



مدرسة قطر للعلوم المصرفية وإدارة الأعمال الثانوية
Qatar Banking Studies and Business
Administration | Secondary School

Careers and Personal Development التنمية الذاتية والمهنية

Grade 11 | Business

نبني
اقتصادي
المستقبل



• Semester 1

طبعة 2022-1444



حضرة صاحب السموّ

الشيخ تميم بن حمد آل ثاني

أمير دولة قطر

النشيد الوطني

قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
تَسْمُو بِرُوحِ الْأَوْفِيَاءِ
وَعَلَى ضِيَاءِ الْأَنْبِيَاءِ
عِزُّ وَأَمْجَادُ الْإِبَاءِ
حُمَاتُنَا يَوْمَ النَّدَاءِ
جَوَائِحُ يَوْمِ الْفِدَاءِ

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ
قَطَرٌ سَتَبَقَى حُرَّةً
سِيرُوا عَلَى نَهْجِ الْأَلَى
قَطَرٌ بِقَلْبِي سِيرَةٌ
قَطَرُ الرِّجَالِ الْأَوَّلِينَ
وَحُمَائِمُ يَوْمِ السَّلَامِ

Copyright:

© Qatar Central Bank &
Qatar Banking Studies and Business Administration
Secondary School for Boys (QBSBAS)
PO Box 31202

Telephone: +974 40127299
Facsimile: +974 40127298

DOHA QATAR

All rights reserved. This work has been produced by Learning Innovation and Development, Holmesglen Institute of TAFE, for Qatar Banking Studies and Business Administration Independent Secondary School.

© This work is copyright. No part may be reproduced except in accordance with the Copyright Act or with the written permission of Qatar Banking Studies and Business Administration Independent Secondary School.

Disclaimer:

The views expressed in this publication do not necessarily represent the views of Qatar Central Bank and QBSBAS. Qatar Central Bank and QBSBAS do not give warranty nor accept any liability in relation to the content of this work. No person should rely on the contents of this publication without first obtaining advice from a qualified professional person.

This publication is distributed on the terms and understanding that the authors, consultants and editors are not responsible for the results of any actions taken on the basis of information in this publication, nor for any error in or omission from this publication and the publisher is not engaged in rendering legal, accounting, professional or other advice or services.

The publisher, and the authors, consultants and editors, expressly disclaim all and any liability and responsibility to any person, whether a purchaser or reader of this publication or not, in respect of anything, and of the consequences of anything, done or omitted to be done by any such person in reliance, whether wholly or partially, upon the whole or any part of the contents of this publication. Without limiting the generality of the above, no author, consultant or editor shall have any responsibility for any act or omission of any other author, consultant or editor.

Published by:

- Qatar Banking Studies and Business Administration Independent Secondary School

PO Box 31202

DOHA QATAR

Telephone: +974 44876351

Facsimile: +974 42417211

- Printed for Qatar Banking Studies and Business Administration Independent Secondary School

First published: September 2012 Version: 2

Updated: May 2015 Version 1_15



Acknowledgements:

These resources were developed by the Qatar Commercial Education Project Team in the State of Qatar, in conjunction with Holmesglen Institute of TAFE in Melbourne, Australia. Holmesglen Institute of TAFE would like to acknowledge the contribution made by:

Mr Warren Wilkinson	Australian Team Project Manager
Mr Graham Smith	Business/Banking Teaching Adviser
Mr Stephen Parratt	ESL/Teacher Training Adviser
Mr Chris Anderson	Careers and Personal Development Training Adviser

All of the teaching staff at Qatar Banking Studies and Business Administration Independent Secondary School who have made a contribution to the development of these resources.

Refinement and editing of education content has been further developed by the Learning Innovation and Development department at Holmesglen Institute of TAFE, in particular:

Ms Grisel Arancio	Administration and template design
Mr Matt Morris	Graphic design





Contents

About this Learner Resource	7
How will I be assessed?	7
Copyright	7
About this unit	8
Introduction.....	9
A team	12
Team members	18
Team leaders	22
Develop effective workplace relationships	24
Responsibilities and duties	24
Resource and time constraints	30
Feedback	34
Contribute to workgroup activities	38
Provide support to team members	38
Contribute constructively to workgroup goals	40
Share information to ensure goals are met	49
Strategies for performance review	62
Deal effectively with issues, problems and conflict	64
Respect individual differences	64
Identify linguistic and cultural differences	70
Identify issues, problems and conflict	74
Seek assistance when dealing with issues, problems and conflict	76



About this Learner Resource

The purpose of this Learner Resource is to provide you with the underpinning knowledge required to assist you in completing assessment/s in Work effectively with others.

This Learner Resource also contains activities for you to test your knowledge and examples of skills application.

Throughout this Learner Resource you will see icons that identify important information, provide opportunities to test your knowledge and practice skills. These icons are displayed as follows:



Inform

This icon is used to highlight important information, notes, research or training and assessment tips.



Practice

This icon is used to highlight an ideal time to test your knowledge or practise what you have learnt.

How will I be assessed?

In order to achieve competency in Work Effectively With Others you will need to demonstrate the skills and knowledge required for the unit.

Your teacher will decide with you how and when you will be assessed.

Copyright

Parts of this Learner Resource (text and graphics) may have been obtained from other sources and are reproduced within the laws and rights of copyright.

About this unit:

Welcome to the Learner Resource for Work Effectively With Others. In this Learner Resource you will be learning about performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

It is suggested that to meet all the requirements of Work Effectively With Others you will need to complete the following tasks:

- Read the information contained in this Learner Resource.
- Complete the activities.
- Complete all the required assessment/s for this unit..

The topics in this Learner Resource are:

- Develop effective workplace relationships
- Contribute to workgroup activities
- Deal effectively with issues, problems and conflict.



Introduction

You are about to commence a vocational course where you will be required to demonstrate your competency in performing a range of workplace skills to show that you can work effectively with others. This unit of competency covers the skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues such as problems and conflict between team members.

The unit covers how individual members of a team:

1. develop effective workplace relationships
2. contribute to teamwork activities
3. deal effectively with issues such as problems and conflict between team members.

During the course you will complete a number of assessment tasks to demonstrate your skills and knowledge in working effectively with others.



Employees spend most of their day working and interacting with others.



Team discussion

As an individual working on your own, you have to rely on your own skills, knowledge and judgments.



Where do I start?

When you work in a team with others, you will discover that sharing your skills and knowledge can be more productive.



Sharing knowledge and experience can be more productive

A team

Teams are common in many workplaces such as modern offices so knowing how to work effectively with others to achieve goals is vital.

What is a team?

