IT SUPPORT SERVICE
LEVEL II

Learning Guide #07

Unit of Competence	:	Work in Team Environment
Module Title	:	Working in Team Environment
LG Code	:	EIS ITS2 M03 1019 L01
TTLM Code	:	EIS ITS2 TTLM07 1019v2

LO 1: Describe team role and scope

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

- Identifying Role and objective of the team from source of information
- Identifying team parameters, reporting relationships and responsibilities

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:

- Identifying role and objective of the team from available sources of information
- Identifying team parameters, reporting relationships and responsibilities from team discussions and appropriate external sources

Learning Activities

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the "Information Sheets 1" in pages 3-5.
3. Accomplish the "Self-check 1" in page 6.
4. Read the information written in the "Information Sheets 2" in pages 7-10.
5. Accomplish the "Self-check 2" in page 11.
6. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to Learning Guide 08.

- Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to the next topic.

Information Sheet 1	Identifying Role and objective of the team from source of information

1.1. The role of IT in an organization

Information technology within an organisation provides a range of services to support the main business typically, computer equipments, software, and technical support so that employees can do their jobs more efficiently. In medium to large organisations this can be done through a separate IT department, and in smaller firms, by one or a handful of people, depending on the size of the business.

More specifically, IT services include:

- Developing and maintaining custom computer software
- Establishing and administering the organisation's network
- The purchase, installation, maintenance, and upgrading of hardware and software
- Provision of technical support, usually via a help desk
- Provision of training in the use of equipment and software
- Developing, administering and maintaining the organisation's website

IT workplaces tend to consist of a mix of permanent and contract specialists. Contract staff are often employed for projects while permanent staff support the everyday needs of the organisation.

Service categories

Services can be categorised into a few broad areas of:

- **Development** — as new technology arrives and as organisations change, systems to support these changes must be modified or developed.
- **Administration** — involves making sure that the existing systems run smoothly.
- **Support —** involves calling on IT expertise to fix problems as they arrive and to make necessary changes.

Reflection

Look at the above list of services and think about which of the three categories each belongs to. (It may be more than one.)

Feedback

Here is a suggested answer. Note, however, that some services do not really fit neatly into one category.

Development	Administration	Support
• Developing custom software • Establish network • Develop website	• Administer network • Administer website	• Maintain custom software • Purchase, install, maintain and upgrade hardware and software • Technical support, usually via a help desk Training in use of equipment and software as required.

1.2. Specific IT roles and services

Since the advent of the Internet and IT networks, IT services have had to improve and expand to support an ever-widening range of business functions. Even small businesses have an IT network and a website to maintain and support. Hardware and software upgrades are frequent. Online services and transactions are in demand, and security is an issue that requires constant vigilance.

Developing technologies can be added to the list:

- Real-time data warehousing

- Wireless services

- IP telephony

- Utility computing (buying services from a provider over a network)

- Grid computing (taking a compute-intensive task and farming it out for processing)

- RFID tags (miniaturisation and wireless).

IT roles have very much broadened beyond that of the programmer and analyst, commonplace a few short years ago. The trend is continuing and is likely to do so for some time.

The table on the next page lists some common IT roles. To obtain up-to-date information about them there are useful websites you should visit and spend time browsing.

One is the IT Skills Hub at http://www.itskillshub.com.au/.

IT Skills Hub is probably your best starting point for investigating IT careers, the skills they require, and the steps you should take to move into these careers. Take time now to visit the site or do so later on in the Practise activities.

Table 1.1: Common IT Job roles

Area	Roles
Software engineering	Systems analyst, Analyst/programmer, Programmer
IT support	Help desk officer, Support technician, Technical writer/trainer
Web services	Web designer, Web developer, Web administrator, Multimedia specialist (graphic designer, animator, games developer etc)
Networking	Network administrator, Network manager, Network engineer
Systems development	Systems architect, Systems designer, System administrator, Database administrator
Management	IT manager, Project manager, Team leader
Consultants	Management consultant, Technical consultant
Sales	Hardware/ software/ support sales

| **Self-Check 1** | **Written Test** | - 6 - |

Name: _____   Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.

Information Sheet 2	Identifying team parameters, reporting relationships and responsibilities

2.1. Routine tasks

You've looked at some of the roles that people perform in IT. As an example here, you'll learn about the routine daily tasks that people in IT support roles perform.

The key IT support roles are:

- Help desk support
- Network support
- Web/software support.

You'll need to be familiar with the routine daily operations of each of these support roles in order to work effectively in an IT environment.

Help desk support

Every day, a typical Help desk:

- Accepts problem calls from users and registers each call on a help desk database
- Solves the problem for the user over the phone if possible. The assistance is usually limited to simple problem solving related to the operating system, software and basic peripheral devices
- If the problem cannot be solved over the phone, the help desk mobilises the relevant IT staff member, usually by email or in the help desk database, to assist the user.

Network support

Every day, network support staff:

- Assist users in rectifying network-related problems such as security access, Internet access, network failure, printer failure
- Assist the network administrator in managing user accounts, installing software on the network, backing up and retrieving files and maintaining network security
- Maintain the help desk database by recording problem resolution on problem calls attended to.

