



Ethiopian TVET-System



Furniture Making L-II

Based on Sept. 2012G.C. Occupational standard

Module Title: Working in team environment

TTLM Code: IND FMK 2 TTLM 0919 v1

This module includes the following Learning Guides

LG24: Describe team role and scope

LG Code: IND FMK 2 M01 LO1-LG-24

LG25: Identify own role and responsibility within team

LG Code: IND FMK 2 M01 LO2-LG-25

LG26: Work as a team member

LG Code: IND FMK 2 M01 LO3-LG-26

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 0 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	--------------



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

- Role and objectives of the team
- Team structures and relationship
- Team parameters and responsibilities
- Line of communication within a team

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

- Individual role and responsibilities within the team environment are identified
- Roles and responsibility of other team members are identified and recognized
- Reporting relationships within team and external to team are identified

Learning Activities

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets 1”.
3. Accomplish the “Self-check 1” in page 6. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
4. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #2.
5. Read the information written in the “Information Sheet 2”.
6. Accomplish the “Self-check 2” in page 10. Again you can request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
7. If you earned a satisfactory evaluation proceed to “Information Sheet 3”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #5.
8. Read the information written in the “Information Sheet 3”.
9. Accomplish the “Self-check 3” in page 15. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
10. If you earned a satisfactory evaluation proceed to “Information Sheet 4”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #8.



Information Sheet-1	1.1 Role and objectives of the team
----------------------------	--

Introduction

A team can be defined as a group of people with a full set of complementary skills required to complete a task, job or project. Team members operate with a high degree of interdependence, share authority and responsibility for self-management, are accountable for the collective performance, and work towards a common goal and share rewards. A team becomes more than a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

Roles of a team

Team members are selected because they have particular skills that are required to complete project tasks. Examples include specialists in business or technical disciplines, or an outside supplier.

The Team Member’s role is to successfully perform the tasks that have been allocated, keeping the project manager informed of progress as well as any issues that may arise.

The role often requires team members to work on their own initiative in areas where they are the ‘experts’. This places the responsibility on them to manage their own day to day work, recognize the authority of the Project Manager and report to the Project Manager as appropriate.

Team membership often changes as a project moves through its development. This means there are frequently two types of team member:

Core Team Member - a full time role on the project but not necessarily for the duration of the project.

Extended Team Member - a part time role on the project. These team members will usually have their regular job to do, or they may be from an outside company.

Part of the Team Member’s role is to pay attention to the problems others may be facing. Tolerance and good communications are essential ingredients of successful project teams.



A team is not a bunch of people with job titles, but a congregation of individuals, each of whom has a role which is understood by other members. Members of a team seek out certain roles and they perform most effectively in the ones that are most natural to them.

A tendency to behave, contribute and interrelate with others in a particular way.

Team role: Team Roles are used to identify people's behavioral strengths and weaknesses in the workplace. This information can be used to:

Build productive working relationships

Select and develop high-performing teams

Raise self-awareness and personal effectiveness

Build mutual trust and understanding

Aid recruitment processes

By identifying our Team Roles, we can ensure that we use our strengths to advantage and that we manage our weaknesses as best we can. Sometimes, this means being aware of the pitfalls and making an effort to avoid them.

Objectives of a team

Objectives of Team Work

Whether in the workplace, at school or even at home, teamwork is an essential part of a smoothly functioning system. When individuals work together as a team, more can be accomplished -- ideas can be bounced among team members to come to the best solution. Often teamwork is required within the workplace or even during school projects. Knowing the objectives that lead to successful teamwork is the first step.

Team Goal and Overall Structure

Before the team gets started, it must have an end goal in mind. This goal should be well stated and every member of the team should be aware of what the goal is, whether it be preparing quarterly reports for a meeting, cleaning the house for a big day or finishing up a group laboratory assignment. A team leader should be selected who will keep the overall goal

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 3 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	--------------



in mind and ensure that the team stays on task. If the group is large, smaller teams can be created from the large group, with one leader ensuring that each small team keeps to its goal while working on smaller portions of the overall project.

Team Members and Commitment

A team is made up of two or more individuals. Within a team, everyone needs to be aware of each other's education, skills and abilities as they apply to the project at hand. Individuals should be assigned work based on their capabilities so that the team accomplishes its goal successfully the first time around. Though team members do not have to agree on everything in regards to the project, they all need to be committed to the project in order for it to succeed. Team members should put aside their personal goals and instead focus on the overall goal of the team.

Improving Team Members

A successful team, team members should build off each other's knowledge and grow with each other. That means that team members should look for ways to develop their skills and competencies for themselves and each other so that the team grows in effectiveness.

Performance as a Team

After a team has created its goals and structure and has assessed each member's capabilities, it is time to perform as a team. That means that individuals within the team have accepted their team goal, are aware of their own and their colleagues' strengths and are aware of the role they are playing within the team. Members should be open and discuss new ideas or concerns with one another and should trust their teammates' ability to perform their roles. Members of a successful team will be loyal to one another and be able to solve issues within the team to move forward.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 4 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	--------------



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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

1. A team can be defined as a group of people with a full set of ----- skills required to complete a task, job or project.
2. Team members are selected because they have particular skills that are required to complete -----.
3. A team is made up of two or more -----.
4. A successful team, team members should build off each other's ----- and grow with each other.
5. After a team has created its ----- and structure has assessed each member's capabilities.

True or false: (1 point each)

1. The Team Member's role is not to successfully perform the tasks that have been allocated.
2. Team Roles are not used to identify people's behavioral strengths and weaknesses in the workplace.
3. Members should not be open and discuss new ideas or concerns with one another and should trust their teammates' ability to perform their roles.
4. Within a team, everyone needs to be aware of each other's education, skills and abilities as they apply to the project at hand.
5. Team members should put aside their personal goals and instead focus on the overall goal of the team.

Short answer questions: (2 points each)

1. Define role of the team.
2. Define object of the team.

Answer Sheet

Score = _____
Rating: _____

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 5 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	--------------



Name: _____

Date: _____

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

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



Information Sheet-2	1.2 Team structure and relationship
----------------------------	--

To form a better team we must have a structure which will help our team to go forward. And that can be start by answering a question like ...

How do you communicate?

How you communicate tells a lot about how you treat people and the expectation you have. As a leader you need to create a well thought out strategy and then tell your team on a regular and consistent basis what is happening and what you expect. You send e-mails, you communicate in person in meetings, one-on-one and on your intranet. My experience is that you can't communicate too often. Also your actions communicate a whole other set of messages. So make sure your actions align with your written and verbal messages.

As a rep how are you communicating with your customers? What information do you send them? How do you let them know when something is wrong and how do you communicate successes. Do you send thank you cards; do you keep your customer aware of all the issues going on? When was the last time you had a formal review with your top customers to share what has happened in the last six months and what is expected to happen in the next six months? When there is a change in delivery or fulfillment of the deal how do you communicate this to the customer? How does your organization connect with customers? While you don't control this you need to understand what it means to your customers.

How do you communicate with your team? Do you keep everyone connected and up to date? When there is an issue to be dealt with – where are you? How do people know what is expected of them. Do you have regular and productive meetings with your team to update and make sure you have created the appropriate message? Do you take responsibility for your results and interpretation of your messages? When you take responsibility your communication and insights become clear and focused.

What is your communication strategy?

You need to have a strategy that is formal and informal and communicates what you need to have heard, read and understood. Human beings need to hear a new message as many as six or seven times before they “get” it. So if you communicate a new idea or concept once – good



luck at getting buy in and understanding. This can be frustrating; however, the aggravation from not communicating will be far more frustrating and divisive with your team.

So if you need to communicate a new message six or seven times how do you propose to make that happen. You can send a written document, an e-mail, marketing materials, verbal communication in speeches and meetings. How do you mix it up and keep the message the same and focused on what you want to accomplish.

One of the reasons customers and team members get confused is that your communication is non-existent, is inconsistent or the message changes each month to what staff fondly refer to as “the flavor of the month”! You want to be consistently consistent.

Your communication must be honest, truthful and communicated by you. It must sound like you and be believable. So write it, review it, think about and then say it out loud. Do you believe what you are saying? If you have someone else writing and communicating for you your team and customers will not get behind the message – they won’t trust you.

What works for you?

We all communicate differently and in different manners. Know what works for you. Barrack Obama is a great orator – George Bush, not so much. How is your written word? Is your written message efficient and to the point – or is it all over the place. Are you best in one-to-one meetings? When you are in a meeting - what is the goal of your communications? If you are consistent and communicate the same message over and over again, people begin to get behind you and your mission.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 8 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	--------------



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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks:

1. To form a better team we must have a ----- which will help our team to go forward.
2. Your communication must be honest, ----- and communicated by you.
3. As a ----- you need to create a well thought out strategy and then tell your team on a regular and consistent basis what is happening and what you expect.
4. We all communicate differently and in different -----.
5. If you are consistent and communicate the same message over and over again, people begin to get behind you and your -----.

True or false:

1. Human beings need to hear a new message as many as six or seven times before they “get” it.
2. One of the reasons customers and team members get confused is that your communication is non-existent.
3. When you take responsibility your communication and insights become clear and focused.
4. If you have someone else writing and communicating for you your team and customers will not get behind the message – they won’t trust you.
5. You cannot send a written document, an e-mail, marketing materials, verbal communication in speeches and meetings.

Answer Sheet

		Score = _____	
Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Rating: Version -1 Sept. 2019
		Page 9 of 78	



Name: _____

Date: _____

Note: Satisfactory rating - 07 points and above Unsatisfactory - below 07 points

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



Information Sheet-3

1.3 Team parameters and responsibilities

There are a number of different theories that have been developed which categorize the different types of roles and responsibilities of people display. The Belbin test was developed to specifically identify the different types of roles team members prefer.

The Belbin test identifies the following roles that individuals adopt when working in teams:

- Shaper
- Plant
- Coordinator
- Monitor Evaluator
- Resource Investigator
- Implementer
- Team Worker
- Specialist
- Completer-Finisher

Shaper

Shapers attempt to apply a shape to the team and are very focused on taking positive action.

Plant

Plants are individuals who originate new ideas and provide unique solutions to problems.

Coordinator

Coordinators like to consult with their colleagues when making decisions and encourage co-operative team work.

Monitor Evaluator

Monitor Evaluators identify the pros and cons of each decision and like to ensure that they have all the facts before making decisions.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 11 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Resource Investigator

Resource Investigators are very good at finding the necessary information required for a decision. They also are very good at networking with other teams and organizations.