- What are teams and why do I need to work in them?
- Am I part of one team ... or more than one team?
- For how long have I been in a team?

When people work together in a team more is achieved. Most businesses are totally dependent on people working in teams.

A team is a group of people who are working together for a specific purpose or a shared goal. Often each person has a different skill that they bring to the group so that they complement each other and are able to complete a wide range of tasks. The team may consist of the entire business organisation, a department or section, a group formed for a specific purpose which then disbands when the task is complete, or even a committee that meets every now and again. People can be members of many different teams at the same time.

In addition to work there are other situations as well where teams are important. Many sports and forms of entertainment are based on teams or the work of teams. For example a music group often has players of different instruments.

In creating movies, computer games and technology equipments there are many different types of work that must be completed for each project to be successful.



Practice

Activity 1

Favourites

Name your favourites for each of the following:

Sport teams (e.g. football, basketball, volleyball, motor racing etc.)

1. _____ 2. _____

3. _____

Music groups

1. _____ 2. _____

3. _____

Television programs

1. _____ 2. _____

3. _____

Movies

1. _____ 2. _____

3. _____

Computer games

1. _____ 2. _____

3. _____

ICT items (e.g. smart phone, mpv player, video game console etc.)

1. _____ 2. _____

3. _____





Practice

Activity 2

Work in pairs. Together decide the members of your class that would be the best to do each of the following activities. (Use each person once only, e.g. if you decide that Ahmed is the best movie producer then you must choose another person to be the best cameraperson. You can't use yourselves.)

Movie production

Position	Class member
<i>director</i>	
<i>actor</i>	
<i>cameraperson</i>	
<i>producer</i>	

Racing car team

Position	Class member
<i>mechanic</i>	
<i>driver</i>	
<i>cameraperson</i>	
<i>constructor</i>	

Football team

Position	Class member
<i>defender</i>	
<i>striker</i>	
<i>striker</i>	
<i>midfielder</i>	
<i>goalkeeper</i>	

It is common for people to be part of a team at work, so it is wise to get a good idea of what teams are about and how members can work effectively together.

The benefits of a work team can be:

- knowing you are not working on your own and there are other team members who can assist you when issues arise.
- sharing of the workload.
- opportunities to gain experience from workplace mentors.
- opportunities for leadership.



Looking for a team member for help

Case study

We will use Hassan's Executive Cleaning Services (HECS) as an example throughout this unit. HECS is a commercial cleaning company with a staff of 25. Separate teams manage the three core areas of the business.

- Domestic cleaning services – Specialised in cleaning private homes
- Office cleaning services – Specialised in cleaning offices
- Tenancy cleaning services – Specialised in cleaning homes when tenants vacate

Hassan has also established another smaller team with representatives from each of his core business teams to organise the firm's social club activities.



Inform

Management appoint or assign individuals to a team depending on their skills, knowledge and availability.

Teams come in different shapes and sizes depending on the organisation's structure and the nature of the work they do.



Practice

Activity 3

List some teams that you have been involved in at school, work, sport or other activity and indicate how many people were involved in each of those teams.

Teams can be established for short, medium or long-term periods. The life of a team depends on the reason the team has been formed.

<i>Team life span</i>	<i>Why are these teams formed</i>
<i>Short-term</i>	Extended over a limited period of days, weeks or maybe even months. As soon as the goal or goals have been reached, the team is disbanded. An example would be a team brought together to organise a social event.
<i>Medium-term</i>	A period of time a few weeks or months ahead of the present. A team of builders involved in a building renovation program may be considered medium-term.
<i>Long-term</i>	These teams are usually active for many years or even for the entire life of the organisation. An occupational safety and health committee would generally have an ongoing role within the organisation and would therefore be considered a long-term team.



Practice

Activity 4

Referring to your team participation in the previous activity, indicate how long these teams were established for. Were they short, medium or long term?



Inform

Current management practises like employees to participate in decisions that will affect them. As a team, employees bring together skills and knowledge to empower them to make informed decisions.

Team members

Teams are made up of team members.

Team members bring a range of skills, knowledge and characteristics to the team.

As a team member, you need to think about how your particular skills and knowledge will positively contribute to your team.

You should also consider how you can show you are the right person for the team and that you have what it takes to carry out team tasks.

Let's take a look at the characteristics and skills that positively contribute to a team.



Practice

Activity 5

Effective Team Player Term Definitions

Work in pairs. Match each term with the appropriate definition. The first one has been done as an example.

<i>listens actively</i>	<i>supports and respects</i>	<i>cooperates willingly</i>	<i>communicates constructively</i>	<i>shares openly</i>
<i>demonstrates flexibility</i>	<i>solves problems</i>	<i>participates actively</i>	<i>commits to the team</i>	<i>demonstrates reliability</i>



Definition	Word
<i>clearly expresses thoughts and ideas with respect for others</i>	<i>communicates constructively</i>
<i>cares about the work, gives a good effort and wants others to do the same</i>	
<i>works with others to find solutions and develop action plans</i>	
<i>takes the initiative to keep others informed</i>	
<i>fully engages with the work of the team</i>	
<i>assists other team members with courtesy, consideration and understanding</i>	
<i>works consistently all the time to get things done</i>	
<i>absorbs and considers ideas from others</i>	
<i>responds to requests and offers assistance</i>	
<i>deals with constant change</i>	

The definitions in the previous activity are just some of the qualities that make someone an effective team player. There are other positive characteristics that can help a team.

However there are other characteristics that have a negative impact.

Some negative characteristics and their impacts are:

<i>Characteristic</i>	<i>Impact on the team</i>
<i>Aggressive</i>	<i>Attacks others and their ideas. Stops them from making contributions.</i>
<i>Argumentative</i>	<i>Disagrees with others and rejects their ideas. Points out the disadvantages with other team members' suggestions.</i>
<i>Dominating</i>	<i>Talks long and loud in discussions. Prevents others from being heard.</i>
<i>Joking</i>	<i>Makes fun of everything and doesn't take things seriously. Disrupts others by always fooling around.</i>
<i>Withdrawn</i>	<i>Does not participate in discussions and does not pay attention. Displays little interest in the contribution of others.</i>



Practice

Activity 6

Responses people can make that impact negatively on teamwork.

Match each team member with the response they are likely to make.

<i>aggressor</i>	<i>arguer</i>	<i>dominator</i>	<i>joker</i>	<i>someone withdrawn</i>
------------------	---------------	------------------	--------------	--------------------------

Likely response	Team member
<i>"That is too expensive. There are too many problems for that to work."</i>	
<i>"This is like a funny video I saw."</i>	
<i>"Can we finish soon? Just make a decision so we can finish the meeting."</i>	
<i>"This is your fault. You should have known that this needed to be checked."</i>	
<i>"If it is done the way I want then it will work. My suggestion is the best."</i>	

There are some skills which are very handy to have when working in a team. Possessing great people skills, particularly communication and interpersonal skills, is highly beneficial, as these are skills that are highly favoured when working in a team.