Software support

Every day, software support staff:

- Monitor the state of custom software systems
- Troubleshoot when the software fails to work properly

Apart from the above routine tasks there are tasks such as:

- Keeping records of hardware and software purchased, including the purchase of consumable items
- Ensuring equipment is well maintained and serviced where required.

2.2. Key players

Key players in the IT sector are those that have influence and interest in the direction and use of Information and Communications Technology. These include bodies such as:

- Vendors of IT products and services
- IT consultancy organisations
- Government departments
- Professional bodies
- Research organisations and publishers.

✓ **Vendors**

A vendor is a company that makes or sells goods and or services. In IT they can range from a small one-person company producing software, to the very large companies like Cisco, Ericsson, Fujitsu, Hewlett-Packard, IBM, Microsoft, Nortel Networks, Novell Pty Ltd, Oracle, Siemens and Sun Microsystems.

These companies produce a wide range of software, equipment and services, in fact, anything IT you can think up! You can probably easily think of basic computer hardware and software, but to think of networks — public and private, Internet, broadband and mobile infrastructure, enterprise-wide websites (and much more) will challenge your understanding. Apart from providing products the vendor often installs and supports their products according to a specified agreement.

✓ **IT consultancy organizations**

IT consultancy organisations send their own IT staff to work in other organisations on a temporary basis. Consultants work on IT projects as project managers, systems architects, analyst/programmers, business analysts and the like. They can also provide help desk and network maintenance services.

Some examples of large IT organisations are Anderson Consulting, DMR, Price Waterhouse Coopers, IBM and GSA.

✓ **Government departments**

Government departments at both federal and state level have an interest in the IT industry. They determine IT policy and are involved in industry promotion. There have been some recent changes to the structure of the departments relating to IT.

✓ **Professional bodies**

Professional bodies bring together people who work in a particular industry to exchange ideas and promote their industry. Membership of a professional organisation indicates a certain level of accomplishment in that area.

✓ **Research organizations**

Table 4: Details of research organisations

International Data Corporation http://www.idcresearch.com/	The IDC is the premier global market intelligence and advisory firm in the information technology and telecommunications industries. They analyse and predict technology trends so that their clients can make strategic, fact-based decisions on IT purchases and business strategy.
Gartner Inc. http://www3.gartner.com/Init	Gartner is the leading provider of research and analysis on the global IT industry. Its goal is to support enterprises as they drive innovation and growth through the use of technology. They help clients make informed technology and business decisions by providing in-depth analysis and actionable advice on virtually all aspects of technology.

✓ **Publications**

Keeping abreast of changes in the IT industry is essential for anyone working in an IT role. For most IT professionals, the Internet provides the best and most up-to-date resource through vendor and support sites, professional organisations, news portals, special interest groups, and so on. You can also subscribe to both online and paper-based publications. These range from the user level through to the highly technical. Most of the paper-based publications are supported by a website. The major newspapers also have sections devoted to information technology.

2.3. Researching IT careers

In this reading you've learned a lot about the various bodies that have an interest in and influence on the IT sector. If you are studying IT, you'll be interested in the best way to launch yourself into the industry. Most of the information you've seen so far should help you in this. For example **newspapers** are a good source of information on job vacancies. There are also **employment agencies** that specialise in finding permanent and contract employment for IT staff. You can find these agencies in newspapers, on the Internet and by word-of-mouth. Jobs are also often found through people you know.

There are a number of useful sites on the **Internet**, both for finding IT job vacancies and for guidance on careers in IT.

The **ITSkills Hub** portal (http://www.itskillshub.com.au/) was mentioned earlier. It has six main areas including Moving into IT and Working in IT. There are a number of interactive case studies of people who work in IT. It's also an excellent place to keep up-to-date with the IT industry.

There are many websites that help you search for career information, for example:

- The **Department of Education Science and Training** has a job guide website, http://jobguide.dest.gov.au/ that provides career guidance.
- Job vacancies for all areas including IT can be found at the widely used sites of **Seek** at http://www.seek.com.au/ and **Mycareer** at http://www.mycareer.com.au/ among others.

Self-Check 2	**Written Test**

Name: _____   Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.

Self Check Answer Sheet

Self-Check 1	1. D 2. B 3. A 4. E 5. D

Self-Check 2	1. A 2. B 3. D 4. D

Self-Check 2	1. B 2. A 3. C 4. D

IT SUPPORT SERVICE
LEVEL II

Learning Guide #08

Unit of Competence	:	Work in Team Environment
Module Title	:	Working in Team Environment
LG Code	:	EIS ITS2 M03 1019 L02
TTLM Code	:	EIS ITS2 TTLM08 1019v2

LO2: Identify own role and responsibility within team

Instruction Sheet	**Learning Guide #08**

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

- Identifying Individual role and responsibilities
- Identifying and recognizing roles and responsibility of other team members.
- Identifying reporting relationships within team and external 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:

- Identifying Individual role and responsibilities within the team environment
- Identifying and recognizing roles and responsibility of other team members
- Identifying Reporting relationships within team and external to team

Learning Activities

1. Read the specific objectives of this Learning Guide.
2. Read the information written in the "Information Sheets 1" in pages 3-5.
3. Accomplish the "Self-check 1" in page 6.
4. Read the information written in the "Information Sheets 2" in page 7.
5. Accomplish the "Self-check 2" in page 8.
6. Read the information written in the "Information Sheets 3" in pages 9-10.
7. Accomplish the "Self-check 2" in page 11.
8. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to Learning Guide 09.

- Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to the next topic.

Information Sheet 1	Identifying Individual role and responsibilities

1.1. What is a team role?

A tendency to perform, contribute and interrelate with others in a particular way. Team role shows the different types of contribution that is make to the team.

Team role: team roles describe your "soft product" contribution to team discussions and interactions. For example, when a team meets to resolve a team problem, each team member contributes a different type of perspective to the discussion, and tries to achieve a different effect. One person may want to clarify the problem being discussed; another may suggest ideas for resolution; a third may try to analyse the situation and produce an explanation of how the problem came about.

When a team is performing at its best, you'll usually find that each team member has clear responsibilities. You'll also see that every role needed to achieve the team's goal is being performed fully and well.

Teams can become unbalanced if all team members have similar styles of behavior or team roles. If team members have similar weakness, the team as a whole may tend to have that weakness. If team members have similar team-work strengths, they may tend to compete (rather than co-operate) for the team tasks and responsibilities that best suit their natural styles.

1.2. Individual role and responsibilities:

- **Coordinator (CO)**

  Coordinators are the ones who take on the traditional team-leader role and have also been referred to as the chairmen. They guide the team to what they perceive are the objectives. They are often excellent listeners and they are naturally able to recognize the value that each team members brings to the table. They are calm and good-natured and delegate tasks very effectively.
  - ✓ Their potential weaknesses are that they may delegate away too much personal responsibility, and may tend to be manipulative.

- **Team Worker (TW)**

  Team Workers are the people who provide support and make sure that people within the team are working together effectively. These people fill the role of negotiators within the team and they are flexible, diplomatic, and perceptive. These tend to be popular people who are very capable in their own right, but who prioritize team consistency and helping people getting along.
  - ✓ Their weaknesses may be a tendency to be unsure, and to maintain uncommitted positions during discussions and decision-making.

- **Resource Investigator (RI)**

  Resource Investigators are innovative and curious. They explore available options, develop contacts, and negotiate for resources on behalf of the team. They are enthusiastic team members, who identify and work with external stakeholders to help the team accomplish its objective. They are outgoing and are often demonstrative, meaning that others are often interested to them and their ideas.

  - ✓ On the downside, they may lose enthusiasm quickly, and are often overly positive.

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Role and objective of team

- To solve problems in unconventional ways
- To provide a logical eye, make neutral judgments where required and to weigh up the team's options in a dispassionate way.
- To draw out team members and delegate work appropriately.

When the team was at risk of becoming isolated and inwardly-focused, Resource Investigators provided inside knowledge on the opposition and make sure that the team's idea will carry to the world outside the team.

- Implementers plan a practical, workable strategy and carry it out as efficiently as possible.
- Completer Finishers check errors, subjecting it to the highest standards of quality control.
- Team workers help the team to identify the work required and complete it on behalf of the team.

Name: _____   Date: _____

Instruction*: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.

Information Sheet 2	Identifying and recognizing roles and responsibility of other team members

2.1. Why we Interest in Teamwork?

The most important element of team work is share information. Teamwork has become an important part of the working culture and many businesses now look at teamwork skills when evaluating a person for employment. Most companies realize that teamwork is important because either the product is sufficiently complex that it requires a team with multiple skills to produce, and/or a better product will result when a team approach is taken. Therefore, it is important that work in a team environment

Teamwork is rewarded and recognized. The lone ranger, even if she is an excellent producer, is valued less than the person who achieves results with others in teamwork. Compensation, bonuses, and rewards depend on collaborative practices as much as individual contribution and achievement

2.2. Individual role and responsibilities within the team

1. Members work interdependently and work towards both personal and team goals, and they understand these goals are accomplished best by mutual support.
2. Members should feel a sense of ownership towards their role in the team.
3. Members should work together and use their talent and experience to contribute to the success of the team's objectives.
4. Members base their success on trust and encourage all members to express their opinions, varying views, and questions.
5. Members make effort to be honest, respectful, and listen to every person's point of view.
6. Members should offer their skill, knowledge, and in turn each member is able contribute to the team success.
7. Members participate equally in decision-making, but each member understands that the leader might need to make the final decision if the team cannot come to a consensus agreement.

| **Self-Check 2** | **Written Test** | - 8 - |

Name: _____   Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.

Information Sheet 3	Identifying reporting relationships within team and external team

3.1. Team report

The team manager is required to submit a weekly progress report for the team. Follow the same general writing guidelines

1. **Name: [Manager Name and Date Submitted:**]

   Put team manager/coordinator name and the submission date at the top.