Implementer

Implementers are focused on practical solutions and will do what is required to achieve the desired outcome.

Team Worker

Team Workers are the team diplomats. They encourage team unity and attempt to diffuse potentially damaging interpersonal conflicts.

Specialist

Specialists provide in depth knowledge about a service or product. They are often technically minded individuals.

Completer-Finisher

Completer-Finishers ensure that tasks are completed. They pay attention to detail and are very good at organizing meetings and keeping the team on schedule.

Each of the different roles has their own unique strengths and weaknesses that they bring to team work. Understanding these strengths and weaknesses can assist you in developing a balanced team of people. It will also assist with the recognition of potential problems that may arise.

Understanding the roles that people naturally tend to take will help you decide the responsibilities of each team member. Therefore, if you know which role each team member enjoys fulfilling, it can assist you in providing your team members with motivating tasks

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 12 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks:

1. There are a number of different theories that have been developed which categorize the different types of roles and ----- of people display.
2. The ----- was developed to specifically identify the different types of roles team members prefer.
3. Each of the different roles has their own unique strengths and ----- that they bring to team work.
4. Understanding these strengths and can assist you in developing a ----- of people.
5. Specialists provide in depth knowledge about a service or -----.

True or false:

1. Understanding the roles that people naturally tend to take will not help you decide the responsibilities of each team member.
2. Completer-Finishers ensure that tasks are completed.
3. Team Workers are not the team diplomats.
4. Monitor Evaluators identify the pros and cons of each decision and like to ensure that they have all the facts before making decisions.
5. Implementers are focused on practical solutions and will do what is required to achieve the desired outcome.

Short answer questions:

1. Define Shaper
2. Define Plant
3. Define Coordinator
4. Define Monitor Evaluator

Answer Sheet

Score = _____
Rating: _____

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 13 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Name: _____

Date: _____

Note: Satisfactory rating - 07 points and above Unsatisfactory - below 07 points
 You can ask you teacher for the copy of the correct answers.

**Communication Skills in a team**

Skills are essential conditions when building a team or being part of one. In order for a team to be effective it is necessary that we consider the interaction skills that their members have. In today's business world more interaction among people from diverse cultures, beliefs, and backgrounds than ever before is necessary. Interaction skills have been identified, but not limited to:

- ❖ Attitude awareness
- ❖ Conflict handling
- ❖ Co-operation
- ❖ Diversity tolerance
- ❖ Teamwork willingness
- ❖ Etiquette

These skills will be described and their importance will be established in team building.

Attitude Awareness

Attitudes represent our covert feelings of favorability or un-favorability toward an object, person, issue, or behavior. Formally, attitude is defined as "a learned predisposition to response in a consistently favorable or unfavorable manner with respect to a given object"

Some people refers to it as disposition, manner, temperament, spirit, approach, position, posture, outlook or opinion your attitude has a major bearing on your level of success.

Your attitude, feelings, or moods will infect or effect the actions, moods, and feelings of those around you. If you face the world with a cheerful expectant attitude, the world (and those in it) will know you expect more from it and will perform accordingly. If you face the world with a negative, down trodden attitude it will know you expect poor action from it and will give you those actions. Remember that the world will reflect your attitude back to you. Your attitude to the world will determine its attitude towards you (cause and affect). So one of the main rules to



a successful life is to know that the world is a mirror, often a merciless mirror, of ourselves and the habitual attitude we carry within us. When establishing the goals for the team, every team member has to set their minds on what they want because in our life we need to make the choices that will move us there. You get back what you put out. As soon as we begin to change, the world will begin to reflect those changes - immediately. So as you shape and mold your life whether personal or professional, know that it is further detailed and textured by your habitual attitude. Successful people's edge is their attitude.

Conflict Handling

At any moment in which you have people interacting, conflict is expected, due to the existent diversity in today's world. Conflict can be both positive and negative, and can bring also positive and negative feelings to the team and workplace. Conflict has different definitions, and when defining conflict we tend to think negative first. Conflict can be defined as: difference of opinion with another, a time when no one is communicating; whether people are angry silently or are yelling at one another, someone acting in direct opposition to your request, and defending our rights when they are being ignored. In a positive sense, conflict can be a/an: time in which problems can be solved creatively by looking together at a variety of alternatives, time for us to increase our knowledge of one another, chance to reveal our unique ways of thinking, acting, and feeling, and chance to show understanding, respect, and acceptance of the unique ways in which others think, act, and feel.

Organizations shield individuals from intense conflict through rules, policies, and the diffused responsibility that characterizes committee deliberations of conflicts that are not readily settled through the application of policy. Team leaders need to learn facilitation skills in order to make people more comfortable resolving conflicts in team settings. Some behaviors that can help in managing conflict are: Use "I" statements. Be assertive, not aggressive. Speak calmly, coolly and rationally. Avoid blaming. Create an atmosphere of healing. Be willing to forgive. Be willing to forget. Be honest. Focus on feelings rather than on content. Show respect for yourself and for others. Be willing to apologize or admit a mistake. Be willing to compromise.

Co-operation

Co-operation is key in teams; you have to work together to reach a common goal. There are some factors that facilitate cooperation in the team and they are: task structure, group boundaries, norms and authority; there are also some hindering and facilitating factors.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 16 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



❖ **Task structure**

1. Members have good knowledge of tasks.
2. There is a consistent and clear link of tasks with the team's mission.
3. Members have a meaningful piece of work, sufficient autonomy to perform it and access to knowledge of its results.

❖ **Group boundaries**

1. The membership of the team is appropriate for the task to be performed.
2. Members have collective knowledge and skills to perform the work.
3. Members have sufficient maturity and interpersonal skills to be able to work together and resolve conflicts.
4. Members may have differing perspectives and experiences but can communicate with and relate to one another.

❖ **Norms**

1. Members share an appropriate set of norms working as a team.
2. It is necessary to regularly scan and review prevailing norms to ensure that they support overall objectives.
3. It is necessary to ensure that conflicting norms do not confuse team members.

❖ **Authority**

1. There is firm authority that is also flexible in enabling the team members to make their best efforts.
2. There is competent team leadership that allows the group to comply when conditions demand it (such as in emergencies).
3. The team leader is able to establish a climate for team member to feel empowered to provide expert assistance when appropriate.



4. Team members feel comfortable in questioning the leader on decisions that have no clear right answers.

Diversity Tolerance

Diversity is generally defined as acknowledging, understanding, accepting, valuing, and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and public assistance status. Diversity is beneficial to both associates and employers. Although associates are interdependent in the workplace, respecting individual differences can increase productivity. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity, and business image. In an era when flexibility and creativity are keys to competitiveness, diversity is critical for an organization's success. Also, the consequences (loss of time and money) should not be overlooked.

There are challenges to managing a diverse work population. Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination and complaints and legal actions against the organization. Negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relationships and damage morale and work productivity. Negative attitudes and behaviors in the workplace include prejudice, stereotyping, and discrimination, which should never be used by management for hiring, retention, and termination practices (could lead to costly litigation).

Effective managers are aware that certain skills are necessary for creating a successful, diverse workforce. First, managers must understand discrimination and its consequences. Second, managers must recognize their own cultural biases and prejudices. Diversity is not about differences among groups, but rather about differences among individuals. Each individual is unique and does not represent or speak for a particular group. Finally, managers must be willing to change the organization if necessary. Organizations need to learn how to manage diversity in the workplace to be successful in the future.

Managing diversity is a comprehensive process for creating a work environment that includes everyone. When creating a successful diverse workforce, an effective manager should focus on personal awareness. Both managers and associates need to be aware of their personal

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 18 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



biases. Therefore, organizations need to develop, implement, and maintain ongoing training because a one-day session of training will not change people's behaviors. Managers must also understand that fairness is not necessarily equality. There are always exceptions to the rule. Managing diversity is about more than equal employment opportunity and affirmative action. Managers should expect change to be slow, while at the same time encouraging change. Another vital requirement when dealing with diversity is promoting a "safe" place for associates to communicate. Social gatherings and business meetings, where every member must listen and have the chance to speak, are good ways to create dialogues. Managers should implement policies such as mentoring programs to provide associates access to information and opportunities. Also, associates should never be denied necessary, constructive, critical feedback for learning about mistakes and successes.

Teamwork willingness

Teamwork requires a willingness on the part of individuals to enter into interdependencies involving risk. Trust is fundamentally at stake in such decisions. Widespread teamwork therefore requires many interdependencies and a foundation of trust. Rewards, recognitions, and performance evaluation systems must be developed and administered with sensitivity to the problem of not undermining interdependencies or trust between individuals. For a group to be successful, its members need four specific "willingness" traits: Willingness to accept everyone in the group.

Good group members don't wait to see who measures up.

They don't wait to see where someone stands before accepting him or her.

1. Willingness to learn from each other.
2. Good group members recognize that everyone brings strengths to the group. They are not control freaks.
3. Willingness to share ideas, power, expertise and the floor.
Good group members don't talk people to death.
4. Willingness to stay focused.

Good group members commit to staying on task.

Etiquette

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 19 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Is a name for the codes of rules governing social or diplomatic intercourse? These codes vary from the more or less flexible laws of social usage (differing according to local customs or taboos) to the rigid conventions of court and military circles, and they extend to the legal, medical, and other professions. All cultures include forms of etiquette; often, etiquette has been used to enforce class distinctions, as well as safeguarding against conflict in social interactions. The practices and forms prescribed by social convention or by authority.

Every organization has a set of established norms and policies which must be followed, when a team is formed a set of rules should be set in order to make processes easier and have the team more controlled in terms of behavior and on how to conduct themselves within and out of the team in order for the team to be more successful.

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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks (1 point each)

1. ----- are essential conditions when building a team or being part of one.
2. For a team to be effective it is necessary that we consider the ----- that their members have.
3. In today's business world more ----- among people from diverse cultures, beliefs, and backgrounds than ever before is necessary.
4. Interaction skills have been identified, but not limited to-----.
5. Members have collective knowledge and ----- to perform the work.

True or false:(1 point each)

1. Every organization has a set of established norms and policies which must be followed.
2. When a team is formed a set of rules should be set in order to make processes easier.



3. Organizations need to learn how to manage diversity in the workplace to be successful in the future.
4. Members have not sufficient maturity and interpersonal skills to be able to work together and resolve conflicts.
5. Attitudes represent our covert feelings of favorability or un-favorability toward an object.

