverse clients (CALD)
- ✓ job descriptions.

As well, there are legal documents which provide protocols for:

- ✓ ethics in practice
- ✓ duty of care guidelines which include confidentiality, and equity and access
- ✓ child protection policy
- ✓ Occupational health and safety guidelines.

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In this learning topic we are focusing on the second type of policy (organizational policy) but you still need to understand the impact of broader government policy on the development of organizational policy.

- The other primary influences on policy are:
  - ✓ **Ideology**—the values and beliefs that the organization holds about the issue. These impacts on what the policy will focus on. For instance, a disability service believes that people with disabilities are in an unequal relationship with some members of the rest of the community who do not treat them as individuals and adults, so they may develop policies around providing people with disabilities with support and information to empower them to become more independent and to live meaningful and fulfilling lives. Ideology is also influenced by community attitudes.
  - ✓ **Incidents**—sometimes policy is developed to address problems experienced by an organization, such as an increasing number of incidents where people with disabilities are discriminated against in the workplace.

## 2.7. *What is a policy statement?*

An organization's occupational health and safety policy is a statement of principles and general rules that serve as guides for action. Senior management must be committed to ensuring that the policy is carried out with no exceptions. The health and safety policy should have the same importance as the other policies of the organization.

The policy statement can be brief, but it should mention:

- ✓ Management's commitment to protect the safety and health of employees.
- ✓ The objectives of the program.
- ✓ The organization's basic health and safety philosophy.
- ✓ Who is accountable for occupational health and safety programs.
- ✓ The general responsibilities of all employees.
- ✓ That health and safety shall not be sacrificed for expediency.
- ✓ That unacceptable performance of health and safety duties will not be tolerated.

The policy should be:

- ✓ Stated in clear, unambiguous, and unequivocal terms.
- ✓ Signed by the incumbent Chief Executive Officer.
- ✓ Kept up-to-date.
- ✓ Communicated to each employee.
- ✓ Adhered to in all work activities.

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## 2.8. OHS Policies, Procedures and Programs

*What is an occupational health and safety (OH&S) program?*

A health and safety program is a definite plan of action designed to prevent accidents and occupational diseases. Some form of a program is required under occupational health and safety legislation in most Canadian jurisdictions. A health and safety program must include the elements required by the health and safety legislation as a minimum.

Because organizations differ, a program developed for one organization cannot necessarily be expected to meet the needs of another. This document summarizes the general elements of a health and safety program. This approach should help smaller organizations to develop programs to deal with their specific needs.

- ***Policy and procedures manual***

What are the areas covered in a policy and procedure manual? This can vary depending on the nature of the organization, but may include:

- ✓ personnel practices (staff recruitment, training, holiday leave arrangements, promotions, performance appraisals, supervision)
- ✓ complaints and disputes procedures
- ✓ case management procedures (how the agency determines eligibility for the service, assesses client need and individual goal setting to address needs identified)
- ✓ occupational health and safety procedures
- ✓ conflict resolution processes
- ✓ communication
- ✓ delegations (who can make decisions about what, eg approval process for spending money)
- ✓ notification of child abuse procedures
- ✓ critical incidents procedures
- ✓ confidentiality
- ✓ referral
- ✓ duty of care
- ✓ Coordination/networking with external agencies.

## 2.9. Ethical Standards

Ethical standard refers to standard principles that encourage the greater values of trust, fairness and benevolence. Ethical standards may refer to responsibilities for some professionals. Ethical standards vary based on industry and a person's own moral compass. Different

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industries have ethical standards that determine how a person must act in order to be respected within the field. Those who work in medical and financial fields often have more strict ethical standards and guidelines than other professionals.

Most people also have their own set of ethical standards that refers to how they are comfortable in acting in everyday life. It also reflects their belief system that drives many of their actions and overall attitude in circumstances

## 2.10. Quality and Continuous Improvement Processes and Standards

Continuous quality improvement is a fundamental requirement of all quality management systems. It is a recurring theme in all quality management literature and international standards including ISO 9001<sup>1</sup>. The core principle is that quality improvement is not a one-time effort; it is an ongoing process that lasts for the life of an enterprise. Experience has shown that without a constant focus on product quality and [process](#) improvement organizations naturally descend into randomness and quality standards lapse sometimes with catastrophic results for the company and its customers

- A **continual improvement process** is an ongoing effort to improve products, services, or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.<sup>[1]</sup> Delivery (customer valued) processes are constantly evaluated and improved in the light of their efficiency, effectiveness and flexibility [Media](#).

The fact that it can be called a management process does not mean that it needs to be executed by 'management'; but rather merely that it makes decisions about the implementation of the delivery process and the design of the delivery process itself.

