



Georgia Department of Technical  
and Adult Education

Module 3

# TEAMWORK

WORK ETHICS MODULES

**LESSON TITLE:**            *Teamwork*

**INTRODUCTION:**        Upon completion of this lesson, students will recognize and exhibit proper workplace behaviors. The objectives listed below should be met:

**OBJECTIVES:**

- ◆ Respect the rights of others
- ◆ Be a team worker
- ◆ Be cooperative
- ◆ Be assertive
- ◆ Display a customer service attitude
- ◆ Seek opportunities for continuous learning
- ◆ Demonstrate mannerly behavior
- ◆ Respect confidentiality

**EQUIPMENT AND MATERIALS:**

Module 3 Teamwork

**MODULE OVERVIEW:**

This module concentrates on teamwork. It is vital that employees work as a team. It is important not only to their personal success and advancement, but also to that of their co-workers and to the company. The supervisor will look for these traits, and those workers who exhibit them will be rewarded.

Supervisors typically identify their expectations to their subordinates. The behaviors mentioned in this module may not be on the "list," but you will be held accountable for displaying them. Behaviors are vague and not easily quantified, but the fact remains that they are crucial to success.

The absence of the behaviors addressed in the module will contribute to the demise of the employee. We must all strive to recognize the behaviors that lead to success and learn to display them.

## **TEAMWORK**

### **Respect the Rights of Others**

It is often easy for us as individuals to get caught up in our own problems and isolate ourselves from the rest of the world. Although this tendency seems to be virtually harmless (even if a bit selfish), it can actually be detrimental to our success as students or employers.

Each person possesses his or her own set of beliefs and values. Many of these values are a direct result of the individual's upbringing, while others have been tainted or colored by the individual's experiences. Because no two people have the same upbringing and experiences, no two people will have an identical set of beliefs and values. This diversity creates conflict among classmates or co-workers. This is compounded in today's environments due to the cultural diversity that makes up our classrooms and workplaces.

In order to maximize our learning/working experience, we must be aware of how we differ from our classmates and co-workers. However, being aware of these differences is not enough! We must take these variances into consideration when making a decision that will affect others.

Once we get into the habit of taking others' value systems into play, we actually begin to establish better relationships with others. Oftentimes, we are prejudiced against others without even realizing it; but by making a conscious effort to respect every person as a human being with valid values and beliefs, we begin to see the benefit of diversity and begin to learn from others. The synergy that results from a good working relationship with our classmates and co-workers is well worth the initial sacrifice in time that it takes to begin the process of understanding and appreciating others.

### **Be a Team Worker**

Teamwork has become the buzzword in the last few years. You may have heard of it in the form of group presentations, study teams, quality circles, self-directed work teams, or many of the other guides used. Despite the different names used to express the idea, the concept is the same. We must all learn to function in teams and work together toward a common goal or to solve a common problem. The synergy that results from working together leads to a better solution than any of the members could have developed alone.

In the ideal organization, co-workers are more empowered than they were a decade ago. That is, each employee's opinion is taken into consideration and they have more of an input about the direction of the company. Employees today are not typically given instructions to follow without their having provided input into the process development. This new respect and responsibility is a great opportunity for the employees of today, but only if they possess the necessary team interaction skills!

To be a team player, an individual must possess a team spirit and a willingness to work with others. He or she must be tolerant of the ideas and viewpoints of others and assertive enough to offer his/her own opinions. Team members must be careful not to criticize their teammates. They must also be willing to share the spotlight or glory of success with their fellow team members.

The team will undoubtedly be comprised of individuals with different personalities, beliefs, and levels of experience. Again, we must strive to work together and maximize our working or learning experience by respecting and learning from each other.

### **Be Cooperative**

A cooperative attitude is always a must. Each person, including students and employees, is always judged on his/her willingness to cooperate with and get along with others. Cooperation often calls for the compromising of certain values or ideas. Although the solution reached from such a compromise will not be your original solution, it will be the optimal solution because you have worked together to solve a problem.

Cooperation also involves a willingness to learn from others and to bend your beliefs. It also requires a willingness to work together.