Short answer questions:(2 points each)

1. Define Attitude awareness
2. Define Conflict handling
3. Define Co-operation

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

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____



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

- The team role and scope
- own role and responsibility within team
- Work as a team member

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:

- Understand team role and scope.
- Describe team role and scope.
- Identify own role and responsibility within team.
- Identify Working as a team member.
- explain Working as a team member.

Learning Activities

11. Read the specific objectives of this Learning Guide.
12. Read the information written in the “Information Sheets 1”.
13. Accomplish the “Self-check 1” in page 6. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
14. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #2.
15. Read the information written in the “Information Sheet 2”.
16. Accomplish the “Self-check 2” in page 15-16. Again you can request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
17. If you earned a satisfactory evaluation proceed to “Information Sheet 3”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #5.
18. Read the information written in the “Information Sheet 3”.



19. Accomplish the “Self-check 3” in page 20. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
20. If you earned a satisfactory evaluation proceed to next information sheet. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #8.



Information Sheet-1	2.1 Roles and responsibilities of team members
----------------------------	---

If you were choosing team members for a business team in your organization, who would the best team players be? Assuming that people have the right technical skills for the work to be done, what other factors would you use to select your team members?

Teams need strong team players to perform well. But what defines such people?

Demonstrates reliability

You can count on a reliable team member who gets work done and does his fair share to work hard and meet commitments. He or she follows through on assignments. Consistency is key. You can count on him or her to deliver good performance all the time, not just some of the time.

Communicates constructively

Teams need people who speak up and express their thoughts and ideas clearly, directly, honestly, and with respect for others and for the work of the team. That's what it means to communicate constructively. Such a team member does not shy away from making a point but makes it in the best way possible — in a positive, confident, and respectful manner.

Listen actively

Good listeners are essential for teams to function effectively. Teams need team players who can absorb, understand, and consider ideas and points of view from other people without debating and arguing every point. Such a team member also can receive criticism without reacting defensively. Most important, for effective communication and problem solving, team members need the discipline to listen first and speak second so that meaningful dialogue results.

Functions as an active participant

Good team players are active participants. They come prepared for team meetings and listen and speak up in discussions. They're fully engaged in the work of the team and do not sit passively on the sidelines.

Team members who function as active participants take the initiative to help make things happen, and they volunteer for assignments. Their whole approach is can-do: "What contribution can I make to help the team achieve success?"



Shares openly and willingly

Good team players share. They're willing to share information, knowledge, and experience. They take the initiative to keep other team members informed.

Much of the communication within teams takes place informally. Beyond discussion at organized meetings, team members need to feel comfortable talking with one another and passing along important news and information day-to-day. Good team players are active in this informal sharing. They keep other team members in the loop with information and expertise that helps get the job done and prevents surprises.

Cooperates and pitches in to help

Cooperation is the act of working with others and acting together to accomplish a job. Effective team players work this way by second nature. Good team players, despite differences they may have with other team members concerning style and perspective, figure out ways to work together to solve problems and get work done. They respond to requests for assistance and take the initiative to offer help.

Exhibits flexibility

Teams often deal with changing conditions — and often create changes themselves. Good team players roll with the punches; they adapt to ever-changing situations. They don't complain or get stressed out because something new is being tried or some new direction is being set.

In addition, a flexible team member can consider different points of views and compromise when needed. He or she doesn't hold rigidly to a point of view and argue it to death, especially when the team needs to move forward to make a decision or get something done. Strong team players are firm in their thoughts yet open to what others have to offer — flexibility at its best.

Shows commitment to the team

Strong team players care about their work, the team, and the team's work. They show up every day with this care and commitment up front. They want to give a good effort, and they want other team members to do the same.

Works as a problem-solver

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 25 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Teams, of course, deal with problems. Sometimes, it appears, that's the whole reason why a team is created — to address problems. Good team players are willing to deal with all kinds of problems in a solutions-oriented manner. They're problem-solvers, not problem-dwellers, problem-blamers, or problem-avoiders. They don't simply rehash a problem the way problem-dwellers do. They don't look for others to fault, as the blamers do. And they don't put off dealing with issues, the way avoiders do.

Team players get problems out in the open for discussion and then collaborate with others to find solutions and form action plans.

Treats others in a respectful and supportive manner

Team players treat fellow team members with courtesy and consideration — not just some of the time but consistently. In addition, they show understanding and the appropriate support of other team members to help get the job done. They don't place conditions on when they'll provide assistance, when they'll choose to listen, and when they'll share information. Good team players also have a sense of humor and know how to have fun (and all teams can use a bit of both), but they don't have fun at someone else's expense. Quite simply, effective team players deal with other people in a professional manner.

Team players who show commitment don't come in any particular style or personality. They don't need to be rah-rah, cheerleader types. In fact, they may even be soft-spoken, but they aren't passive. They care about what the team is doing and they contribute to its success — without needing a push.

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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

1. ----- is the act of working with others and acting together to accomplish a job.
2. Good team players are active -----.
3. ----- need people who speak up and express their thoughts and ideas clearly, directly, honestly, and with respect for others and for the work of the team.



- 4. Teams need strong team -----to perform well.
- 5. Teams often deal with changing conditions and often create changes -----.

True or False: (1 point each)

- 1. Weak team players care about their work, the team, and the team's work.
- 2. Team players who show commitment do come in any particular style or personality.
- 3. Effective team players deal with other people in a professional manner.
- 4. Team players get problems out in the open for discussion and then collaborate with others to find solutions and form action plans.
- 5. In addition, a flexible team member cannot consider different points of views and compromise when needed.

Short answer questions: (2 point each)

- 1. Define cooperation.
- 2. Define good listeners.
- 3. Define “share openly and willingly.”

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

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

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



Information Sheet-2	2.2 Recognition of the roles and responsibilities of the team members
----------------------------	--

There may be different types of methods which can be able to define team role. Here are some important ways to verify recognition.

Identify Teamwork and Communications on the Macro level

Teamwork and communications are components of project execution. The project manager should gather members of different units and create an effective team that will self-sustain itself and create an encouraging environment to complete a project. There should always be members of all parts of the company or organization. This creates a diversity of people, backgrounds, and expertise allowing for everyone’s needs to be met as well as for more balanced compromises among the various departments of the organization. Avoiding picking people from all departments or divisions of an institution could lead to prejudice and discrimination suits that would only create problems both internally and externally for the company. The team should also be a very effective group. While you do want a group of people that are outspoken so that opinions are voiced, you do not want a group that spends their whole time talking because then you run the risk of a low production level. The group also needs to be effective in management so that people respect the decisions they make that will affect the company or organization and their audience. If the group is not respected, the project will become very difficult to execute.

Develop a Team

It needs to be understood that most work in project management will happen through a team. Teams typically undergo stages including forming, which is when team members learn about each other, storming, which is when project managers try to reduce conflict in teams by having team members focus on the task at hand and not the relationships to each other. Then norming is when the team begins to lay out work expectations and the norms that everyone is expected to follow which the team will use to reference each other as members of the team, followed by phase performing, which is when work gets done while working with issues. There are various process changes a team undergoes. There are three changes called brainstorming, nominal group technique, and Delphi group process. When developing the team you will want to bring the best people into the team as possible, each with a distinct background that will add to the team effectiveness. It usually helps to let the team know that their performance will be measured. Knowing that their capabilities will be evaluated usually



serves as an incentive for them to remain dedicated to the project. The way the team's performance will be measured is through the rate of performance, which is equal to actual work completed divided by percent of work planned to complete. A good team will keep as close as possible to the work schedule as well as the planned budget. There are a few methods to improving teamwork such as noticing the phases the team goes through. If one notices a team gets stuck in a specific phase, the project manager may need to intervene to move the team ahead. Staying in one phase of building a team may be more costly and will definitely negatively affect the scheduled plans. In addition, teamwork can be improved by making sure that the team members bond with each other over time. While outside previously held relationships or conflicts among team members should be left outside of the project work time, a distinct team bond should be created. It's almost like team spirit at a high school. While there may be conflicts among faculty or in between students, everyone still comes together at times like homecoming, or commencement ceremonies to make it a good experience and have a good experience that will benefit all. Team spirit through a good bond will allow both the team to be successful and the client to be satisfied. One more thing a team can do to improve the effectiveness of the teamwork is to change team meeting processes. The way one could practice this is by ending each meeting with an evaluation. The end of meeting evaluation will allow the future meetings to be more successful. The project manager will be able to better understand what motivates the team as well as what turns them away from wanting to be part of the team. The team will also be able to evaluate the project itself, and point out things that they may not have wanted to bring up in front of everyone. Another good example of changing team-meeting processes is maybe, creating a more relaxed environment, where people do not need to raise their hand to speak.

Develop a Communication Management Plan

Before initiating the team, the project manager needs to create a communication management plan. The project manager should always know what to ask their team members about the project. In other words, the project manager should be well informed about everyone's role in the project, what stage they are at, and how they are performing. By allowing the project manager to ask the correct questions to the various team members allows them to accurately report back to the client. Some things the project manager should ask is who is currently working on completing the part of the project the team member is currently working on? For example, if the team is building a hospital, and someone is in charge of the foundation, that person should know who they contracted to do the foundation, who the head contractor is, who

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 29 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



the architect, who designed the foundation, is and how many people are working on it. Another question the project manager should always ask is why? For example, if we are going to stock the new hospital we are building with one roll of toilet paper when we had the hospital over to the system that ordered it and we are using Charmin, as opposed to Equate, the Wal-Mart brand which is clearly cheaper, we should ask why did we go with the more expensive brand Charmin? Asking why may expose some compromises we are making between quality and price, or time and money. The next set question that should always be asked is when. This can be simple things like, when will this be completed, or when can we meet, or when are certain employees at the construction site. The project manager should always ask where. Going back to the building a hospital scenario, some sample questions would be like, where do the construction workers eat, or where do you keep the list of emergency contacts, or where will the restroom be on the second floor if the client is wanting to know. Another question the project manager should ask is how often. For example, how often are the budget reports being updated, or how often certain employees are coming into work? Another set of questions that should be asked is through what methods. For example, through what methods will you be accessing the construction site, or through what methods will the supplies be delivered, and questions of that nature. Another part of the communication plan should include creating a communication matrix, identifying roles, and establishing responsibilities. The work should be fairly equally, and if not, then compensations should vary depending on difficulty of skill and amount of time needed. Everyone should understand their role as well, so that they are not overwhelming at team functions. If team members step on other members' feet it could make for a very uncomfortable situation as well as create tensions between members if they feel their space is being invaded.