2. **Team Accomplishments:**

   Summarize what the team accomplished in the last week.

3. **Unfinished Tasks:**

   List things you were supposed to have finished but didn't.

4. **Schedule Revisions:**

   Describe any changes that have been made to your teamwork Project Schedule.

5. **Group Problems:**

   Describe any difficulties your team is experiencing, whether technical, personal, or interpersonal. Describe any ideas or plans you have for addressing these problems.

6. **Late Status Reports:**

   List any team members who did not submit their individual status report on time.

7. **Submission:**

   Submit the progress report to the concerned body via email or any means of transmission by the due date stated in the Project Plan.

   ✓ Use as a subject line: **Progress Report**: *team name*

   ✓ In a separate message, forward all the individual status reports (including your own).

   ✓ Use as a subject line: **Status Reports:** *team name*

3.2. Working with Team environment Tips

- **Form teams to solve real work issues** and to improve real work processes. Provide training in systematic methods so the team uses its energy on the project.

- **Hold department meetings to review projects and progress**, to obtain broad input, and to coordinate shared work processes. If team members are not getting along examine the work processes they mutually own.

- **Build fun and shared occasions into the organization's agenda.** Hold pot luck lunches; take the team to a sporting event. Sponsor dinners at a local restaurant. Sponsor sports teams and encourage team fans.

- **Use ice breakers and teamwork exercises at meetings**. Enables team workers to laugh together and get to know each other.
- **Celebrate team successes publicly.** Example Buy everyone the same T-shirt or hat. Put team member names in a drawing for company merchandise and gift certificates.

Name: _____   Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.

IT SUPPORT SERVICE
LEVEL II

Learning Guide #09

Unit of Competence	:	Work in Team Environment
Module Title	:	Working in Team Environment
LG Code	:	EIS ITS2 M03 1019 L03
TTLM Code	:	EIS ITS2 TTLM09 1019v2

LO3: Work as a team member

Instruction Sheet	**Learning Guide #09**

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

- Using effective and appropriate forms of communications
- Making Effective and appropriate contributions workplace context
- Using standard operating procedures to report Observed protocols
- Making contribution to the development of team work plans

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:

- Undertake effective and appropriate forms of communications used and interactions with team members who contribute to known team activities and objectives
- Make effective and appropriate contributions to complement team activities and objectives, based on individual skills and competencies and workplace context
- Observe protocols in reporting using standard operating procedures
- Based on 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" in pages 3-6.
3. Accomplish the "Self-check 1" in page 7.
4. Read the information written in the "Information Sheets 2" in pages 7-14.
5. Accomplish the "Self-check 2" in page 15.
6. Read the information written in the "Information Sheets 3" in pages 16-18.
7. Accomplish the "Self-check 2" in page 19.
8. Read the information written in the "Information Sheets 4" in pages 20-21.
9. Accomplish the "Self-check 2" in page 22.
10. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to Learning Guide 10.

- Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to the next topic.

Information Sheet 1	Using effective and appropriate forms of communications

1.1. Work Team Communication

Communication: communication is an active process in which information including idea, goals, feelings, work orders and so on is exchanged among team members. It gives an opportunity to send their thoughts and feelings, and to have these thoughts and feelings received by someone else.

Team communication is any form of communication among members of the same group or organization that is crucial for a healthy and effective dynamic. Many frustrations, misunderstandings and questions can easily be addressed with the proper team communication.

Team communication is essential for a healthy team. When team members appear to be at odds with one another and lacking direction, it is due to the fact that effective communication is absent. Good communication creates an environment where all team members are inspired to reach a common goal. Effective communication within a team keeps everyone on the same page and allows for open expression and direct feedback.

Team communication is used to guide and direct the team as a whole. It is used to address general questions, issues and agendas in a group setting, either in a lecture or round-table format. Team communication is used to keep potential issues from arising and to avoid misunderstandings.

Specific communication required for team productivity will depend on the specific needs of the team's task. Just defining the team's task often requires considerable communication: any team's success depends on planning its action. Do NOT "jump right into the task" without spending the time it takes to figure out HOW to do the task. Instead, follow these steps: Once the team has planned its work, productivity requires that the work be *managed*. This involves a whole series of communication events. No single person can make the project work well, not even a designated "team leader." Every member of the team will be communicating with others, and *everyone* has a role in team productivity.

1.2. Teamwork goals, vision and mission

Teamwork is work performed by a team towards a common goal.

In a business setting accounting techniques may be used to provide financial measures of the benefits of teamwork which are useful for justifying the concept.

Teamwork goal: A job description need not be limited to explaining the current situation, or work that is currently expected; it may also set out goals for what might be achieved in future.

1.3. The need communication

- To discuss problems
- To get help
- To assist customers
- To receive or pass on information and instructions.