Team members need to learn how to work well with each other. Even with the right mix of people with a good range of skills, teams do not always run smoothly from the beginning.



Inform

To be an effective team member, make sure you leave your ego behind! Successful teams are all about a group of team members, not an individual person.

Team leaders

What characteristics and skills make a good team leader?

Effective teams need a team leader. This is someone who helps the team achieve its goals by guiding team members and providing direction and encouragement.

Some team leaders are appointed to the position, such as a supervisor, a manager or a football captain. Others may be employed from any level within an organisation based on their knowledge of the team's work or project. There are also people who voluntarily take on the team leader role believing they have the skills and knowledge for the specific project.



Inform

Team leadership is not assumed on one's charisma. This may not be a good thing, depending on the person's actual leadership skills as compared to their skills and knowledge.

Team leaders should be able to positively encourage team members to:

- do their best
- show initiative
- feel comfortable about putting their ideas forward
- deal with problems and work together towards finding solutions
- make responsible decisions and act on them
- work together as a team to meet deadlines.

This means that, to be an effective team leader, you need the right mix of characteristics and skills.

Below are some of many characteristics and skills team leaders may possess.

Characteristics	Skills
<i>competent</i>	<i>computer</i>
<i>dependable</i>	<i>motivational</i>
<i>firm</i>	<i>planning</i>
<i>imaginative</i>	<i>problem solving</i>
<i>organized</i>	<i>research</i>
<i>positive</i>	<i>time management</i>
<i>productive</i>	<i>verbal communication</i>
<i>trustworthy</i>	<i>written communication</i>

There are many others.

Find out what some of these are by completing Activity 7.



Practice

Activity 7

What are the characteristics and skills of an effective football captain in a final?

Develop effective workplace relationships

The workplace needs to be a harmonious environment. Positive workplace relationships are essential to the running of a good business.

Responsibilities and duties

Teams work effectively when team members are aware of their responsibilities and duties, what goals they are working towards and what tasks need to be done, and when they have sufficient resources, including time, available.

How do I know what the team expects of me?

It is important you understand what your responsibilities and duties are at work. In other words, you should know your job role, both as a member of a team and as a member of an organisation.

The first document that clearly provides information on your job's responsibilities and duties is your job description.



Job descriptions describe the nature of a job and provides:

- employees with a clear idea of their duties and responsibilities
- a tool for employers to use when recruiting new staff
- a tool for employers to use when reviewing current staff performance

A job description may change over time for a number of reasons:

- Better ways are found to carry out a job.
- The distribution of work in a particular area is reorganised.
- A new technology is introduced.

You may also be provided with a statement of duties which lists the specific tasks and activities you are required to do.

	<i>What is in it?</i>
<i>Statement of duties</i>	<i>States the actual tasks and activities performed by the employee</i>
<i>Job description</i>	<i>Describes the job's basic responsibilities</i>

Outside your specific job role, you may have quite wide ranging responsibilities. These will depend on the job you have been employed to do and also on the organisation for which you work.



Organisations have expectations of the roles and responsibilities of their employees. These are usually written in the job description or statement of duties. Organisational policy and procedures manuals will also be available for more specific information on job tasks and activities.

Below is an example of the responsibilities for a Sales Officer – Banking & Finance

Key Roles & Responsibilities

- Generation of new business for banking products via direct sales activities.
- Use of effective sales plan to achieve personal target.
- Provide quality customer service and service standards as set out by the Bank.
- Attend regular training to provide competent service excellence to customers.
- Ensure compliance with the Bank's policies and standards, local laws and regulations.
- Ensure the work environment is safe and free from risks relating to Health & Safety.



Practice

Activity 8

Job descriptions.

Match each of these four jobs with the relevant job description given below.

<i>Marketing assistant</i>	<i>Sports advertising manager</i>	<i>Bank teller</i>	<i>Account manager</i>
----------------------------	-----------------------------------	--------------------	------------------------

Job 1. _____

- Identify accounts with falling revenues and formulate strategies
- Develop relationships with key users
- Supervise the marketing team to get customer feedback
- Gather market information to create offers that boost company margins
- Identify business trends and forecast demand

Job 2. _____

- Receive and count working cash at the beginning of each shift
- Accept cash and checks for deposit and check accuracy of deposit slip
- Process cash withdrawals
- Perform services for customers such as ordering bank cards and checks
- Balance currency, cash and cheques at the end of each shift



Job 3.

- Develop successful advertising banners and campaigns.
- Develop and deliver new communication strategies related to sports activities.
- Optimize and analyze the performance of sports campaigns to improve returns.
- Manage daily advertising campaigns through events, press and so on.
- Take responsibility for the advertising budgets and communication plans.

Job 4.

- Complete administrative projects including running marketing and sales reports.
- Develop media packs and conduct conferences and trade shows.
- Prepare press releases, company newsletter and event announcements.
- Update company headlines and news in the corporate website.
- Generate trade show passes, thank you letters and form letters for mailing mass brochures to prospective customers.



Practice

Activity 9

For the four jobs from the previous activity there are further responsibilities listed below.

There are two further responsibilities for each job.

Match the responsibilities to the job.

Write the number of the responsibility next to the job in the table. The first one has been done as an example.

1. Create advertising strategies around a particular sport segment.
2. Conduct strategic account reviews to identify service needs and usage trends.
3. Identify customers, validate and cash cheques.
4. Advertise sports activities via promotions, merchandising or by direct customer events.
5. Prepare invitations and registration forms for marketing events.
6. Receive and verify loan payments, mortgage payments and utility bill payments.
7. Assist with the logistics of marketing events like seminars and trade shows.
8. Monitor the account budget to maintain profits.



<i>Job</i>	<i>Responsibility Number</i>	
<i>Account manager</i>		
<i>Bank teller</i>		
<i>Marketing assistant</i>		
<i>Sports advertising manager</i>		



Practice

Activity 10

Write a job description for one of the following: teacher, nurse, football coach or choose another position that you know about.

Resource and time constraints

For a team to work effectively it is important to know your job role and responsibilities. It is also important to know what are the roles and responsibilities of other team members.

Resources

What resources do I use to help me complete tasks?

Do you know that other team members are valuable resources too?

Once a team has established its goals and allocated tasks to team members, the next step is to work out what resources are needed and their availability. The resources required for a task will vary depending on what the task is.

Staff using resources should be responsible for making sure these resources are kept safe, are in adequate supply, in the right location and in good working condition.