A broader definition is that of the [Institute of Quality Assurance](#) who defined "continuous improvement as a gradual never-ending change which is: '... focused on increasing the effectiveness and/or efficiency of an organization to fulfill its policy and objectives. It is not limited to quality initiatives. Improvement in business strategy, business results, and customer, employee and supplier relationships can be subject to continual improvement. Put simply, it means 'getting better all the time

<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:

- **Choose the best answer from the question below**

### 1. legal and organizational policy

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- A. Policies focus on how organizational objectives will be achieved.
  - B. Policies provide a general guideline to action.
  - C. It is a framework for administrators to follow in making
  - D. All
2. Which one of the following the values and beliefs that the organization holds about the issue.
- A. Ideology
  - B. Incidents
  - C. Guide lines
  - D. A and B
3. \_\_\_\_\_ are statements of organization targets or the results that administrators seek to achieve.
- A. Goal
  - B. Vision
  - C. objective
  - D. All are correct

### Answer Sheet

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

Date: \_\_\_\_\_

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

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

Satisfactory rating: 2 above

unsatisfactory rating: Below 2

Information Sheet – 3

**Making constrictive contribution**

### 3.1. Description of Group Work Activities

Group work is a form of cooperative learning which aims to develop student's knowledge, generic skills, (e.g. communication skills, collaborative skills, critical thinking skills) and attitudes. The ability to participate effectively in group work or team work is seen as a desirable employability skill and should be considered to be part of every learner's educational experience.

Group work can be a means for acknowledging and utilizing an individual learner's additional strengths and expertise.



## Group Work Activities

- Group Work Activities and enabling strategies
  - ✓ Group Tasks or Assignments
  - ✓ Discussion
  - ✓ Role play
  - ✓ Problem Based Learning

### 3.2. Skills required for Group Work:

- Teamwork
- Communication
- Problem solving
- Time management
- Negotiation
- Delegation
- Co-operation
- Leadership.

### 3.3. Contribute to work group Activities

Contributing to work group activities may overlap with others general lists or special lists public sector work activities such as:-

- Acting ethically
- Complying with legislation
- Working effectively
- Working with diversity
  
- Assisting with specific technical supports
- Undertaking basic procurement
- Working safely

Elements performance criteria of work group activities

- ✓ Establish work group parameters, role & responsibility
- ✓ Participating in the work group Assisting /assist/ work group members
  - ✚ Leadership
  - ✚ Organizational structure:- should be clearly defined
  - ✚ Planning process:- address a time frame
  - ✚ implementations
  - ✚ Monitoring:- needed to assure that the system in working
  - ✚ Continuous improvement



<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:

- **Choose the best answer from the question below**
- 1. Which one of the following is Contribute to work group Activities**
  1. Working effectively
  2. Delegation
  3. Co-operation
  4. Leadership.
- 2. Which one of the following are Skills required for Group Work.**
  - A. Teamwork
  - B. Communication
  - C. Problem solving
  - D. All are correct
- 3. \_\_\_\_\_ is a form of cooperative learning which aims to develop student's knowledge, generic skills,) and attitudes**
  - A. Work activities
  - B. Work group
  - C. Teamwork

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D. All are correct  
**Answer Sheet**

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

Date: \_\_\_\_\_

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

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

**Satisfactory rating: above 1**

**unsatisfactory rating: Below 2**

**Information Sheet – 4**

**Share Information Relevant to Workgroup**

#### **4.1. SHARE INFORMATION RELEVANT TO WORKGROUP TO ENSURE GOALS ARE MET**

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

#### **4.2. Sharing Relevant Information**

Means of sharing Information with team members:

- **Keys to Effective Communication**

- ✓ Simply reading the following keys to effective communications will not improve your communication skills. You must practice them. Practice them until they become habits.

- **Give your attention**

- ✓ When someone starts to talk to you, stop what you are doing and thinking.
- ✓ Face the person and devote your whole attention to what and how it is being said.

- **Listen, not just hear**

- ✓ One of the keys to good communication is the willingness to listen for meaning in what the other person says and not just for the words.
- ✓ Watch facial expressions and body language.

- **Don't let your mind wander**

- ✓ While the person is talking, do not think about your answer or response.
- ✓ Listen until the person is finished, and then decide what you are going to say.