1.4. Key communication processes include

- A sender who has a message or idea which they wish to send
- A message which is sent between the sender and the receiver
- A method by which the message is sent(telephone, face-to-face, letter, form)
- A receiver who receives and understands the message
- Feedback passed from the receiver to the sender showing that the message has been received and understood(creating effective feedback loops)
- Running effective meetings
- Coordinating action and information among team members
- Resolving conflicts
- Maintaining records of issues, decisions, actions and resources used in the project

1.5. Principles of constructive feedback

- Prepare carefully for any formal feedback session regardless of whether you are the recipient or the provider of the feedback.
- Think about the content of the information you are going to provide during the feedback session.
- It should be specific and to the point.
- The feedback should focus on the issue, not the person.
- Consider the timing of your feedback session. Plan it so that you both have an opportunity to benefit from the experience

1.6. Steps to team work communication

Step 1: Define the team task

The first order of business is to agree on the group's goal. This will sometimes be a fully developed statement of the team's charge, but it can also be a simple sentence that defines the project

- Do I need to revise my position description/profile?
- Do I need to have a role clarification discussion with my boss?
- Do I need to have a role clarification discussion with some or all team members?

- Should this issue be discussed at our next team meeting?

Step 2: Define the membership

Being part of a *productive* team is not a matter of luck. Productive teams are created by members who have the skills to make them productive.

It is crucial that everyone on the team knows who else is ON the team, what their areas of expertise or responsibility are, and how to contact them.

Be sure to attend the first meeting of any new team, and find out who is on the team. Learn each person's name, department and email. Generally, the first document created by a team will be its roster, a list of members with their contact information

Step 3: Determine Primary Roles

If the team has been formed in order to accomplish a task, the reason for each person's membership will define that person's primary role in the group. The IT specialist will be in charge of IT aspects of the task, for instance, while the representative from Human Resources will bring job analysis expertise to the group. When a group has self-organized to accomplish a task, an important step is to decide what resources are needed to accomplish the task and decide how the team members will divide up those primary roles.

Step 4: Developing Team Cohesion

A sense of team identity and cohesiveness among team members is a key factor in group satisfaction and productivity. Any team will be more productive when it spends at least a short period of time getting acquainted before jumping into its task. In a large, formal team situation, a well-run kick off meeting is an excellent forum to meet each other and begin to develop a sense of common goals and team. Even if your team is a short-term, informal group, spend some time communicating with each other in a "social" way to get acquainted with each others' goals, talents, and personalities.

No work can be done until individuals know enough about each other to coordinate their efforts. Members should know each other well enough to predict each other's behavior with some accuracy. They need to be aware of each other's strengths, weaknesses and preferences with respect to the work. know your individual strengths, resources and preferences, which will save you enormous amount of time.

No better way of getting acquainted has ever been devised. Your team members should get together for a strictly social event **before** trying to do any task work. Food is good

Since this is a work team, not a play team, you can't just communicate about what movies or music you all like. Getting acquainted in a work situation also includes finding out about work

goals, expectations of team members, and decision-making methods. Members see conflict as a part of human nature and they react to it by treating it as an opportunity to hear about new ideas and opinions. Everybody wants to resolve problems constructively.

Most teams experience conflict when members find they disagree on goals or priorities, which are based on fundamental assumptions about what is "valuable" in a situation. Talking about each others' values can allow the team to find a foundation for compromise and conflict resolution *before* the situation arises.

Self-Check 1	**Written Test**	-

Name: _____   Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.

Information Sheet 2	Making Effective and appropriate contributions workplace context

2.1. Overview

Before you become an employee in an IT organisation, you need to have an understanding of its structure and the business environment within which they operate. Each organisation has **values, goals** and **objectives**. These are put into practice by means of strategies, policies, procedures and so on.

Organisations differ in many ways. There are private organisations, both large and small, whose main goal is financial gain. There are large government organisations with complex infrastructures, whose purpose is to provide a service to the public, for example health services, education, law enforcement. There are also community organisations that provide services and facilities to their members. Whatever the organisation, there will be a central purpose to its existence. Here you'll explore some common features of organisations, and the typical ways they are structured.

2.2. The organization's mission

The organisation's mission is a statement about the organisation's purpose, that is, why it exists. The way the organisation is structured helps to support this mission.

Reflect

Think about *your* life and *where you want to be*. Do you have a purpose? What is *your* mission?

A mission statement

A mission statement will explain the organisation's basic purpose or role. Some things that a mission statement may include are to:

- Produce quality products
- Be a market leader
- Be innovative
- Create a qualified leading-edge workforce.

Example of mission statements

Here are some examples of mission statements:

- Our mission is to create information technology products that advance knowledge and improve the effectiveness of the organisation and its people.
- Our mission is to be the insurance partner of choice by fulfilling the goals and aspirations of our customers.

The employees within the organisation find ways to contribute to achieving the mission. For example, an IT department may do this by providing up-to-date computer systems and software.

2.3. Values and culture

Values are the things that the organisation considers important like honesty, loyalty, fairness, merit-based employment, etc. Those who work within the organisation are expected to behave in a manner that reflects these values.

An organisational **culture** is then based on such values. Culture refers to the values, beliefs, attitudes and behaviours that define 'who' the organisation is. For example, a culture of openness means that an organisation expects its managers and staff to be open, honest and direct in all of its dealings. This attitude permeates everything that happens in the organisation.