Case study

At HECS, the following resources must be available, and in good condition, to operate efficiently:

- dedicated and skilled staff
 - top quality and appropriate cleaning equipments, such as vacuum cleaners, mops, brooms, high-pressure cleaners and so on
 - regular cleaning products such as different-sized brushes, polishing cloths and so on
 - environmentally friendly, non-toxic, biodegradable cleaning products
 - general office equipments and materials for HECS head office.
- These

include computer hardware and software, telephones, papers, a printer, printer toners, pens and so on.



Practice

Activity 11

Refer to the job description you prepared in the previous activity. List the resources which that person would require to complete their job requirements.

Time

Do I use my time effectively to complete tasks?

You can't touch it or order it online but time is a very important resource.

To be an effective team member, you need to manage your time according to how many tasks you have to do and when they must be completed. Someone else in the team might be waiting for you to finish so they can get started.

Things to think about

When allocating time to your tasks, you should think about:

- the number of other tasks you have to complete
- how difficult each task will be for you to do
- your skill level
- the number of steps involved in completing the tasks
- the number of likely interruptions
- what research you might have to do
- whether you have all the resources at hand
- any equipment that needs to be set up.





Inform

You may need to be assertive and not allow yourself to be overloaded with work which you will not be able to complete in time. If you allow this to happen, you will probably find you will not complete the task well, or may not get it finished at all.

How well do you manage your time? Complete the following activity.



Practice

Activity 12

Effective use of time

You have to undertake the following tasks during the day. Prepare a list of the order in which you would complete them. The first one has been done as an example.

- Check answering machine for after-hours calls and messages.
- Read emails.
- Turn on technology.
- Logon to a computer.
- Reply and forward emails.
- Have a lunch break.
- Turn off technology.
- Prepare petty cash vouchers and maintain petty cash book.
- Complete an urgent report required before the end of the day.
- Send a fax order for a new printer cartridge.



Turn on technology.

Feedback

Seeking feedback?

Part of working effectively as a team is to know how well members are performing together. People like to know that they are doing their work well and that their contributions to the team are recognized.

To do this, the team must monitor and evaluate its performance, then give and receive feedback on what has been observed.

As a team member, you have a responsibility to make sure your tasks are completed by the allocated time in a satisfactory manner. These are key factors that supervisors, other team members and yourself look for when monitoring and evaluating performance.

By accurately and honestly monitoring and evaluating performance, a team can identify what has worked well and what has not, as well as make realistic estimates of its skills, available resources and time.

After monitoring and evaluation comes feedback. This involves informing team members how they are going with their work, so they can keep doing what they do well and improve on what they are not doing well.

Feedback should include information on whether or not goals and objectives have been achieved, if there have been any problems and how these might be overcome in the future.

Although it is easy to overlook feedback when team members are performing a task, it is a necessary function required to motivate the team and to keep them focused.

Who gives feedback?

Feedback may be given by:

- your supervisor or manager
- other management staff
- team leader
- team members
- clients and/or customers
- you of course.



Practice

Activity 13

Positive and negative feedback

Listed below are words that may be used when giving or receiving feedback. Decide if the word is positive, i.e. beneficial, or negative, i.e. critical, and write it in the appropriate column. To help you decide the words that are positive, they are the ones you would like to hear. The first word has been done as an example.

<i>untidy</i>	<i>helpful</i>	<i>keen</i>
<i>disinterested</i>	<i>enthusiastic</i>	<i>willing</i>
<i>rude</i>	<i>lazy</i>	<i>polite</i>
<i>knowledgeable</i>	<i>bored</i>	<i>dull</i>
<i>impatient</i>	<i>impatient</i>	<i>noisy</i>
<i>confused</i>	<i>reliable</i>	<i>strong</i>
<i>directed</i>	<i>withdrawn</i>	<i>logical</i>
<i>slow</i>	<i>weak</i>	<i>clean</i>

Positive	Negative
	<i>untidy</i>



Inform

You should pay attention to what is being said to help your performance at work. Complaints should be seen as opportunities and not taken as personal attacks.

Sometimes you may be asked to report on your own progress.

Case study

At HECS, Hassan prefers to give his employees verbal feedback and always shows his appreciation for a job well done. He also encourages staff to recognise one another for a job well done. HECS also holds formal appraisals every six months so employees know how they are going, what they are doing well and where they need improvement.

HECS celebrates achievements by having informal parties at the end of successful projects. Individual and team achievements are rewarded, which encourages all team members to perform at an even higher level.

In some circumstances, written reports may be required. For example, a customer was not happy with a HECS cleaning team's job and complained to HECS management. A written report was compiled as soon as the complaint was made. For Hassan, the report made it easier to address the issue with the customer.

Contribute to workgroup activities

A positive workplace environment will be created when all employees have the opportunity to contribute to workgroup activities.

Provide support to team members

Have I ever needed help from others?

What can I do to support my fellow team members?

All team members need to have confidence in one another to make sure tasks get done and goals are completed on time, every time.

Confidence is built by team members providing support to one another. When team members feel supported, you will find that you all take more pride in your work and are ultimately more productive.

On the other hand, if you are unsupportive of, and have no confidence in, someone in your team, you may find that person does not work well and ends up affecting the whole team.



Inform

Think about your language skills when communicating with other team members. The way you say things, your tone or even your body language can say a lot about how much you value someone's contribution.

Case study

Hassan came up with the idea of a social club for his employees. He had worked in unsupportive teams before and knew that a supportive, cooperative working environment could be created when staff members supported one another.

The employees loved the idea and, with office manager Rawan organising events, club members have developed a sense of belonging, bonding, trust, loyalty and team spirit as HECS employees.

It is expected that all team members should recognise the strengths and weaknesses of other team members. All team members are then able to give praise where it is due and offer assistance if, and when, necessary.



Practice

Activity 14

Give examples of positive and negative language and gestures that could be used in the workplace to convey supportive or unsupportive expressions or meaning.



People need to feel valued and feel that their contributions are valued.

Contribute constructively to workgroup goals

How do teams know what they have to do?

In every work environment, goals provide direction for staff so they understand what they are working towards and where to prioritise.

Teams are formed to accomplish specific workplace goals and team members have a range of tasks that must be completed.

Type	Purpose	Who decides it?	Example
<i>Organisational goals</i>	<i>To provide the 'big picture' of where the organisation is heading</i>	<i>The leaders of the organisation</i>	<i>To increase profits by 15 per cent over the next year</i>
<i>Work group/ team goals</i>	<i>To work towards the organisational goals in smaller steps</i>	<i>The group/team as a whole or the leader of the group/team</i>	<i>To develop a better format for our quarterly sales catalogue</i>
<i>Individual work goals</i>	<i>To give you direction on what you need to do to work towards the group/team goals and/ or the organisational goals</i>	<i>You or by negotiation with your supervisor/ manager</i>	<i>To learn how to use a new software application</i>

In the following activities you will have the opportunity to work in teams to achieve goals.