Present the Communication Plan to Your Team

If a project manager simply handed the communication plan to their team members, it may be overwhelming for some, especially those that have never worked on or designed one. Therefore, the project manager should try and create a communications overview, communications strategy, provide alternative methods, create a roles and responsibilities table, and do a directory of project team members, as well as create a list of acronyms that may be used in this documentation. This documentation should hopefully provide a more simplified version of the full communication plan.

Communicate Clearly During the Project

Status reports need to be completed to identify the following are:

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 30 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



1. Tasks completed on time,
2. if not, what needs to get done to complete the task,
3. What is the next task, and
4. What are the issues interfering with the completion of tasks.

Everyone on the team should be able to access these status reports, which should be updated frequently. Create matrixes that align project status and task outcomes and effects on the target audience or client Information exchange usually begins with the communicator and as the project manager; one must determine which stakeholder will receive the information. Stakeholders include the project sponsor, the client, the system users or your project team

For every project, one must customize their message according to the audience. Each stakeholder has his or her own unique set of needs; therefore, the message must provide the type of information being requested. The message must also provide enough information to satisfy the stakeholder level of expertise. After sending the message, the receiver of the message will use it to determine if their requirements have been met. The receiver can then give additional feedback to the sender to provide results and outcomes of that segment. It is a good idea for the project manager to always have an organization chart, which highlights the structure, the communication flow, the team structure, and the roles, as well as responsibilities and nodes of communication, which should always be understood in this chart

Understand the Methods of Communication

Verbal Communication may be in a project, and many prefer this as a means of communication since it is fast, easy, and uncomplicated. Another way to exchange information is through group project meetings and functional team meeting since it allows the team to get status reports and updates as well as a great way to discuss lessons learned from tasks.

Non-verbal communication may be used in a project when the manager wants to circulate detailed information. It is useful communication if the project manager wants to disseminate technical plans or specific project information. It is also the easiest way of sharing complex processes and instructions to stakeholders.

Appropriate media is important to the team when sending out project related communication. The delivery and retrieval of a task is more effective and efficient communication is appropriately provided to the stakeholders properly.

It is wise to use simple and appropriate language, so that everyone will understand. Limiting technical details to generic language is also a great way to be a better communicator. Some

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 31 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



functional information can be translated to technical requirements, but using charts, graphs, pictures, and video is more precise when explaining the task and the results you expect.

When using communication, you want to make sure you cover all bases. It is important for discussing topics, tasks, and the status of these tasks, and it's helpful towards tasks being completed on time

Understand the Importance of Communication

It is important for managers to understand the various methods and barriers that come along with good communication since 90% of the project manager's time will be spent on communicating with either the team or the clients/stakeholder. Good communication skills are of the utmost importance because it creates an open and trusting environment. Furthermore, it helps the manager navigate with and outside of the project team. What happens if project teamwork and communications are not handled well? Project failure and poor communications

One must understand the different types of communication that there are. Formal and informal communications are two types of project communication. Formal communication answers the question "who should care?" It is important to know where messages are going to, so you know what type of communication to use. The stakeholder's role and involvement in the project, if they are communicated with, will help your team stay on task and focused. Using the project plan as your guide will allow for a concise information flow. You can also refer to lessons learned from previous projects or tasks as a reference.

The other type of communication is informal communication. Informal communication occurs mostly outside the formal project boundaries. They consist of unconfirmed information, and rumors that people hear through the grapevine. Informal can be good because it addresses issues before they are discussed, but then again the information may be misleading. Also good informal communication can occur during the project, such as lasting impressions from a previous project, which motivates your team

Constantly Review...

There are a few things a project manager should always go over with the team. Repetition of these things is important to confirming success and efficiency.

1. Reconfirm plan,
2. Assess project performance,
3. Take corrective action, and
4. Keep people informed.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 32 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Do Not Forget to Avoid Communication Barriers

Reinforcing communication through different types of media prevents barriers and can provide clear data. Varying forms of communication can break the monotony, and disseminating communication personally can break down interpersonal barriers. Personal interaction eliminates assumptions and prejudices, and brings team members in to focus on project goals. While the majority of project documents and communication can be distributed using non-personal means, some of the project communication can be given through group meetings or gatherings. Always make sure the client knows exactly how feasible the plans are by saying exactly what you mean be sure to address the issues, but do so cordially, and be aware of the issues that come with non-verbal communication

Example:

Delilah was a nurse at Zewditu Hospital, and a patient was brought into the hospital for surgery. The procedure was to remove the left leg. Unfortunately, Delilah got sick and had to go home early, prior to the patient's surgery. No one else helped her prep for the surgery, so the right leg was removed, instead of the left. The hospital was then sued and had to close down.

What went wrong?

Poor communication is what went wrong. Delilah should have known who the operations team was for the patient, and should have talked to them to make sure they were prepped on the surgery before she left. Secondly, the operations unit director should have developed a team out of knowledgeable staff members that were aware of the hospital's communication management plan, so that if a situation like Delilah's occurred where a person had to leave, then the whole procedure would not be in jeopardy.

Clearly, the team was not communicating the way they should have been, or the rest of the team would have known what leg to amputate. In addition, in the example, the team broke the rule of understanding methods of communication. For the wrong leg to be amputated, not all of the patient's records could have been documented. In addition, Delilah could not have possibly understood all the methods of communication, since the team fell apart with her there. There should have been some form of protocol as to who to let know she was leaving, as well as some way to update the team in her absence, and lastly, to let the team know what exactly was supposed to be done during the procedure. If the team understood the importance of communication, formal communication would have occurred. Everything would have been documented, and the operations unit could have been able to complete the procedure safely,

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 33 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



and correctly. In this case, things you constantly want to go over with your team are the patient's records, talking to the patient while awake, confirming the necessary procedure, having all consent forms signed, and making sure the rest of the team is involved in this process. Lastly, it was the barriers of communication that lead to this sad, sad situation.

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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

1. Teamwork and ----- are components of project execution.
2. It is wise to use simple and appropriate -----, so that everyone will understand.
3. ----- Communication may be in a project, and many prefer this as a means of communication since it is fast, easy, and uncomplicated.
4. ----- Communication occurs mostly outside the formal project boundaries.
5. While the majority of project documents and communication can be distributed using ---- ----- means, some of the project communication can be given through group meetings or gatherings.

True or False: (1 point each)

1. Personal interaction eliminates assumptions and prejudices, and brings team members in to focus on project goals.
2. Clearly, the team was not communicating the way they should have been, or the rest of the team would not have known what leg to amputate.
3. If the team understood the importance of communication, formal communication would have occurred.
4. Reinforcing communication through different types of media does not prevent barriers and can provide clear data.
5. Formal and informal communications are two types of project communication.



Information Sheet-3	2.3 Internal and external communication including reporting relationship
----------------------------	---

Organizations cannot operate without communication. Communication can take various forms but all forms involve the transfer of information from one party to others. Communication processes in place within the organization allow the SMS to function effectively. The exchange of relevant safety information is crucial within and among organizations.

It is therefore important that defined reporting channels and interfaces exist, within a structured process, to ensure that knowledge and understanding of the SMS is ensured and all safety relevant information is conveyed to or available for the right person/role/function in a prompt and clear way.

Internal communication refers to all levels of an organization, as for instance:

- staff involved in product implementation and delivery,
- staff involved in operational and organizational arrangements and changes,
- Operational staff.

There are three interrelated methods for communication within an organization:

- Visible Behavior
- Written Communication
- Face - to - face discussion

Managers may wish to acknowledge and if possible remove barriers to communication. Examples of obstacles or barriers include illiteracy, language differences, reprisals (supervisory and/or peer), or other forms of discrimination. Incentive programs, drug testing programs, and disciplinary mechanisms should be carefully designed and implemented to ensure that employees are not discouraged from reporting job-related injuries, illnesses, hazards, and risks.

External communication refers to safety aspects that may be relevant, but not limited, to:

1. Other companies operating on the same infrastructure suppliers / contractors,
2. customers,
3. controlling agencies

Other stakeholders (users, neighbors, all kind of authorities).

Information may especially pertain to known hazards that need to be controlled by others.



Good two way communication is also essential because it supports the development of a positive safety culture.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 37 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

1. Organizations cannot operate without -----.
2. ----- may especially pertain to known hazards that need to be controlled by others.
3. There are three interrelated methods for ----- within an organization.
4. ----- communication refers to all levels of an organization.
5. ----- can take various forms but all forms involve the transfer of information from one party to others.

True or false:

1. Good two way communication is also essential because it supports the development of a positive safety culture.
2. Incentive programs, drug testing programs, and disciplinary mechanisms should be carefully designed and implemented to ensure that employees are not discouraged from reporting job-related injuries, illnesses, hazards, and risks.
3. Communication cannot take various forms but all forms involve the transfer of information from one party to others.
4. Examples of obstacles or barriers include illiteracy, language differences, reprisals (supervisory and/or peer), or other forms of discrimination.
5. The exchange of relevant safety information is crucial within and among organizations.

Answer Sheet

Score = _____
Rating: _____



Name: _____

Date: _____

Note: Satisfactory rating - 10 points and above Unsatisfactory - below 10 points
 You can ask you teacher for the copy of the correct answers.



Instruction Sheet	LO 3: Work as a team member
--------------------------	------------------------------------

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

- Method of team building
- Developing team work plan
- Interaction with in a team
- Methods of contributing to team effort
- Standard operating procedure including protocols of reporting

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:

- Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives
- Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and workplace context
- Observed protocols in reporting using standard operating procedures
- Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

Learning Activities

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the “Information Sheets 1”.
3. Accomplish the “Self-check 1” in page 10-11. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
4. If you earned a satisfactory evaluation proceed to “Information Sheet 2”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #2.
5. Read the information written in the “Information Sheet 2”.
6. Accomplish the “Self-check 2” in page 20-21. Again you can request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
7. If you earned a satisfactory evaluation proceed to “Information Sheet 3”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #5.
8. Read the information written in the “Information Sheet 3”.



9. Accomplish the “Self-check 3” in page 28-29. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
10. If you earned a satisfactory evaluation proceed to “Information Sheet 4”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #8.
11. Read the information written in the “Information Sheet 4”.
12. Accomplish the “Self-check 4” in page 34-35. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.
13. If you earned a satisfactory evaluation proceed to “Information Sheet 5”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #11.
14. Read the information written in the “Information Sheet 5”.
15. Accomplish the “Self-check 5” in page 46-47. Request the key answer / key to correction from your teacher or you can request your teacher to check it for you.