Here again, the organisation will be structured to support the organisation's values and culture.

Example of an organization's values

Here's a statement of one organisation's values:

Our values are to:

- Provide equal access to our services
- Value our clients
- Act with integrity, honesty and accountability, and in a professional way
- Respect the value of our people's work
- Communicate consistently and effectively.

2.4. Organization goals

In order to achieve the mission, most organisations set **goals** which state what should be achieved by some specified time in the future — say in one year's time. They are different from values because they state specific targets which, in theory, can actually be achieved within the time frame.

Goals can be concerned with profit, a service to customers, employee needs or social responsibilities, and they help to focus the efforts of staff.

Example

Here's an example of one organisation's goals, as stated in their annual report:

Our goals are to:

- Manage resources effectively
- Achieve excellence in service delivery
- Be a market leader
- Achieve excellence and innovation.

2.5. Code of conduct

A **code of conduct** is a written statement that embodies the values and culture of an organisation. It says 'this is how we expect our staff to behave' because this is what we hold dear, that is, these are our values and this is our culture.

✓ Many organisations have a code of conduct, but not all do.

Reflect

Think about your own personal code of conduct. Think of the ways that, it affects what you do in your daily life.

Feedback

Your own personal code of conduct has been developing from an early age. It has been influenced by things like your family, upbringing, culture, religion, and so on. You may have considered such things as:

- **Honesty** — would you steal from your friends? Would you take pens from your workplace? Would you illegally download music from the internet?
- **Fairness** — do you wait patiently in a queue for service? What is your reaction when people push in? What would be your reaction if your boss' son was appointed to a position in your company that you were the best candidate for?

This is just scratching the surface — you can probably think of plenty of examples.

2.6. Organizational structure

Organisation structure differs according the size of the organisation. For small organisations, one person tends to make all the decisions and do all the work. In larger organisations, many people are given specific tasks that are coordinated by management. The tasks are grouped together into various functional units, and roles and responsibilities are assigned to different levels of staff within this structure.

An IT department is one example of a functional unit. Other functional units include Production, Marketing, Sales, Finance, Human Resources, and so on.

This distribution of functions is typically shown by means of an organisation chart

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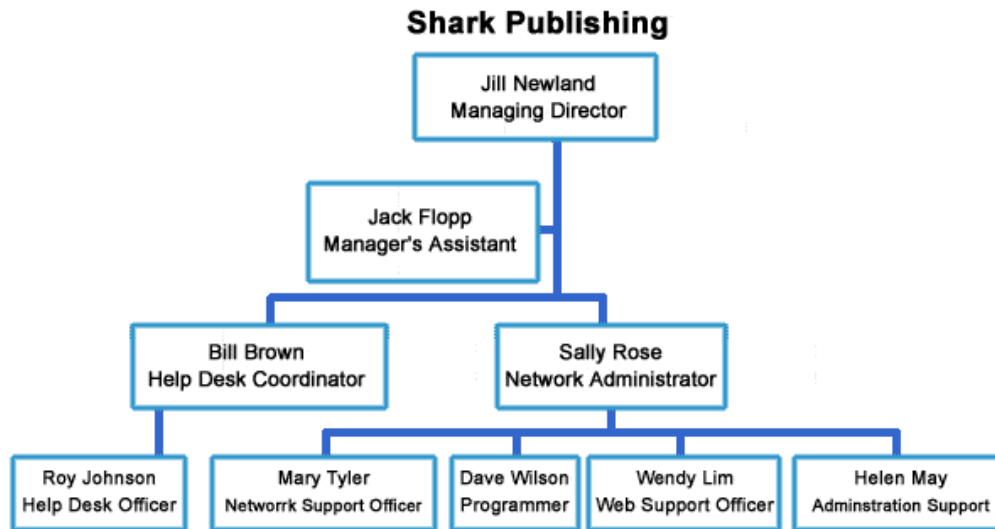
Figure 1: Organisation chart

Technology has had dramatic effects on the way organisations work, the way they are structured, and the actual work done by the employees. Most employees are expected to have basic computing skills. Communication and access to information have improved dramatically, and in certain areas, numbers of staff have been reduced.

So, an organisational system works because the system supports the organisation's mission, values and culture. The organisation's mission, values and culture are implemented through the organisation's policies and procedures.

2.7. Policies and procedures

Policies are broad general guidelines based on the organisation's mission, values and goals. They guide the managers of the organisation on its behaviour and attitudes to major issues. Future plans and strategies are drawn up from these policies.

Many of the organisation's policies are created in order to conform with **legislation**. Today, organisations must have policies on issues such as Occupational Health and Safety (OHS), Equal Employment Opportunity (EEO), and so on. These two key issues are discussed below.

Occupational health and safety (OHS)

Every organisation is required to provide a workplace that protects the health, safety and welfare of its staff. The *Occupational Health and Safety Act 2000* legislates OHS requirements in the workplace. Employers are required to:

- Provide a safe work environment (plant, substances, etc)
- Provide information and instruction on hazards

- Keep information and records on ohs
- Monitor ohs conditions in the workplace
- Establish an ohs committee.