Practice

Activity 15

Determine the secret number competition

The goal for this activity is to determine a two digit number that the teacher has chosen but is keeping secret.

You and two other students must work together to try to be the winning team.

Your teacher will choose a secret number.

Your teacher will then ask a question, "Is the secret number higher or lower than ... ?"

This means your team will have to decide if the secret number is higher or lower than the number the teacher has just said.

If your team chooses correctly then you continue in the competition for that round.

If your team is not correct you stop competing for that round.

The last team remaining in the competition will be the winner for that round.

Team Formation Steps:

- Join with two other students to make a team of three.
- Choose a team leader and decide a team name.
- Record this information on the competition sheet.



Competition Steps:

- Write the number the teacher says in the space provided.
- Decide as a team if you think that the secret number is higher or lower than the number the teacher has just called. (After the discussion if the team is not unanimous the team leader makes the final decision.)
- Write your team response on the sheet.
- Place a tick if your choice was correct or a cross if your choice was incorrect, next to your response.
- Continue in the competition until you have an incorrect response.

Determine the secret number - Competition Sheet

Students: _____

Leader: _____

Team Name: _____

Round 1	Team answer: Higher/Lower	Correct (✓) Incorrect (X)
1. Higher or lower than		
2. Higher or lower than		
3. Higher or lower than		
4. Higher or lower than		
5. Higher or lower than		
6. Higher or lower than		
7. Higher or lower than		

Round 2	Team answer: Higher/Lower	Correct (✓) Incorrect (X)
1. Higher or lower than		
2. Higher or lower than		
3. Higher or lower than		
4. Higher or lower than		
5. Higher or lower than		
6. Higher or lower than		
7. Higher or lower than		



Practice

Activity 16

The GCC

The goal for this activity is to decide which countries are members of the GCC.

You and two other students must work together to try to be the winning team.

The team that has the most correct responses will be the winner.

Team Formation Steps:

- Join with two other students to make a team of three. (The teams must be different from those in the previous activity.)
- Choose a team leader. (This cannot be the team leader from the previous activity.)
- Decide a team name. (This must be different from previously.)
- Record this information on the Question / Answer sheet.

Task:

- Look at the list of countries.
- Discuss and decide if a country is a member of the GCC.
- Write your team decision, Yes or No, on the sheet.
- Tick or cross your decision when the teacher tells the answer.
- Add up the number of correct responses.
- Write the total number of correct responses in the space provided.

The GCC - Question / Answer Sheet

Students: _____

Leader: _____

Team Name: _____

Country	Team answer: Yes/No	Correct (✓) Incorrect (X)
1. Afghanistan		
2. Bahrain		
3. Iran		
4. Iraq		
5. Jordan		
6. Kuwait		
7. Lebanon		
8. Oman		
9. Pakistan		
10. Qatar		
11. Saudi Arabia		
12. Syria		
13. Turkey		
14. United Arab Emirates (UAE)		
15. Yemen		

Total: _____

How many countries are in the GCC? _____



Practice

Activity 17

Construction project

Students work in teams of three to complete a construction.

Some suggested models to construct include:

- a race track for cars,
- a stable for camels,
- a football pitch,
- a traditional tent,
- an aviary for falcons,
- or something else that is negotiated with the teacher.

Instructions:

Join with two other students to form a team of three then decide a name for the team.

Discuss and decide on what to construct.

Draw a diagram of the proposed construction. (If it is something such as a football pitch it should be to scale.)

Write the team members' names and the team's name on the diagram.

Use the supplied materials to construct the model.

Show the construction to the teacher.

Hand the diagram to the teacher.

Self-esteem plays an important part in the level of motivation within an organisation or a team. It is about feeling confident about what you do, feeling good about yourself, being able to accept responsibility for your actions, having the courage to show and tell others how you feel and being genuine.

To achieve a successful outcome, team members need to be aware of, and understand, what they are working towards – this is the purpose of team groups. Once goals have been set, team members should work out the tasks relevant to their team goals.

Setting tasks

The tasks you are expected to do for a team will depend on:

- where you work
- the size of the organisation you work for
- the job you do
- your skills and knowledge
- your team goals
- your individual work goals.

When all the tasks have been decided, it is up to the team to determine who is best suited to perform each task.

As we all have different skills, it makes sense for team members to be given opportunities to contribute their own special skills and attributes to complete the tasks.

Case study

At HECS, whenever Hassan is on leave, his office, manager Rawan takes over his duties and responsibilities. Rawan's responsibilities and duties are then delegated to members in her team, so tasks are still being worked on and completed.

Team members should ensure that tasks are evenly distributed between them. This may involve delegating some tasks to other employees.

Sometimes, during and after the distribution of tasks, there may be a need to negotiate workloads between members. This negotiation must always establish if the tasks are relevant to the goals of the organisation.

Do you know the difference between goals and tasks?

The next activity will help with your understanding of these.



Practice

Activity 18

What is a goal? Give an example.

What is a task? Give an example.

Think of a goal you may have. Write it down below then list the individual tasks you will have to accomplish before you can achieve this goal.



Inform

The workplace tasks you are given should all be related to the organisation's goals.

Share information to ensure goals are met

How do teams share information?

Effective communication is important so that:

- team members understand and agree with team goals
- goals and tasks are clarified
- team members understand how their tasks contribute to shared goals
- issues and possible solutions can be identified
- information is shared using effective communication strategies
- the team members can evaluate their progress and discuss ways to improve their work.

Communication may either be oral or written.

Oral communication methods may include:

- discussion – to share ideas to facilitate a job being completed on time
- debate – when two people do not agree, they put forward their points of view in order to convince the other person

- negotiation – when people discuss their differences of opinion but are willing to compromise with each other in order to get a job done
- speeches – for example, in a training session.

Written communication methods may include:

- instructions – to explain how a task must be completed in order to limit misunderstanding
- schedules – to prioritise tasks so that the most important is completed first
- reports – often used as feedback or when evaluating a task/procedure.



Practice

Activity 19

Workplace communication – Telephone messages

At Hassan's Executive Cleaning Services (HECS) you receive a telephone call at 9.45 A.M. this morning.

The call is from Adam Al-Badri from Qatari Hotels.

He wants to speak with Majid Sultan as soon as possible.

His number is 32922206.

He wishes to discuss a cleaning contract for the offices in a new hotel in West Bay.