Information Sheet-1	3.1 Methods of building a team
----------------------------	---------------------------------------

Introduction

A team can be defined as a group of people with a full set of complementary skills required to complete a task, job or project. Team members operate with a high degree of interdependence, share authority and responsibility for self-management, are accountable for the collective performance, and work towards a common goal and share rewards. A team becomes more than a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

Businesses have many different components ranging from owners to management to employees. Keeping the lines of communication between these groups open and working properly is one challenge that all businesses face. Fostering a team atmosphere and focusing on good communication among employees and between employees and management can open the doors to success. Communication skills can be addressed through ongoing training and by listening and responding to feedback from both workers and management.

Applying Team Building Methods

“We are most effective as a team when we complement each other without embarrassment and disagree without fear.”~ Unknown

Let’s talk for a moment about team building methods. Team building is a necessary part of any business or sport big or small. Without a strong team your business will not be as successful as it could be.

You have chosen the right players or employees for the job now you want them to learn to work together to trust each other and get the job done in the best possible way. The benefits of team building speak for themselves. When each team member feels important to the team and trusts the team they will bring their best skills to the game for the team.

What is team building?

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 42 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Team building teaches your team to trust each other, respect each other and most of all use the strengths of each member to win. Win the game or win the contract it boils down to the same thing to have a championship team you need championship players that can work as one. The value of team building is not just players or employees who work together but it is players or employees that win together.

To have a championship team you must first understand what qualities define a great team. When you understand the qualities that should be nurtured and then learn to nurture them then you will have a good team building definition that fits for your individual team.

Independence among the team members or players: All the members of your team should think and act independent from the group as part of the group.

A willingness to contribute from each player or team member: Each individual in your team should be willing to work together and trust each other. If you have one person who is unwilling to work as a team you do not have a team.

Relaxed communication: A team must be able to communicate with each other. If there is a problem a no blame let's fix this is a much better attitude then He did it.

Mutual trust: Team members need to be able to trust themselves and each other and know they are trusted in return.

Risk taking: The members of your team need to be willing to step out on a limb and take a risk to get the job done.

Goals and targets: The goals and targets for the team need to be a team effort that every member understands and works toward. Rather that goal is to win a contract or the game. Clearly understood and defined goals that everybody strives for together are the definition of team.

Defined roles: Each member should have a role and know exactly what that role is.

Importance: Every single member on your team should know they are important to the team.

With our team building methods you will enhance team building through communicating using the best team building exercises.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 43 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Teams that are cohesive, productive, and efficient -- and whose members enjoy doing their work and working together -- don't happen by accident.

Successful teams are cohesive because team members work cooperatively, sharing common goals as well as the resources to achieve them. They are productive, not because team members never disagree, but because they have worked out ways to resolve conflicts when they occur. They are efficient because tasks are assigned in a way that takes into account each member's skills and interests, rather than letting the team be dominated by the most verbal, most aggressive, or most popular personalities.

Managers play an essential role in developing and leading teams that work in these ways.

Here are 12 ways to build an effective and cohesive team:

1. Clarify the common goals and purposes

Make the team's purposes clear. Take the time to articulate the team's performance goals and how the team contributes to the company's success. Even a work group that has existed for some time may never have done this. In any case, the purposes and conditions change over time. If you are a new boss, you will be putting your own stamp on the group's common goal.

2. Clarify each person's role in achieving the common purpose

Define each person's job in terms of its contribution to the group's and the company's overall goals. This must be done in specific terms, not in vague generalities. For example, "We're working under very tight timelines. Joe, you'll be in charge of overall project coordination, so you will set the timetable for each project phase. Betty, can I ask you to take responsibility for writing the brochures and getting them printed?"

Maribeth and Scott, I'd like you to work together on the transportation requirements, OK? Let's meet again tomorrow afternoon at 3:00 for an update and a progress check. Does that work for everybody?"

3. Put team members in touch with the people who use what they do

Confirm the needs of the team's external or internal customers or clients on an ongoing basis. For example, "Tom, be sure to talk with both Materials Management and the folks in Production to make sure they're aware of the changes we've planned. Our changes could affect their work if we're all not in sync."

4. Pay attention to conflicts when they arise

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 44 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



It's natural for conflict to arise when people work in groups. Conflict, handled well, can actually produce constructive ideas. Sometimes team members will annoy each other, step on each other's toes, or hurt each other's feelings. Honest disagreements can become personal and heated. Work processes that seemed efficient can break down. It's important to recognize that some degree of conflict among co-workers is normal. Let problems come to the surface. Avoid the impulse to demand that your employees "drop it," "forget about it," or "just cut it out." Also, anticipate that more conflicts may occur whenever there are changes that affect the team's membership or goals.

5. Work out ways to resolve conflicts

What works as an effective style of conflict resolution varies from team to team, and may vary over time on the same team. Teams whose members all have similar experience and seniority may be able to settle problems more informally, for example, than a team with more diversity. Here are some ways to successfully resolve conflicts:

- Make sure each team member involved has a chance to explain the problem as he or she sees it.
- Establish clear ground rules so that people can have their say without being interrupted, rushed, mocked, or intimidated.
- Encourage employees to solve problems themselves when they can so that you aren't always in the middle of every conflict between team members.

However, if they cannot solve them, it's important that they can count on you to coach them through a problem-solving framework that allows them to build conflict resolution skills for the future.

6. Remember your leadership role

While you need to encourage your employees to feel a healthy "ownership" of the team's work, you need to avoid trying to be "just one of the team." You -- not your team -- are the one accountable to your own boss for the team's results. You're expected to get results through your people. Hold each employee responsible for meeting goals and for solving or helping to solve problems.

7. Make sure team members interact at meetings

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 45 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Do team members mainly address their questions and suggestions to you, or do they interact directly with each other at meetings? Encourage team members to ask each other for help and to offer it to each other, without channeling it all through you.

Synergy on teams is achieved when team members feel comfortable speaking up with suggestions that build on the creativity of other team members. This requires collaboration not competition. Dominance of a group by a manager or supervisor can limit the chances a group has to achieve real synergy. Also, competition within the team may increase as members vie for the manager’s attention.

8. Allow team members to have input into their jobs.

When you can, give your employees flexibility on how they meet their work goals. Encourage employees to make suggestions about changes in what they do and how they do it, based on their direct and daily experience of what works, what doesn’t work, and what could work better. Of course, the only way to encourage employees to make suggestions over the long run is to show them that you will act on some of their suggestions.

9. Make sure there is room for minority or unpopular views

Teams can easily slip into “group thinks,” especially when they are successful. Those who see flaws in the way the group does things, or who see improvements that could be made, may be politely ignored or even treated with hostility. Teams where this happens can fail when their environment or requirements change and they can’t adapt. Effective managers build team trust by encouraging a diversity of opinion. Ask, specifically, for other viewpoints. Inquiring into views that may not have been spoken can allow better team performance. By asking the team, “What else do we need to consider here?” you allow perspectives not yet considered to be put on the table and evaluated. Those in the majority must be able to trust that those who disagree do so honestly and with good intentions. Those in the minority must be able to trust that they can speak up without being punished or left out.

10. Appraise and reward the team as a whole

As with an individual performance review, compare the team’s performance to what was expected of it. Plan small celebrations of the team achieving important milestones.

Acknowledgments of incremental successes can be more motivating than big end-of-project rewards. Celebrations could range from pizza at lunch, to dinner at a nice restaurant, to a bonus, or to a congratulatory letter from a senior executive that goes in each employee’s

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 46 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



personnel file. Keep in mind that the team review can never take the place of individual performance reviews.

11. Appraise and reward each employee individually, including a review of his or her teamwork

As members of a team, the expectations and criteria for their performance include showing a spirit of cooperation, developing conflict resolution skills, engaging in good communication with others, and being willing to help others solve problems or get through crunch efforts. If feasible, encourage all team members to provide meaningful feedback to one another. Be sure to give each team member specific feedback about his or her strengths and any unique role that the person served on the team rather than just focusing on problems or performance gaps.

12. Communicate team successes

If possible, let the whole company know what your team has accomplished. Include a specific description of what you did, why it’s important to the company, and what challenges had to be overcome.

Name people who made key contributions, including those outside your group. Be sure to include those who are usually left out of such acknowledgments, such as the receptionist who handled the flood of calls after a successful public relations effort or the information technology people who installed the complex software you used.

Remember, a work group begins to become a team when employees see their jobs not merely as what they are supposed to do individually but as contributions to the group’s overall success. By following the tips in this article, managers can ensure that their work team develops the synergy needed to move a work group to a new level of cooperation and productivity.

Applying Team Building Methods

“We are most effective as a team when we complement each other without embarrassment and disagree without fear.”~ Unknown

Let’s talk for a moment about team building methods. Team building is a necessary part of any business or sport big or small. Without a strong team your business will not be as successful as it could be.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 47 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



You have chosen the right players or employees for the job now you want them to learn to work together to trust each other and get the job done in the best possible way. The benefits of team building speak for themselves. When each team member feels important to the team and trusts the team they will bring their best skills to the game for the team.

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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

1. A team can be defined as a group of people with a full set of complementary skills required to complete a task, -----.
2. Team building teaches your team to trust each other, ----- and most of all use the strengths of each member to win.
3. We are most effective as a team when we complement each other without -----
-----and disagree without fear.
4. Businesses have many different components ranging from owners to ----- to employees.
5. The goals and -----for the team need to be a team effort that every member understands and works toward.

True or false: (1 point each)

1. Successful teams are not cohesive because team members work cooperatively, sharing common goals as well as the resources to achieve them.
2. A team must not be able to communicate with each other.
3. Do not make the teams purpose clear.
4. You have chosen the right players or employees for the job now you want them to learn to work together to trust each other and get the job done in the best possible way.
5. Team building is a necessary part of any business or sport big or small.



Information Sheet-2	3.2 Developing team work plan
----------------------------	--------------------------------------

How to Build Strong Teamwork Plan

Building strong teamwork begins with trust and clear communication. When teams trust all members and communication is clear and frequent, teamwork starts to build. As a small-business owner, each team member must contribute and work well with her peers. You must encourage and recognize great teamwork and quickly resolve any disputes that might occur. Create clear and recognizable goals and objectives and always listen for feedback from your team members. Encourage cooperation and help all team members to secure all the supplies and materials they need to be successful.

Step 1

Create a clear goal for building teams. Craft your goals and expectations clearly and specifically. Establish frequent team meetings and other methods of communication. Plan for team-building activities and retreats. Research and create a feedback and measurement system for your teams.