For example, in an information technology environment, one aspect of OHS that is often the responsibility of IT staff is ensuring workstation set-up is ergonomically correct.

Equal Employment Opportunity (EEO)

A key value for any organisation is a commitment to Equal Employment Opportunity (EEO). When an organisation implements EEO it ensures that:

- all people are given equal access to jobs
- all of a person's capabilities are considered for a job
- all staff have equal access to training and development
- employment conditions do not discriminate against anyone based on sex, race, sexual orientation, age, marital status or disability.

In its simplest terms, EEO means that the best qualified person will get the job or promotion, based on merit. Another element of EEO is anti-discrimination.

IT policies

The IT department will have a set of policies that cover the areas that it deals with. Here are some of the areas that are likely to be covered.

Purchasing

- How many supplier quotes will be required?
- What factors will be considered when selecting a supplier?

Standard software

- What software will be made available to all staff on desktops?
- Will staff be allowed to have non-standard software on their computers?

Internet access

- Will staff be given unlimited access to the Internet or will their access be limited to designated websites?

Email usage

- What material will be considered unacceptable? (You might have heard stories in the news about workers who have been disciplined or dismissed because they've used their email inappropriately.)
- How many megabytes of space will users be allowed to have to store their emails?

Naming directories and files

- What drives will be available to all staff?
- What standards will users have to follow when naming files and folders on general access drives?

Network security

- Who will have access to the network and when?
- Will staff have access to the network from home?
- Will consultants working on software have remote access to the network?
- What virus protection measures will be taken?

2.8. Procedures

Procedures and **rules** are policies at a lower level. They contain a list of steps that should be taken in a particular order to achieve a specific purpose. They tell staff how to do something in a way that is acceptable to the organisation.

In other words, they provide a way of making sure that the organisation's policies are carried out. For example, an IT staff member may be told to change a client's computer. The procedure to be used will incorporate steps to make sure Occupational Health and Safety guidelines are being implemented.

IT procedures

Here are some examples of different IT procedures. Most of them relate to carrying out routine tasks.

- Setting up a PC
- Attaching a printer to the network
- Converting files to HTML for the intranet
- Applying for access to software systems
- Requesting help for a computer related problem
- Requesting the development of a new template
- Backup and retrieval of files
- Storing user documentation.

Often, there are **forms** associated with particular procedures. For example, the above procedure for applying for software access is likely to require the completion of an 'Application for Software Access' form.

Service level agreements

When you work in an IT environment, you'll probably be required to work according to a service level agreement. A **service level agreement** is a document that lists how you must provide a service to your clients or customers.

It will list the tasks you complete as a part of your job and how you are to complete those tasks when you provide a service.

It may also list what the organisation needs to do in order for you to provide the service.

Contracts and duty statements

When you begin work in an organisation you'll be given either a **contract** or a **duty statement** (a list of duties).

A contract is a legal document that outlines your job responsibilities. Most contracts go into a lot of detail about:

- The requirements of the job,
- Your probation (or trial) period,
- How your job performance will be measured,
- The terms under which your employment can be terminated, and
- How much you will be paid.

When you've been offered a job, you'll have to sign an employment contract. This type of arrangement is typical of private sector companies.

Duty statements

A **duty statement** is usually a brief statement of the duties you'll be required to perform as part of your job. It's usually part of a job offer package and you will be required to sign it. Duty statements tend to be confined to the public service.

Duty statements are not as detailed as employment contracts because the terms and conditions of employment are usually covered by an enterprise agreement.

Document libraries

Organisations store key documents in a central area that is accessible to the relevant staff. Today, this is usually a network drive that the relevant staff can access. They may also be able to view these documents via the organisation's intranet.

Self-Check 2	**Written Test**

Name: _____   Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.

Information Sheet 3	Using standard operating procedures to report Observed protocols

3.1. The benefits of following policies and procedures

It is all very well to have a policy or procedure in place but whether it is actually used in practice is another thing altogether.

Think about a situation at work, or when you were studying, where a boss or teacher asked you to do something in a particular way. Did you follow their instructions to the letter, or did you do things your own way?

Often you'll want to do something your own way, because you think it's easier, quicker or in some way better to do it that way.

It helps to know the *reason* for doing something in a particular way. As you have seen, procedures are in place to make sure an organisation's mission, values, goals and policies are implemented — but they may not be immediately obvious to you at the operational level. When people do things their own way, it can affect someone else's ability to do *their* job properly, hold up an important process and so on. Examples are forgetting to fill out a particular form, not recording details properly, and so on.

So following policies and procedures makes sure that:

- Everyone does their job in a standardised way
- Everyone knows what they are expected to do
- Another staff member can pick up where someone else left off if they are sick or on leave, and
- Things flow smoothly so productivity is usually higher.

3.2. Finding out whether correct procedures are being followed

So how can you make sure people are using the correct procedures? Well, firstly, it is important that they:

- Are aware that there are specific procedures to be followed
- Know where to access the procedures, and
- Are trained in the procedures.