He asks you to inform Majid Sultan.

Complete the message form below as clearly and as fully as possible.

Hassan's Executive Cleaning Services

FOR _____

DATE _____ TIME _____

While You Were Out

M _____

FROM _____

TELEPHONE _____

TELEPHONED		PLEASE CALL	
CAME TO SEE YOU		WILL CALL AGAIN	
RETURNED YOUR CALL		WANTS TO SEE YOU	

MESSAGE _____

SIGNED _____

Urgent ☐

A.M.
P.M.

- Do you think the call is urgent? Explain.

.....

- Should you tick Urgent on the message form?

.....

- Did you tick Urgent?

.....

- What should you do with the form when it is completed?

.....

- Is it important for the company that Majid Sultan receives this message from Adam Al-Badri? Why?

.....

- What else could you do to make sure that Majid Sultan receives this message?

.....

• -----



Practice

Activity 20

Workplace communication – Team members absence

Part A

Hassan's Executive Cleaning Services has a management team of four members:

- Domestic Cleaning Manager - DCM
- Office Cleaning Manager - OCM
- Tenancy Cleaning Manager – TCM (Salem Adam Ali)
- Personnel and Purchasing Manager - PPM

Salem Adam Ali is absent today and will be for the rest of the week, four days in total.

He manages the tenancy cleaning services.

Tenancy cleaning services is where HECS specialises in cleaning homes when tenants vacate.

Hassan is the Senior Manager.

Is it important that Salem Adam Ali's tasks be done while he is absent? Explain.

If Salem Adam Ali's tasks are to be done while he is absent who could do them?

If Salem Adam Ali's tasks are to be done while he is absent who could decide who would do them?

Workplace communication – Team members absence

Part B

Listed below are some of the duties that are the responsibility of the management team at Hassan's Executive Cleaning Services:

inquiry handling

cleaning contract negotiations

cleaning equipments availability

key pick up/drop off

cleaning product availability

employee hiring

cleaning product purchasing

cleaning equipments purchasing

cleaning staff allocations

staff transportation

customer satisfaction

potential employees interviews



Place these duties in the appropriate column for each manager.

Note: Some duties maybe the responsibility of more than one manager, e.g. cleaning contract negotiations.

DCM	OCM	TCM	PPM
<i>cleaning contract negotiations</i>	<i>cleaning contract negotiations</i>	<i>cleaning contract negotiations</i>	

Workplace communication – Team members absence

Part C

Team discussion

Hassan's Executive Cleaning Services management team.

<i>Domestic Cleaning Manager – DCM</i>	<i>Office Cleaning Manager – OCM</i>
<i>Tenancy Cleaning Manager – TCM</i> <i>(Salem Adam Ali)</i>	<i>Personnel and Purchasing Manager -</i> <i>PPM</i>

Issue:

Tenancy cleaning specialises in cleaning homes when tenants vacate.

The TCM (Salem Adam Ali) is absent today and will be for three more days.

He had tentatively negotiated with a real estate agent to clean a house on either Tuesday or Wednesday.

The real estate agent is in Al Rayyan.

The Senior Manager Hassan wants Salem Adam Ali's duties to be covered by the rest of the management team.

Instruction Sheet:

Students form into teams of four.

Each student is given a Character Card for one of the following roles:

- Senior Manager Hassan
- Domestic Cleaning Manager - DCM
- Office Cleaning Manager - OCM
- Personnel and Purchasing Manager – PPM

The Senior Manager has to lead a discussion to allocate tasks evenly.

Each manager must do two tasks to help.

The Senior Manager records the information on the Work Arrangement Sheet.

Workplace communication – Team members absence

Character card.

Hassan's Executive Cleaning Services, Senior Manager Hassan

<i>Domestic Cleaning Manager – DCM</i>	<i>Office Cleaning Manager – OCM</i>
<i>Tenancy Cleaning Manager – TCM</i> <i>(Salem Adam Ali)</i>	<i>Personnel and Purchasing Manager -</i> <i>PPM</i>

Issue:

Your TCM (Salem Adam Ali) is absent today and will be for three more days.

He had tentatively negotiated with a real estate agent to clean a house on either Tuesday or Wednesday.

As Senior Manager you want Salem Adam Ali's duties to be shared evenly by the rest of the management team.

The real estate agency where the key will need to be picked up and dropped off is in Al Rayyan.

As all of the management team is busy each person must do two things to help.

This issue needs to be discussed with the other three managers to allocate the tasks.

Also you will have to decide which is the better day to clean the house, Tuesday or Wednesday?

The tasks to do are:

- Arrange to pick up the key.
- Organise the cleaners.
- Check that equipments are available.
- Purchase more cleaning products .
- Arrange transport.
- Check the job and drop off the key.

Workplace communication – Team members absence

Character card.

Hassan's Executive Cleaning Services management team.

<i>Domestic Cleaning Manager – DCM</i>	<i>Office Cleaning Manager – OCM</i>
<i>Tenancy Cleaning Manager – TCM</i> <i>(Salem Adam Ali)</i>	<i>Personnel and Purchasing Manager -</i> <i>PPM</i>

Issue:

Tenancy cleaning specialises in cleaning homes when tenants vacate.

The TCM (Salem Adam Ali) is absent today and will be for three more days.

He had tentatively negotiated with a real estate agent to clean a house on either Tuesday or Wednesday.

The real estate agent is in Al Rayyan.

The Senior Manager Hassan wants Salem Adam Ali's duties to be covered by the rest of the management team.

Domestic Cleaning Manager – DCM

Use the following information to help in discussing the issue.

You have spoken to the real estate agent previously.

You have an ongoing contact with the cleaning staff.

You regularly check the availability of cleaning equipments and products.

You regularly arrange the transport of cleaning staff, equipments and products.

You check jobs upon completion.

You have a family commitment all day next Tuesday.

You live in Al Khor.

**Workplace communication – Team members absence
Character card.**

Hassan's Executive Cleaning Services management team.

<i>Domestic Cleaning Manager – DCM</i>	<i>Office Cleaning Manager – OCM</i>
<i>Tenancy Cleaning Manager – TCM</i> <i>(Salem Adam Ali)</i>	<i>Personnel and Purchasing Manager -</i> <i>PPM</i>

Issue:

Tenancy cleaning specialises in cleaning homes when tenants vacate.

The TCM (Salem Adam Ali) is absent today and will be for three more days.

He had tentatively negotiated with a real estate agent to clean a house on either Tuesday or Wednesday.

The real estate agent is in Al Rayyan.

The Senior Manager Hassan wants Salem Adam Ali's duties to be covered by the rest of the management team.