Step 2

Build trust and openness with your employees by speaking with them often. Schedule as many one-on-one meetings as possible and actively listen to your associates. Create feedback mechanisms like surveys and focus group meetings. Be visible to your employees and model good teamwork skills.

Step 3

Schedule and attend team-building activities. Design your own team-building games or locate a vendor who can conduct them for you. Plan offsite meetings and dinners where you recognize outstanding team players. Establish team-building goals and be certain they are a part of all employee performance reviews.

Step 4

Create rewards and incentives for good teamwork. Publicize outstanding team players on your website and all internal company communications. Establish team incentive and reward programs that pay out frequently. Seek feedback from all team members and customers and constantly recognize your best team players.

Step 5

Implement your programs throughout your entire organization. Publicize your meetings and speak with as many associates as possible during these meetings. Create energy at these



meetings and be certain team activities are a part of the launch of your program. Provide your full support and answer all employee questions.

Step 6

Measure and review your teamwork program often. Obtain feedback from your employees and review your measurement of the program. Adjust your program, based on feedback and measurement. Provide additional rewards and incentives as needed. Constantly communicate your teamwork goals, objectives and program.

Work plan Development Process

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

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

Step 2 Establish Clarity around Goals and Objectives. Elsewhere I conceptually discuss goals and objectives in more detail. It suffices to say that work plan development begins with being clear about the world-changing goal and the tactical objectives required making the change a reality. In the case described above, the goal was nothing short of a

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 51 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



“seismic change in the organizational culture where quality improvement was to become the institutional norm.” The objectives would be the activities and tactics that the team needed to achieve the goal and the work plan would be roadmap to get them to the goal. Typically the clarification process to distinguish the goals from objectives is a two-step facilitation process. In the first step the team needs to come to a consensus around the goal statement. In the second step the team needs to brainstorm and sort the list of tasks required to achieve the goal. At this stage you write the goal that is clear and complete and identify conceptual objectives that you will further detail in step four.

Step 3 Establish Owners, Team Members. Resources and Approval Process. The success of work plan implementation is dependent upon someone owning the plan and having the authority to ensure that the plan is implemented. At this point in the process it is critical that for each conceptual objective is assigned an owner who is accountable for the objective and supporting work plan. There are occasions where a task may require co-owners (for example, if there are separate implementation and fiscal functions) but co-ownership is only successful when the co-owner roles and authorities are clearly spelled out. Once an owner is designated, the implementation team, resources and constraints of a task need to be assigned. Finally, teams need to be clear about the decision-making or approval process associated with the objective. The purpose of this entire step is to establish the implementation expectations for each conceptual objective.

Step 4 Develop SMART Objectives. At this point, the team takes each conceptual objective and creates a clear tactical objective statement. One of the most common formatting acronyms for Objectives is “SMART,” where the letters stand for

Specific: Answering “who, what, and how much,”

Measurable: Defining what it looks like when you get there,

Achievable: Ensuring the activity is within the capacity of your organization and the authority of the team,

Realistic: The cousin of achievable is ensuring that the resources available to support the objective, and,

Time-bound: defining the objective’s ending point.

Step 5 Create Action Steps. Teams are now prepared for the hard work of developing actions steps that guide the progress towards the objective. The essential framework is to identify the action steps, due date, team lead, and accountability measures or milestones. Accountability measures and milestones often get left off of work plans but are critically important because these become the monitoring tools for the work plan owner. In the process

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 52 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



of creating action steps teams need to develop a common understanding on how detailed and deep does the team go in the action steps? Does the team list primary tasks only? Subtasks? Sub-Subtasks? The balance point will differ from team to team and may take some experimenting by team members. The balance you are looking for is to be able to monitor the forward motion of the process, ensure communication and accountability without creating unrealistic expectations of documentation and reporting.

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

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

Steps in Creating an Action Plan for Team Building

Step1: - Decide why you want to do team building

Think about the purpose of your team building activity. What are your reasons for bringing the team together? Do you want to:-

- Address a team deficiency?
- Improve the team’s communication and team dynamics?
- Boost team innovation and creativity?
- Help the team strengthen work relationships?
- Discuss and resolve a particular team conflict?
- Recognize your team by celebrating a team achievement?

By deciding upon a goal before you choose your team building method, you will increase the likelihood that the team building activity gives you the result you are looking for.

Step2:- Determine the best team building approach based on the goal

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 53 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



There are a variety of team building activities and ideas available depending on what you are trying to achieve:

- Team communication assessments and workshops can enhance team communications, strengthen understanding of personality styles and enhance the team’s ability to manage and resolve conflict.
- Team building activities and games can boost creativity and innovation and strengthen relationships among team members.
- Team celebrations are excellent opportunities to recognize and reward team milestones and achievements.
- Team building programs and retreats can help the team to examine and enhance its effectiveness and can result in concrete action plans to improve the team’s effectiveness.

Most of these team building activities can be conducted by team leaders or by using other resources in the organization. Team members can even lead some of them. There are many easy-to-use resources available that can assist you in selecting the right team building activity.

Step3: - Communicate the purpose of the team building activity to the team

By explaining to your team the reason for the team building activity and the goals you hope to achieve, you will increase the likelihood that the team building effort will be successful.

This vital step of creating an action plan for team building will focus every member of the team on the objective and ensure that they understand what the team is trying to achieve.

When team members understand what is expected, they are more likely to participate actively and contribute to the process.

Step 4:- Identify follow-up steps to ensure the team building goal is achieved

Follow-up with the team once the activity is over to sustain the team building outcomes that result. Conduct a simple evaluation to gather feedback from the team on the effectiveness of the team building activity and how it has helped them to achieve the team building goal.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 54 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Act quickly to implement any actions that were agreed upon in the team building activity and stay in the team building conversation to keep everyone focused on team collaboration and effectiveness.

While this step is the measure to ensure that the team building activity had a positive and meaningful impact on the team's success, it is often the step that is given the least attention. By completing this step you show the team your commitment to ensuring they succeed. By implementing these four simple steps, you will create an easy-to-implement action plan for team building that will improve the effectiveness and success of your team.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 55 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

1. By deciding upon a goal before you choose your team -----, you will increase the likelihood that the team building activity gives you the result you are looking for.
2. By explaining to your team the reason for the team building activity and the goals you hope to achieve, you will increase the likelihood that the ----- effort will be successful.
3. -----: Answering “who, what, and how much,”
4. -----: Defining what it looks like when you get there,
5. -----: Ensuring the activity is within the capacity of your organization and the authority of the team,
6. -----: The cousin of achievable is ensuring that the resources available to support the objective, and,
7. -----: defining the objective’s ending point.

True or false: (1 point each)

1. Team building activities and games can boost creativity and innovation and strengthen relationships among team members.
2. Team celebrations are not excellent opportunities to recognize and reward team milestones and achievements.
3. Team building programs and retreats cannot help the team to examine and enhance its effectiveness and can result in concrete action plans to improve the team’s effectiveness.
4. Build trust and openness with your employees by speaking with them often.
5. Create rewards and incentives for good teamwork.

Short answer questions: (2 points each)

1. Define “assess the value proposition”.
2. Define “create the work plan”.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 56 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------

**Interaction within Team**

Proper team interaction relies on three main factors of High Performance Teams (HPT) listed in the introduction which include the following:

- Team Leader
- Communication
- Open-mindedness

The Team Leader

Team interaction involves team leaders relying on team members and team members relying on team leaders. Effective team interaction is vital for any HPT because it allows for productive work and the free flow of ideas between team members.

The first step in establishing good team interaction is to designate a team leader. The team leader must be able to delegate to the group so that team members know their roles and tasks within the group. Proper delegation means that the team leaders are able to clearly tell team members several things, such as:-

- The expected results or product from the team's work.
- How the team will approach the task.
- The sub-tasks that will result from the tasks.
- The limits of the authority held by the team leaders.
- The necessary deadlines that the team members must meet.
- How to determine whether the tasks have been completed.
- Knowing the resources that are required.
- The necessary training for each position within the group

Another component of being the leader of a HPT is maintaining control over the project; however, a team leader must not "smother" the HPT to the point where they feel like they are under constant surveillance and do not have room to take creative liberties. Instead, they should "monitor progress unobtrusively" (How to Delegate Effectively). This means that the



team leader helps the team when asked, makes sure that the HPT is meeting its deadlines, and sees that the HPT's team members are communicating well with one another.

Communication

Keep lines of communication open between team members, team leaders, and anyone else associated with the HPT such as a client. Communication is key to helping an HPT run efficiently and effectively because it allows the team member to...

Know what the other team members are doing: This way, the team members know if one member on the HPT is behind or ahead, or if the entire team is behind or ahead.

Allow the free flow of ideas between team members: Ideas are generated more quickly when working in a group because team members can bounce ideas off one another so that one person's idea sparks an idea in the head of another person and so on.

Unify the team members: Knowing what every team member is doing and how they are doing it while keeping up a constant flow of communication unifies the team into a working unit. This working unit is more efficient than team members working as individuals in a disjointed unit.

Good communication skills involve verbal, non-verbal, written and listening components. Ultimately, good communication is effective communication. It involves understanding what method of communication is best for a situation, clearly expressing your information, intent and goals and following up to make sure that it is understood. Practice good manners, take time to listen to employees, answer follow up questions and prepare ahead of time for involved conversations.

Open mindedness

Being open-minded gives team members within an HPT the ability to think abstractly without the fear of being judged by other members. This requires team members to...

Trust their team members: Team members must have faith in each other that they will all "honor commitments, maintain confidences, support each other and generally behave predictably and consistently"

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 59 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Respect their team members: For team members to respect one another, contributions must be expected from each member and be appreciated. These expected contributions should be based off each member's role or roles within the HPT. In addition to team members respecting each other, team members must also respect themselves. This means that team members know their role(s) and see how they personally add value to the HPT

Have a "team spirit" among their team members: Having "team spirit" within an HPT means that team members are involved in every part of the team. Although every person has a designated role or roles within the HPT, it is important for team members to care for and invest interest in every role within the team, not just their own. On the team. This means that team members must "feel a sense of partnership with each other."

Other factors:

Dealing with Conflict

Despite the efficiency of working with HPTs, they may also lead to conflicts when ideas and personalities clash. It is important that disagreements are resolved and allow the team to move on. Usually, if there is a dispute, it is smart to go to team leaders and ask them to mediate the dispute.