- **Check for accuracy**

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- ✓ When the person is finished talking, paraphrase back to the person what was said to you. If you heard right, then respond to that statement or question.
- **Be aware of other's needs**
  - ✓ You need to be aware of the needs of the other business associates. Each person has different needs that should be considered and respected.
  - ✓ Although each of us has differing needs, all of us have a need for trust, responsibility, praise, security, sense of belonging, and recognition.
- **Ask, don't tell - demonstrate equality**
  - ✓ Do this by asking for advice or asking a person to do something. This shows you respect the other person as a peer or equal.
  - ✓ Telling often implies a superior/subordinate relationship, such as boss vs. employee.
- **Keep an open mind**
  - ✓ Do not criticize, pass judgment, or preach.
  - ✓ It is extremely important to learn to make objective evaluations about ideas, people, and situations.
  - ✓ You are making a value judgment when you attach your values, beliefs, or needs to an appraisal.
- **Offer advice, don't give advice**
  - ✓ Learn to offer in-sights, advice, and expertise without being forceful. It is wrong to say "this is how you should handle it" or "this is what you should do." It is better to say "what do you think about this way," or "I suggest we...." However, sometimes it is not appropriate to even soft-pedal advice. You should offer it only if asked for.
- **Develop trust**
  - ✓ Trust is the product of open and honest communications. So it is important that good communication channels exist.
  - ✓ Also, trust is an essential ingredient of teamwork. If trust exists among business associates, teamwork and cooperation are much easier to achieve.
- **Create feelings of equity**
  - ✓ People share a sense of equality if all parties are informed, trust exists, and work is based on cooperation.
  - ✓ For business ventures to succeed, all the parties must feel that they are equals. If one party feels left out or feels like a subordinate, success becomes less likely.
- **Develop comfortable relations**
  - ✓ Tension and stress are normal in any relationship. However, the level of tension and stress can be reduced in businesses that develop teamwork and trust through open and honest communication.
- **Become genuinely interested in others**
  - ✓ All of us have a need to feel important and be understood.
  - ✓ One of the ways we feel important is if others are interested in us. So talk in terms of the other persons' interests and try to understand another point of view. If we expect others to understand us, we must first understand them.



- **Motivate others**

- ✓ There are several ways to motivate people. Both negative and positive reinforcement are effective. But in the long run, negative reinforcement like criticism or punishment often creates a desire for revenge. Too often we think of positive reinforcement as receiving more income, but other positive reinforcements that require little effort are praise, trust, interest, and recognition.

- **Keep a sense of humor**

- ✓ Laugh at the goofy things that happen. Laugh off little annoyances. Smile at every opportunity. Seeing the humor in a situation can often defuse it.

### 4.3. Supervisor or manager

- Supervisor Person in the first-line management who monitors and regulates employees in their performance of assigned or delegated tasks. Supervisors are usually authorized to recommend and/or effect hiring, disciplining, promoting, punishing, rewarding, and other associated activities regarding the employees in their departments.
- A supervisor is an employee and the head of the front line management who watches the employees and their activities working under him/her. He /She has the authority to delegate the task to the individual workers, approve working hours and to resolve the payroll issues. The duty of the supervisor is to oversee his men working at the workplace and analyze their performance and productivity.
- The major responsibility of a supervisor is to look after his men that they reach the targeted production level in the stipulated time. They help in the smooth functioning of the day to day operations of the enterprise. The given are some tasks performed by the supervisor in general:
  - ✓ To implement the policies made by the upper-level management. To make short action plans as a stepping stone to achieve targets.
  - ✓ Assigning work to workers.
  - ✓ Coordinate the people at work.
  - ✓ Motivating, guiding and training subordinates.
  - ✓ Preparing timely reports regarding the performance of the employees.
  - ✓ Listening and resolving the worker complaints and grievances.

- **What Is a Manager?**

Are you tired of constantly taking orders? Do you like to help assist people to reach their goals? If your answers are yes, then you are a perfect fit to become a manager. In order to become a good manager, it is important to study management techniques that will make you successful in the workplace.

A manager is an expert in his or her field and is a support system for employees. Managers work within a business and work together as a team to achieve company goals. A manager is not a person who does a million things at once while employees take a back seat. It is vital for managers to delegate responsibilities to employees and assist them if they need help. As a manager you have to put on many hats and be flexible. Imagine you are blindfolded and walking through a forest. Could you imagine how many times you would hit a tree or trip



because you have no direction? It is your job to help employees navigate. If they trip, it is the manager's job to help them stand up and motivate them to achieve their goals. A manager who watches his or her employee trip and fails without helping them is not the kind of

manager you want to be. Employees will feed off their manager's energy, and that positive energy will help create a successful work environment.

A manager is a person who manages the resources of the organization. By resources, we mean men, money, material, method and machinery. But not only the resources, but a manager is in charge of the entire management of the organization.

There are mainly five functions of a manager, indicated below:

- ✓Planning
- ✓Organizing
- ✓Staffing
- ✓Motivating & Leading
- ✓Controlling Coordination.

In general, a manager does not do any work himself but gets it done by his subordinates . He /She is the representative of the whole department, unit or division of the second level or top level management. He / She has got the authority to recruit employees and terminate them as well. There are some managers in a single organization, i.e. general manager, production manager, finance manager, sales manager, customer relationship manager, etc. The function of these managers is based on the department they head.