Office Cleaning Manager – OCM

Use the following information to help in discussing the issue.

You have spoken to the real estate agent previously.

You have an ongoing contact with the cleaning staff.

You regularly check the availability of cleaning equipments and products.

You regularly arrange the transport of cleaning staff, equipments and products.

You are unavailable next Wednesday.

You live in Markhiya.

The real estate agency is in Al Rayyan.

Workplace communication – Team members absence

Character card.

Hassan's Executive Cleaning Services management team.

<i>Domestic Cleaning Manager – DCM</i>	<i>Office Cleaning Manager – OCM</i>
<i>Tenancy Cleaning Manager – TCM</i> <i>(Salem Adam Ali)</i>	<i>Personnel and Purchasing Manager -</i> <i>PPM</i>

Issue:

Tenancy cleaning specialises in cleaning homes when tenants vacate.

The TCM (Salem Adam Ali) is absent today and will be for three more days.

He had tentatively negotiated with a real estate agent to clean a house on either Tuesday or Wednesday.

The real estate agent is in Al Rayyan.

The Senior Manager Hassan wants Salem Adam Ali's duties to be covered by the rest of the management team.

Personnel and Purchasing Manager – PPM

Use the following information to help in discussing the issue.

You regularly check the availability of cleaning equipments and products.

You regularly purchase cleaning equipments and products.

You have a meeting all day next Wednesday and are not available.

You live in Al Gharafa.

The real estate agency is in Al Rayyan.

Workplace communication – Team members absence

Work Arrangement Sheet

(To be completed by the Senior Manager.)

Senior Manager Hassan _____

Domestic Cleaning Manager _____

Office Cleaning Manager _____

Personnel and Purchasing Manager _____

Tasks to do: (Write DCM, OCM or PPM in the space provided.)

- Arrange to pick up the key. _____
- Organise the cleaners. _____
- Check that equipments are available. _____
- Purchase more cleaning products . _____
- Arrange transport. _____
- Check the job and drop off the key. _____

The house is to be cleaned: (Please circle.)

Tuesday

Wednesday

Business





Colleagues sharing information

Strategies for a performance review

How do I prepare for a performance review?

You may become aware of areas of work performance in which you need to improve. This might be from your own self reflection or perhaps you will receive feedback that identifies some things for you to work on.

You, along with your supervisor and possibly your fellow team members, need to plan how you can go about making these improvements.



Inform

Performance reviews are excellent mechanisms for employer/employee to produce feedback in an organised manner.

Professional development can be used to fill any gaps in your work skills to bring your expertise to a satisfactory level for effective performance. It may be used to help you learn new skills so you can move forward in your career.



Employees should seek professional development opportunities



Practice

Activity 21

Refer again to the job role you chose in Activity 6. Assume a performance review is to be undertaken for this person. Identify training needs or professional development that could be recommended as part of this performance review.



As you continue in the job, additional training in the workplace provides opportunities to acquire more skills and knowledge and places you in a better position to qualify for advancement.

Deal effectively with issues, problems and conflict

Because the workplace environment is made up of individuals, there will always be differences of opinion. It is important to ensure that individual differences are accepted and treated respectfully.

Respect individual differences

What does respecting differences mean to me?

It is critical that team members respect one another. This includes understanding that all people are different.

Respecting differences means acknowledging and accepting cultures that are not the same as our own.

Many work teams are made up of people with diverse first languages, with a range of religious and spiritual beliefs, various social backgrounds and a rich mix of cultures and traditions.

Case study

HECS staff members come from many different countries, and as a result will have different:

- opinions – everyone has the right to their own opinion
- personalities – some people are noisy, others are quiet; some are shy, others are outgoing; some are careless, etc
- social groups – which may be determined by educational background, level of seniority within the organisation, type of work performed, standing in the community, belief structure, age or gender, etc
- cultures – which may affect communication.



Inform

All differences can be viewed as contributing to a pool of wide ranging experiences and information from which lots of different and better ideas may emerge.

Some differences between people are visible, for example, heights and appearance.

However many differences between people are not visible such as personal values and beliefs. These differences need to be respected as they are important for building relationships.

People often want everyone else to think exactly the same way as them but this would not be practical and would most likely be very boring.

When people talk to each other they do not need to always hear exactly the same thing from everyone else.

People do not always want to watch movies just from the same country.

People often like to hear different styles of music and not the same songs all of the time.

People like to be able to travel to different places when they are having holidays and do not want to go to the same place all of the time. They usually do not want to go where everyone else goes.

Different opinions, movies, music, choices etc. reflect differences in personal values and beliefs.

The world is much more interesting due to the differences between people including those that can't be seen.



Practice

Activity 22

The benefits to having differences. Part A

Think of one of your friends and yourself. You will think the same about some things but you will also think differently about other things. This does not matter as you are still friends.

Complete this table about your friend's and your favourites. Indicate if they match or not.

<i>Favourite</i>	<i>Your friend</i>	<i>You</i>	<i>Same or Different</i>
<i>Food</i>			
<i>Drink</i>			
<i>Car</i>			
<i>Sport</i>			
<i>Pastime or hobby</i>			
<i>Movie</i>			
<i>Television program</i>			
<i>Mobile phone</i>			
<i>Holiday destination</i>			
<i>Relative (e.g. mother, uncle, sister)</i>			

Were there more or less things the same between your friend and you?

Are you surprised by this outcome? Yes or No. Explain.



Practice

Activity 23

The benefits to having differences. Part B.

Think of one of your friends and yourself. You will be the same about some things but you will be different about other things. This does not matter as you are still friends.

Complete this table about your friend and you. Indicate if there is a match or not.

<i>Attribute</i>	<i>Your friend</i>	<i>You</i>	<i>Same or Different</i>
<i>Shy / Outgoing</i>			
<i>Early riser / Late riser</i>			
<i>Saver / Spender</i>			
<i>Generous / Thrifty</i>			
<i>Humorous / Serious</i>			
<i>Energetic / Inactive</i>			
<i>Quiet / Loud</i>			
<i>Talkative / Less talkative</i>			
<i>Optimistic / Pessimistic</i>			
<i>Flexible / Strong-willed</i>			

Were there more or less attributes the same between your friend and you?

Which attribute of your friend do you like the most and why?

Which attribute of your friend do you like the least and why?

Is there an attribute that your friend has that you would like to have as well? If so, which one? (e.g. you may be shy but wish to be more outgoing).

Does it matter that you have some differences with your friend? Explain.

Do you respect your friend?

Do you think that your friend respects you?

Identify linguistic and cultural differences

There are many aspects of culture we need to consider when we are working with people from diverse parts of the world.