To overcome disputes, it is important that team members see themselves as trying to better the team, and ultimately, the team's project, rather than trying to better themselves. This commitment to the group can only be achieved through communication. HPTs must "communicate effectively and frequently with each other and also communicate clearly and consistently with people outside the team about team activities" since effective communication allows the teams to make the best overall decisions for the HPT and also provide team members with valuable feedback

Teamwork

Small businesses are only as strong as the employees that make up the organization. Good communication encourages productive teamwork. Employees may come from variety backgrounds and have diverse perspectives. Good communication within a team will keep employees on the same page and working to reach common goals despite personal differences. Each person must understand the role that they need to play. This may start with a team meeting that outlines the goals of a project, assigns duties to leaders, delegates what

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 60 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



needs to be done and sets a time line for completion. Be clear about the tasks at hand and let employees know who to talk to should any issues arise.

Problem Solving

Running a small business isn't always smooth sailing. Obstacles can crop up. These may range from having to respond to a move by a competitor to dealing with confusion among team members about the direction of a project. Good communication within a team is key to keeping everyone on the right track. Many business owners maintain an open door policy that encourages employees to approach with feedback or concerns. This can help head off issues with poor communication before they become serious problems. Employees that trust each other and feel open about communication are better prepared to tackle business problems. Use their diverse viewpoints as strength and bring them together to brainstorm solutions.

Employee Satisfaction

Encouraging good team communication skills also creates employee satisfaction. Employees like to feel that their input is valued and that they have a role in steering the company forward. Strong team communication recognizes the efforts of the team members, acts on their suggestions and lets them build off of each other in pursuit of goals. Good communication and an open workplace environment foster a sense of loyalty and play to the strengths of each individual team member.

Team-Building Exercises

Good team communication is often something that needs to be practiced over the course of time. It does not always happen naturally, especially when you are dealing with a diverse workforce. Team-building exercises create trust between team members and give them tools for communicating with each other. These may include open brainstorming sessions, retreats, games or problem-solving exercises. Team members feel a sense of accomplishment and will carry these communication skills over into their work together.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 61 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

1. Proper team interaction relies on ----- main factors of High Performance Teams (HPT).
2. Encouraging good team communication skills also creates employee -----.
3. Good team communication is often something that needs to be practiced over the -----
-----.
4. Running a small business isn't always smooth -----.
5. Good communication encourages productive -----.

True or false: (1 point each)

1. Team members must have faith in each other that they will all "honor commitments, maintain confidences, support each other and generally behave predictably and consistently".
2. Good communication skills involve verbal, non-verbal, written and listening components.
3. Team interaction does not involve team leaders relying on team members and team members relying on team leaders.
4. Effective team interaction is not vital for any HPT because it allows for productive work and the free flow of ideas between team members.
5. The first step in establishing good team interaction is to designate a team leader.

Short answer questions: (2 points each)

1. Define team work.
2. Define problem solving.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 62 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------

**Nine Ways to Contribute to team effort**

The world of work has changed. It used to be that most of us worked as a part of a process, whether on an assembly line, managing interactions with customers, or any one of a thousand other processes. Processes are ongoing, repeatable and never have an ending.

While there will always be some jobs and tasks which are process focused, most work now is a project or has a project component to it. Any task that has a distinct beginning and ending, or follows a specific life cycle is a project. Examples include: planning a company meeting, writing a new brochure, implementing the new software system, etc.

If the nature of our work has changed, it is important to think about some of the skills that will help us succeed in this different world. Here are nine ways you can contribute more effectively to make the projects you work on more successful, regardless of your specific role.

1. **Understand the end goal.** Since a project has a defined ending, it is important that each contributor to the effort knows the desired end result. Stephen Covey teaches to "begin with the end in mind." This is clearly important to project team members. By understanding the desired result, you can make better individual decisions and reduce confusion and re-work.
2. **Identify clear roles.** Each person is an important piece in the overall project puzzle. Know your role and the roles of others. If you are a project leader, take the time to clarify these roles for everyone. If you aren't a leader, ask until you really understand how you can best contribute.
3. **Collaborate.** Project work is often fluid and free flowing. Once you understand your role and the roles of others you are in a position to collaborate with them more successfully. This collaboration isn't just a nice thing for you to do. It is imperative to the ultimate success of the project. Look for ways and be willing to collaborate.
4. **Recognize interdependencies.** The bigger the project, the more linked and interdependent are the people and the tasks. Certain steps need to be done before others can be completed. If you see only your small piece of the project, you may not realize how you finishing two days sooner might have a huge impact on several other



things staying on track. Conversely if you fall two days behind on one of your tasks, the effects on the end results could be much longer delays. You aren't an island. Your work products, decisions and efforts affect many others. Recognize and work with the interdependencies between you and the others involved in the project.

5. **Ask questions.** Projects can be complex. Don't be afraid to ask questions to know more about any of the things mentioned above.
6. **Communicate.** Asking questions is communicating, but so is giving updates. Checking in with others. Coordinating schedules. If you are a project leader the importance of communication can't be overstated. If you are any team member other than the leader, communication is just as important. You can't leave it to the leader. Check in with others. Get their input. Find out when the pieces you will need will be completed. Update people on your progress. Communicate!
7. **Break it down.** Take the big project steps and break them down into definable tasks that you can get your hands around. By breaking the tasks down the work won't feel so daunting, you will find the interdependencies and you will be able to stay on track much more successfully. How do you eat an elephant? One bite at a time. Break down the overall project, and your individual steps into bite sized pieces.
8. **Look at the past.** If a version of this project has been done in the past, look for the lessons learned to improve your results this time. Think too about other projects you have been involved in. Even if the project was smaller or larger and the goals were very different, there are likely lessons you learned that you can apply - things you did well that you would want to repeat, and things you could have done better that you can correct on this project.
9. **Look to the future.** Take a little time to document the best practices and ideas that work for you during the project. Whether this is a formal task for everyone on the project, or just your own notes to help you to continuously improve, investing a little time now will make your contributions to all future projects more valuable and efficient.

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

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 65 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

1. If the nature of our work has changed, it is important to think about some of the skills that will help us succeed in this -----.
2. Here are ----- ways you can contribute more effectively to make the projects you work on more successful, regardless of your specific role.
3. Take a ----- to document the best practices and ideas that work for you during the project.
4. Projects can be -----.
5. The bigger the project, the more linked and ----- are the people and the tasks.

True or false: (1 point each)

1. Each person is not an important piece in the overall project puzzle.
2. If you are any team member other than the leader, communication is just as important.
3. If you are not a project leader the importance of communication can't be overstated.
4. Processes are ongoing, repeatable and never have an ending.
5. Once you understand your role and the roles of others you are not in a position to collaborate with them more successfully.

Short answer questions: (2 points each)

1. Define “look at the future”.
2. Define “look at the past”.
3. Develop “break it down.”



Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

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



Information Sheet-5	3.5 Standard operating procedure including protocols of reporting
----------------------------	--

INTRODUCTION

Overview

A Standard Operating Procedure (SOP) is a set of written instructions that document a routine or repetitive activity followed by an organization. The development and use of SOPs are an integral part of a successful quality system as it provides individuals with the information to perform a job properly, and facilitates consistency in the quality and integrity of a product or end-result. The term “SOP” may not always be appropriate and terms such as protocols, instructions, worksheets, and laboratory operating procedures may also be used. For this document “SOP” will be used.

SOPs describe both technical and fundamental programmatic operational elements of an organization that would be managed under a work plan or a Quality Assurance (QA) Project Plan

Purpose

SOPs detail the regularly recurring work processes that are to be conducted or followed within an organization. They document the way activities are to be performed to facilitate consistent conformance to technical and quality system requirements and to support data quality.

They may describe, for example, fundamental programmatic actions and technical actions such as analytical processes, and processes for maintaining, calibrating, and using equipment. SOPs are intended to be specific to the organization or facility whose activities are described and assist that organization to maintain their quality control and quality assurance processes and ensure compliance with governmental regulations.

If not written correctly, SOPs are of limited value. In addition, the best written SOPs will fail if they are not followed. Therefore, the use of SOPs needs to be reviewed and re-enforced by management, preferably the direct supervisor. Current copies of the SOPs also need to be readily accessible for reference in the work areas of those individuals actually performing the activity, either in hard copy or electronic format, otherwise SOPs serve little purpose.

Benefits

The development and use of SOPs minimizes variation and promotes quality through consistent implementation of a process or procedure within the organization, even if there are temporary or permanent personnel changes. It minimizes opportunities for miscommunication and can address safety concerns. When historical data are being evaluated for current use,



SOPs can also be valuable for reconstructing project activities when no other references are available. In addition, SOPs are frequently used as checklists by inspectors when auditing procedures. Ultimately, the benefits of a valid SOP are reduced work effort, along with improved comparability, credibility, and legal defensibility.

SOPs are needed even when published methods are being utilized. For example, if an SOP is written for a standard analytical method, the SOP should specify the procedures to be followed in greater detail than appear in the published method. It also should detail how, if at all, the SOP differs from the standard method and any options that this organization follows.

Writing Styles

SOPs should be written in a concise, step-by-step, easy-to-read format. The information presented should be unambiguous and not overly complicated. The active voice and present verb tense should be used. The term "you" should not be used, but implied. The document should not be wordy, redundant, or overly lengthy. Keep it simple and short. Information should be conveyed clearly and explicitly to remove any doubt as to what is required. Also, use a flow chart to illustrate the process being described. In addition, follow the style guide used by your organization, e.g., font size and margins.

SOP PROCESS

SOP Preparation

The organization should have a procedure in place for determining what procedures or processes need to be documented. Those SOPs should then be written by individuals knowledgeable with the activity and the organization's internal structure. These individuals are essentially subject-matter experts who actually perform the work or use the process. A team approach can be followed, especially for multi-tasked processes where the experiences of a number of individuals are critical, which also promotes “buy-in” from potential users of the SOP.

SOPs should be written with sufficient detail so that someone with limited experience with or knowledge of the procedure, but with a basic understanding, can successfully reproduce the procedure when unsupervised. The experience requirement for performing an activity should be noted in the section on personnel qualifications. For example, if a basic chemistry or biological course experience or additional training is required that requirement should be indicated.

SOP Review and Approval

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 69 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



SOPs should be reviewed (that is, validated) by one or more individuals with appropriate training and experience with the process. It is especially helpful if draft SOPs are actually tested by individuals other than the original writer before the SOPs are finalized.

The finalized SOPs should be approved as described in the organization’s Quality Management Plan or its own SOP for preparation of SOPs. Generally the immediate supervisor, such as a section or branch chief, and the organization’s quality assurance officer review and approve each SOP. Signature approval indicates that an SOP has been both reviewed and approved by management. As per the Government Paperwork Elimination Act of 1998, use of electronic signatures, as well as electronic maintenance and submission, is an acceptable substitution for paper, when practical.