Ready access to important information and adequate training are key issues here. These issues would usually be addressed during employee induction (initial training session for one's job), as well as when there is a change such as a new policy, new procedure or change to a person's job.

However, this is not enough, and there needs to be a system of checking that staff are actually following procedures.

One way of doing this is to *ask questions.* Another is to *observe* what is actually happening. A check of the help desk log might reveal an unusually high number of calls related to a specific issue. There can be many reasons for this, but one reason might be that procedures are not being followed properly.

3.3. Team Meeting

A meeting provides an opportunity for participants to discuss topic of mutual interest. To reach discussions or work towards common goals we better to conduct meeting. It will be more efficient and productive if common accepted procedures are followed.

How to conduct meeting

1. Purpose
2. Date, time, and place
3. Name of facilitator and recorders
4. Attendee's name

Meeting Agendas and Minutes

Agenda is outlines of items to be considered or discussed. Every planned communication event has an agenda. No matter how short the conversation, it is scheduled because there is some information to be transferred or some decision to be made. If you can't decide what the agenda is going to be, you probably shouldn't be having the meeting! Conversations and meetings are more efficient when a) enough time is allowed to do the communication required, b) everyone involved has appropriately prepared ahead of time, and c) everyone understands how to proceed on each of the items to be covered. Thus a *written* agenda, including planned time frames, should be in the hands of every person in time for everyone to gather the information, ideas, or results needed to accomplish the goals of the meeting.

Once the conversation is under way, a record must be made of all the information, issues, decisions, and commitments that are made. Taking notes keeps you from having the same conversation all over again when someone forgets what you decided at the last meeting. It also helps you to stay on task, so that meetings cover all the items they need to cover and only last as long as they are scheduled to last. Finally, your meeting minutes are included in the permanent records of the project so that you can explain to your client later on just when it was that he or she requested that particular change.

Agenda parts

1. Review of minutes
2. Each major topic

Reporting Requirements

Every client and every professor will have a different set of reporting requirements, but you can expect to let someone know what your group has accomplished on a regular basis. At the very least, your group will probably be making some kind of final report or presentation to let others know what you've done. Regardless of the format or frequency, reports include the same basic information:

- What were you trying to accomplish within this reporting period?
- What did you actually accomplish during this reporting period?
- What barriers prevented you from meeting your expected goals exactly as planned?
- What changes did you have to make in the project plan to meet your goals?
- What changes need to be made in the project or organization? (e.g. What new issues have come up that no one had thought of?
- What changes has the client requested? What resources will be needed to complete the job on schedule? What did your team find out that the rest of the organization needs to know?)
- What do you plan to accomplish before the next reporting period?

Self-Check 3	**Written Test**

Name: _____   Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.

Information Sheet 4	Making contribution to the development of team work plans

4.1. Effectiveness Teamwork

Effective team communication results in a collective body in which all team members understand the vision and feel as if they each have a voice. Effective communication among team members also generates an atmosphere of unity, safety and free expression. A team that communicates effectively is able to think on the spot as a unit and not miss a beat during an unexpected turn of events.

Effective team communication is something that needs to be developed. Communication may come easily to one individual on the team but may be difficult for others. The best way to practice effective communication is to perform various communication team-building exercises, such as various scenarios in which team members practice conflict resolution, clarification and interviewing techniques.

Within any organization are projects that require a team's effort. While working in a group has benefits, such as the ability to forge new friendships and equal distribution of work, it can often be a source of tension and stress among its members. Problems can come about when deadlines aren't met, for instance. However, most problems can be solved or prevented with effective communication among members. Effective communication involves open-mindedness, active listening and the ability to focus.

Members should come into the team with understanding and acceptance of the fact that they are working with other people who will have different ideas and different ways of looking at things. No one should come to the group with personal prejudices but with a willingness to listen to ideas no matter where they come from. Team members should keep in mind that the bottom line is reaching the goal(s) they have set.

Those who aren't listening are out of the loop. No one in the group should assume that he does not need to listen until he is being directly addressed. Those who do will miss on vital information such as how their assignment relates to the others or even deadlines

Each member should refrain from daydreaming while someone else is talking. They should also avoid "rehearsing" or thinking about what they will say when it's their turn to talk. They should have a notepad and pen or pencil ready to write relevant ideas, dates, times, etc.

Team members who have been actively listening will usually have no problem contributing relevant or innovative ideas when called upon. When you are talking, stay mindful of the project and keep focused. It is better to limit jokes, personal anecdotes and over explaining, which can derail from the subject.

Honest feedback and exchange among all members of the team is better. Finally, at the beginning of the project and throughout, everyone should be able to clearly communicate with one another about things such as individual assignment progress, problems that arise and when and where help is needed.

An important characteristic of effective teams is that they spend some time evaluating their own processes and outcomes. In most work situations, a team stays together for a long time, working together as a work unit or project team. A team that is able to evaluate and improve its own work processes will become increasingly effective over time.

Self-Check 4	**Written Test**	- 22 -

Name: _____   Date: _____

Instruction: Answer all the questions listed below, if you have some clarifications- feel free to ask your teacher. Please ask your trainer for the questionnaire for this Self-Check.