#### **4.4. expect from their manager/ supervisor?**

Webmaster Discussions - the place to learn about web history is any guide, I cannot expect very much of anything from supervisors. I would like instead to answer the question, "What do you wish your supervisor would do to support his team?"

- I seem to have rather a lot to say on this subject.
- I wish my supervisor would fight for resources for his team.
- The best of my supervisors put themselves way out there trying to get more resources for the team; more staff, more time, more equipment.
- I can remember as a practically new-hire listening to my manager on the phone tearing his own boss a new one for not coming through with some promised stuff (can't even remember what kind of stuff). It is more typical that a supervisor doesn't work very hard to get resources for the team, even if he has promised to do so. Then he blames the team when they are late (because they didn't have the promised resources).
- I wish my supervisor would push every team member to do their best, most careful work.
- I wish there was an expectation that we would perform at a high level of professionalism and quality.
- When my supervisors expected excellence, the team generally performed up to expectations.
- When the supervisor expected slapdash work, the team did not disappoint him.
- I wish my supervisor would pay attention when his team said things were starting to go wrong, and not wait for months until the situation was completely out of control before suddenly looking up at the mess and doing something radical and horrible.



- I had a manager who only ever read the first line of status reports. If you didn't say there was a problem on the first line, in flashing, boldface, capitalized type, he never heard it. It makes me weep.
- I wish my supervisor would come to team meetings, not hide in his office, coming out only to fire people. This has a lot to do with the previous point.
- I wish my supervisor, when one team member came to him and said another team member was impossible to work with, would check to see which team member actually had the problem, and not just take the word of the first person to complain. Not being able to work with someone is a problem that almost always cuts two ways.
- I wish my supervisor would trust the team, who are the experts on the software, when they say how long it will take to do something. Supervisors who say, "I could do that in half the time, so lets schedule half the time" may not be aware of all the subtleties of a problem that the team is aware of. Even if they are aware, they forget that each developer has their own level of capability, and may simply not be as good a developer as the supervisor (thinks he) is. The person in the best position to make an estimate is the person who is going to do the work. Even if the supervisor is only gently asking over and over again, "Are you really sure it will take that long?" he will probably be able to talk the developer into cutting down his estimate. Then when the code is "late", the supervisor will make it the developer's fault.
- I wish my supervisor was a gentle cat-herder, not a general barking orders. I wish my supervisor came to work every trying to figure out how to support the team and take obstacles away.
- Too many supervisors think they need to "inspire" their team with give-two-hundred-percent sports metaphors, and push their team with tight deadlines to squeeze out any slacking. Sure, if an individual team member is slacking, the manager needs to get that under control. But a little slack time, a little time to breathe, keeps teams from burning out.
- I wish my director would spend as much time obsessing about hiring 10x managers as my managers spent on hiring 10x programmers. A 10x manager can make a whole team of programmers more productive. A bad manager can hold back a whole team of rock stars. It has been my experience that a manager can get really exceptional work from ordinary people just by expecting it, and by keeping obstacles out of the team's way.

#### 4.5. Key Differences between Supervisor and Manager

The following are the major differences between supervisor and manager

- The supervisor is someone who oversees the employees and regulates them to work assigned to them. A manager is a person who manages the resources of the whole organization and the organization as well.
- The supervisor is a top position in the lower level management, whereas in the middle-level management the top position is of the manager.
- The supervisor is answerable to the manager for the performance of his team while the manager is answerable to the board of directors for the performance of his department.

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- The supervisor has an entirely introverted approach as he has to look after his men and their work only. Conversely, the manager has an ambient approach because he has to look after his department along with the external environment.
- The supervisor's task is to supervise people at work, but a manager manages the 5 M's of the organization, i.e. men, money, machinery, material, method.
- The supervisor is responsible for people working under him and their activities while a manager is responsible for people and things as well.
- A supervisor has no right to hire or fire employees, but he can recommend it. In contrast to the manager, he can hire or fire employees.

#### Conclusion

The supervisor has no authority to recruit and terminate employees, but he can take an active part in the hiring process like short listing the candidates and interviewing them, but the final decision would be taken by the Human Resource Manager only. One significant difference between the two is that supervisor looks after the daily activities of the business while a manager doesn't.

<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:

- **Choose the best answer from the question below**
  1. Which one of the following is functions of a manager?
    - A. Planning
    - B. Organizing
    - C. Staffing
    - D. All are correct
  2. \_\_\_\_\_ Person in the first-line management who monitors and regulates employees in their performance of assigned or delegated tasks.
    - A. Manager
    - B. supervisor
    - C. leader
    - D. All are correct

**Answer Sheet**

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

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

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

Date: \_\_\_\_\_



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