<i>Cultural aspects</i>	<i>Things to consider</i>
<i>Written and spoken language</i>	<i>Communication across cultures can be difficult, depending on the way words and phrases are put together, the structure of sentences, the degree of formality and the use of colloquialism, slang and acronyms.</i>
<i>Body language</i>	<p><i>Many people rely on body language to grasp meaning. However, body language varies and is highly influenced by culture.</i></p> <p><i>In some cultures, making eye contact can be deemed very rude but in other cultures, it shows a person is taking a keen interest.</i></p>
<i>Conflict</i>	<p><i>Some cultures view conflict positively, while others view it as shameful and something to avoid at all costs.</i></p> <p><i>Even the act of asking someone for an opposing view can make some people very uncomfortable.</i></p>
<i>Decision-making styles</i>	<p><i>In some cultures, decisions made by individuals on the spur of the moment are seen as good business practice. In other cultures, this behaviour is viewed as recklessness.</i></p> <p><i>Furthermore, in many cultures, decision-making is equated with seniority, so lower level workers are uncomfortable with making decisions.</i></p>
<i>Displaying personal feelings</i>	<p><i>In some cultures, people feel it is appropriate to express their feelings openly and use emotive language.</i></p> <p><i>In other cultures, any display of emotion in the workplace is deemed to be inappropriate.</i></p>

The next activity looks at differences in language in particular the greetings used in the top ten most spoken languages.



Practice

Activity 24

Match the greeting to the language.

In the table at the bottom of the page are the ten most spoken languages in the world in order from highest to lowest. Arabic is number six.

In each of these languages people greet each other with different words. These are the various words used:

Al salaam Bonjour Ei Je Hello Hola

a'alaykum

Namaste Ni hao Ola Selamat pagi Zdravstvuite

Match the greeting to the language. One has been done as an example.

Language	Greeting
Mandarin	Ni hao
English	
Hindi	
Spanish	
Russian	
Arabic	
Bengali	
Portuguese	
Malay-Indonesian	
French	

One interesting way for a person to learn about another culture is



through food.



Practice

Activity 25

There are many different foods available in Qatar from Arabic foods to other cuisines.

What are your five favourite meals? (e.g. kebabs, pizza, sushi etc.)

1. _____ 2. _____ 3. _____

4. _____ 5. _____

Which of these, if any, are from cuisines other than Arabic?

Other than Arabic foods what other cuisines do you like to eat? (e.g. American, Indian, Japanese etc.)

Below are eight foods from different cuisines. Match each food with the appropriate cuisine.

<i>curry</i>	<i>pizza</i>	<i>fish + chips</i>	<i>sushi</i>
<i>dates</i>	<i>cheeseburger</i>	<i>croissants</i>	<i>foul</i>



<i>Cuisine</i>	<i>Food</i>
<i>American</i>	
<i>Arabic</i>	
<i>Egyptian</i>	
<i>English</i>	
<i>French</i>	
<i>Indian</i>	
<i>Italian</i>	
<i>Japanese</i>	

Some cultural issues that arise in the workplace may involve differences in attitudes to family situations, time and shaking hands.

Gulf Arabs have an absolute duty to family situations so they will miss a business meeting to be with a family member who needs them.

Westerners try to keep to time and not be late to meetings. They regard being late as impolite, inefficient and disrespectful.

In Arab culture women rarely shake hands with men but in Western countries women and men will shake hands when meeting or saying goodbye.



Inform

It is an offence to discriminate against another person because of social, cultural or ethnic differences.

Identify issues, problems and conflict

How do issues arise at work?

Team members do not always work well together. Issues (usually differences or conflicts) may arise throughout a team's life span and may affect team dynamics, performance and outcomes if they are not resolved.

Problems in teams come in all shapes and sizes, including the following:

- Objectives or goals being changed without negotiation.
- A new member with a different set of skills joins your team and requires upskilling.
- The team size changes, which affects team dynamics, delegation of work and roles in a team.
- Resources are unavailable or no longer suitable.
- A task is outside the team's skill set.

The good news is that problems can be solved as long as you, and your fellow team members, remain flexible/reasonable and open-minded when resolving issues.



Practice

Activity 26

Conflicts

Conflicts may happen in all areas of life including at work. Most people do not like conflicts but sometimes they are unavoidable.

For you:

Do you have many conflicts in your life?

When was the last conflict you had?

Who was this conflict with?

Was it a small or a big conflict?

What was the conflict about?



Was it resolved and, if so, how?

Was this the first conflict you had with that person or group?

Who do you have your most conflicts with in your life and why?

Seek assistance when dealing with issues, problems and conflicts

There may be some issues you can solve on your own or with your team members, supervisor or manager. However, sometimes you may discuss the matter with another person who is not involved in the issue in order to get an objective perspective.



Colleagues dealing with an issue



Collaboration gives everyone a chance to share ideas which may lead to creative and effective approaches to solving issues and completing tasks.

Conflicts tend to arise for a number of reasons:

- different work ethics
- an unresolved problem building frustration in the team, leading to conflict
- the team leader's leadership style not suiting the team
- differences in views, values, needs, goals and expectations
- team members being under pressure to perform
- unclear, confusing or unfulfilled expectations of various parties.

The truth is that some conflicts are inevitable and, if left unresolved, they can harm how the team operates.

Nobody likes confrontation and we each have our own way of responding to conflicts.

Too much conflict will destroy a team by weakening relationships.

You can deal positively with conflict through communication and negotiation. That way people have an opportunity to air their views and work together towards a solution, so further problems or issues are not created.



Inform

Too little conflict can provoke 'groupthink' This is when no one within in the group challenges any ideas, suggestions or solutions – all members become 'yes' people.

Try and find a balance between too little and too much conflict and to encourage creative conflict (win-win situations), not destructive conflict (win-lose situations).



Practice

Activity 27

Conflict resolution strategies

If a conflict arises between two or more people there are a number of strategies that can be used to help solve the issue.

Some of these are:

Do nothing: Just leave everything alone.

Win – Lose: One person tries to "win" at the expense of the other/s.

Lose – Win: One person decides to let the other/s win.

Lose – Lose: A compromise is reached where nobody gains all that they want.

Win – Win: The issue is discussed to find an outcome where everyone wins.

Match each of these strategies with the other explanations below. The first one has been done as an example.

<i>Explanation</i>	<i>Strategy</i>
<i>One person makes the decision they want.</i>	<i>Win – Lose</i>
<i>Each person gives up something.</i>	
<i>Everyone continues on without doing anything.</i>	
<i>Everyone is pleased with the outcome.</i>	
<i>One person gives in to the others.</i>	

Which of these five strategies do you think is probably the best in most situations? Why?



Colleagues agreeing by shaking hands