Frequency of Revisions and Reviews

SOPs need to remain current to be useful. Therefore, whenever procedures are changed, SOPs should be updated and re-approved. If desired, modify only the pertinent section of an SOP and indicate the change date/revision number for that section in the Table of Contents and the document control notation.

SOPs should be also systematically reviewed on a periodic basis, e.g. every 1-2 years, to ensure that the policies and procedures remain current and appropriate, or to determine whether the SOPs are even needed. The review date should be added to each SOP that has been reviewed. If an SOP describes a process that is no longer followed, it should be withdrawn from the current file and archived.

The review process should not be overly cumbersome to encourage timely review

Checklists

Many activities use checklists to ensure that steps are followed in order. Checklists are also used to document completed actions. Any checklists or forms included as part of an activity should be referenced at the points in the procedure where they are to be used and then attached to the SOP.

In some cases, detailed checklists are prepared specifically for a given activity. In those cases, the SOP should describe, at least generally, how the checklist is to be prepared, or on what it is to be based. Copies of specific checklists should be then maintained in the file with the activity results and/or with the SOP.

Remember that the checklist is not the SOP, but a part of the SOP.

Document Control

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 70 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Each organization should develop a numbering system to systematically identify and label their SOPs, and the document control should be described in its Quality Management Plan.

Generally, each page of an SOP should have control documentation notation, similar to that illustrated below. A short title and identification (ID) number can serve as a reference designation. The revision number and date are very useful in identifying the SOP in use when reviewing historical data and is critical when the need for evidentiary records is involved and when the activity is being reviewed. When the number of pages is indicated, the user can quickly check if the SOP is complete. Generally this type of document control notation is located in the upper right-hand corner of each document page following the title page.

SOP Document Tracking and Archival

The organization should maintain a master list of all SOPs. This file or database should indicate the SOP number, version number, date of issuance, title, author, status, organizational division, branch, section, and any historical information regarding past versions. The QA manager (or designee) is generally the individual responsible for maintaining a file listing all current quality-related SOPs used within the organization. If an electronic database is used, automatic “Review SOP” notices can be sent. Note that this list may be used also when audits are being considered or when questions are raised as to practices being followed within the organization.

SOP GENERAL FORMAT

SOPs should be organized to ensure ease and efficiency in use and to be specific to the organization which develops it. There is no one “correct” format; and internal formatting will vary with each organization and with the type of SOP being written. Where possible break the information into a series of logical steps to avoid a long list. The level of detail provided in the SOP may differ based on, e.g., whether the process is critical, the frequency of that procedure being followed, the number of people who will use the SOP, and where training is not routinely available. A generalized format is discussed next.

Title Page

The first page or cover page of each SOP should contain the following information: a title that clearly identifies the activity or procedure, an SOP identification (ID) number, date of issue and/or revision, the name of the applicable agency, division, and/or branch to which this SOP applies, and the signatures and signature dates of those individuals who prepared and approved the SOP. Electronic signatures are acceptable for SOPs maintained on a computerized database.

Table of Contents

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 71 of 78
-------------------------	-----------------------	---------------------------------------	--------------------------	---------------



A Table of Contents may be needed for quick reference, especially if the SOP is long, for locating information and to denote changes or revisions made only to certain sections of an SOP.

Text

Well-written SOPs should first briefly describe the purpose of the work or process, including any regulatory information or standards that are appropriate to the SOP process, and the scope to indicate what is covered. Define any specialized or unusual terms either in a separate definition section or in the appropriate discussion section. Denote what sequential procedures should be followed, divided into significant sections; e.g., possible interferences, equipment needed, personnel qualifications, and safety considerations (preferably listed in bold to capture the attention of the user). Finally, describe next all appropriate QA and quality control (QC) activities for that procedure, and list any cited or significant references.

As noted above, SOPs should be clearly worded so as to be readily understandable by a person knowledgeable with the general concept of the procedure, and the procedures should be written in a format that clearly describes the steps in order. Use of diagrams and flow charts help to break up long sections of text and to briefly summarize a series of steps for the reader. Attach any appropriate information, e.g., an SOP may reference other SOPs. In such a case, the following should be included:

1. Cite the other SOP and attach a copy, or reference where it may be easily located.
2. If the referenced SOP is not to be followed exactly, the required modification should be specified in the SOP at the section where the other SOP is cited.

TYPES OF SOPs

SOPs may be written for any repetitive technical activity, as well as for any administrative or functional programmatic procedure, that is being followed within an organization. General guidance for preparing both technical and administrative SOPs follows and examples of each are located in the Appendix.

Guidelines for Technical SOP Text

Technical SOPs can be written for a wide variety of activities. Examples are SOPs instructing the user how to perform a specific analytical method to be followed in the laboratory or field (such as field testing using an immunoassay kit), or how to collect a sample in order to preserve the sample integrity and representativeness (such as collection of samples for future analysis of volatile organic compounds or trace metals), or how to conduct a bio assessment of a freshwater site. Technical SOPs are also needed to cover activities such as data

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 72 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



processing and evaluation (including verification and validation), modeling, risk assessment, and auditing of equipment operation.

Citing published methods in SOPs is not always acceptable, because cited published methods may not contain pertinent information for conducting the procedure-in-house.

Technical SOPs need to include the specific steps aimed at initiating, coordinating, and recording and/or reporting the results of the activity, and should be tailored only to that activity. Technical SOPs should fit within the framework presented here, but this format can be modified, reduced, or expanded as required. Examples of technical SOPs are located in the Appendices A, B, and C.

In general, technical SOPs will consist of five elements: Title page, Table of Contents, Procedures, Quality Assurance/Quality Control, and References:

Standard Operating Protocols (SOPs)

Standard operating protocols or SOPs are written step-by-step procedures that quality control (QC), quality assurance (QA), and production units use in order to assure the accuracy and precision of the quantitative experimental results and materials that they generate and provide in support of other units such as Research and Development (R&D), manufacturing, etc. SOPs are generally used in support of experimental research whenever there is a need to document the handling of samples, the methods used in their analysis, and the quality of the results generated in the analysis of these samples. SOPs are used by the governmental agencies, private industry, and academic laboratories by scientists and engineers from all of the science and technology, engineering, and mathematical disciplines. Examples of their use include forensic analysis where they are used to establish the chain of custody of evidence and in private biotechnology industry where they are often used to validate new methods of bioanalysis. SOPs can also be extremely valuable in academic laboratories and can be employed anytime there is procedure that potentially more than one person will use in a research group. They can be written to:

outline sampling procedures, describe the proper procedures for the transportation of research materials; standardize the methods of training for often used experimental methods and/or analytical instrumentation; and to document the methods used in data handling and/or analysis.

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

How do you know if an SOP works? Test it. The best way is to have someone else in the lab unfamiliar with the technique try to follow the SOP to carry out the procedure. SOPs must be

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 73 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



reviewed periodically for accuracy and completeness by other scientists who have experience doing the procedure. As such SOPs are invaluable in documenting that the experimental procedure was accomplished properly.

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

Example SOP

The following are the main sections you will find in most SOPs together with a brief description of the content of each suggested section. Note that not every SOP will have each of these sections. However, in general, the more information provided, the better the quality of the SOP and the more generally effective the protocol will be in the laboratory.

Title – a clear, succinct title describing the purpose of the SOP and the conditions under which it can be reliably used.

Date – date (including year) of authorship of the current SOP. If the SOP has been revised then a “Date of Revision” and the “Revision Number” should also be included here.

Name of the Author of the SOP – self explanatory

Purpose – Brief explanation of the purpose of this SOP

Scope and Applicability – under what specific conditions can this protocol be used reliably; are there any known interferon’s or other limitations on the protocol’s effective use?

Introduction – relevant background information on the system, methods, and instruments used.

References - any relevant references to the peer-reviewed literature

Materials and Supplies – list of any reagents including names of suppliers used in this procedure. If the suppliers are obscure sources, a list of addresses and contact information should be provided as well.

Analytical Instrumentation – list of any analytical instruments including manufacturer and model numbers that have been used in this procedure.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 74 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



Cautions – are there any specific health and safety precautions that should be considered. For example, should gloves be worn? If so, what kind? How should spills, if they occur, be cleaned up? Are there any special procedures that should be followed in order to safely dispose of waste?

Personnel Qualifications – what if anything must the user know or be able to do before being able to carry out this protocol, i.e., is any prior training required and if so what specific kind/form of training?

Names of SOP Reviewers - names of those individuals who have reviewed and approved the SOP for use in the laboratory. Signatures and dates should be provided whenever possible as well.

Actual Protocol – step-by-step set of instructions for accomplishing the procedure of interest reliably. If calculations are involved in analyzing the data, then an example of the calculation should be provided. Figures and tables showing laboratory apparatus, representative data, etc. can be included here.

Furniture Making L – II	IND-FMK2- TTLM 0919v1	Author/Copyright: Federal TVET Agency	Version -1 Sept. 2019	Page 75 of 78
--------------------------------	-----------------------	---------------------------------------	--------------------------	---------------



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

Name: _____ Date: _____

Time started: _____ Time finished: _____

Directions: Answer all the questions listed below.

Fill in the blanks: (1 point each)

1. -----is a set of written instructions that document a routine or repetitive activity followed by an organization.
2. The organization should have a procedure in place for determining what procedures or processes need to be -----.
3. SOPs should be written in a concise, -----, easy-to-read format.
4. In general, technical SOPs will consist of ----- elements.
5. The QA manager (or designee) is generally the individual responsible for maintaining a file listing all current ----- used within the organization.

True or false: (1 point each)

1. The development and use of SOPs are not an integral part of a successful quality system as it provides individuals with the information to perform a job properly, and facilitates consistency in the quality and integrity of a product or end-result.
2. SOPs describe both technical and fundamental programmatic operational elements of an organization that would be managed under a work plan or a Quality Assurance (QA) Project Plan
3. The development and use of SOPs minimizes variation and promotes quality through consistent implementation of a process or procedure within the organization.
4. SOPs must not be reviewed periodically for accuracy and completeness by other scientists who have experience doing the procedure.
5. SOPs should not be reviewed (that is, validated) by one or more individuals with appropriate training and experience with the process.

Short answer questions: (2 points each)

1. Define standard operating procedure.
4. Define standard operating protocols.
5. Define the purpose of standard operating procedure.



Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Note: Satisfactory rating - 10 points and above

Unsatisfactory - below 10points