Displaying a cooperative attitude encourages others to be cooperative. This creates a win/win situation and a positive environment for all people involved. In such an environment, employees are happier and more productive, and the outcomes reached are greater than they would have been with the absence of a cooperative spirit.

### **Be Assertive**

Another desirable workplace behavior is assertiveness. Assertiveness is speaking your mind or making your opinions known without being brash or pushy. Being assertive is speaking boldly and with self-confidence. One assertive person will promote candor in the classroom and/or work environment. This candor will encourage others to voice their opinions. The benefit of having each person's input is invaluable. First of all, if each person feels that he/she has contributed to the solution, he/she will be more committed to its implementation. Second, the voicing of one's opinion tends to stimulate development of opinion from others.

Assertiveness can also lead to increased awareness and respect for an individual. Those employees who speak up for themselves and voice their opinions earn respect from their peers and their superiors. The old saying that the squeaky wheel gets the oil is a prime example of the benefit of assertiveness. After all, who is more likely to receive the outcome he/she desires—the person who is brave enough to express concern or to ask for particular treatment or the one who sits back and does not utter a word?

## **Displays a Customer Service Attitude**

A customer service attitude is, without a doubt, the most important aspect of an individual's attitude. This applies even to students in a typical classroom and to employees who have little or no direct contact with the external customer. Customer service is more than knowing that the customer is always right. Customer service is knowing who your customers are and how to treat them. Customers take the form of classmates, instructors, co-workers, supervisors, subordinates, and the traditional external customers.

Customers can be anyone whom we serve or who may potentially benefit from the work that we do. Customers should be treated carefully and respectfully because if they do not feel that they have been treated so, they will no longer be our customers. Too many people provide the same service that we do for a customer to choose to remain dissatisfied for very long!

## **Seek Opportunities for Continuous Learning**

The person who coined this phrase, "You can't teach an old dog new tricks," obviously did not have to function as a student or an employee in today's competitive market. Today all "dogs" must constantly be on the lookout for learning new and improved ways for performing the "tricks" that they already know as well as learning as many new tricks as possible.

We have to face the facts that lifelong learning is the key to retaining success over a long period of time. We cannot afford the luxury of being complacent in today's rapidly changing world. Technology forces us to constantly re-learn how to perform a task. Those of us who realize the value of continuous learning and take advantage of the increasing opportunities for obtaining new skills or improving old ones are the ones who will remain successful for the long haul. Those who do not recognize the value of continuous self-improvement or fail to seize opportunities to learn will be bypassed by those who do. Perhaps the old cliché, "Get on board the train or get out of its path", says it best!

## **Demonstrate Mannerly Behavior**

Manners may seem old fashioned and not a requirement for today's students and employees, but nothing could be further from the truth. The display of manners is becoming more important each day.

Manners are more than saying "Yes, Sir" and "No, Sir" to your elders. Manners are about treating others the way you would like to be treated—in other words, they are what "The Golden Rule" is all about. Displaying manners is about respecting the views and beliefs of others.

## **Respect Confidentiality**

Proprietary information must always be kept in the strictest of confidence. In the working environment, the degree of exposure to such information varies greatly among industries and also among positions within a company. There are not as many opportunities to test the respect of confidentiality in the classroom as there are in the typical job, but it is still very important.

The leaking of confidential information can lead to severe problems on many levels. If the information is of a personal nature, such as the salary of one employee, morale could deteriorate and conflict among co-workers or classmates could arise. If the information is of a financial nature and is leaked to the wrong person (such as the price of an item if price varies by customer), it could lead to the dissatisfaction or loss of a customer. The loss of a customer may even lead to the downfall or bankruptcy of the company.

The examples given above are the obvious results of breach of confidentiality. Sometimes the infraction may appear to be harmless, but it may lead to the loss of a customer. It is best to always keep information that is of a private nature confidential.

If we do become privy to such information, we often fail to keep it confidential because we like to feel important and we like for others to see us as someone who is "in the know." What we don't realize is that divulging private information does not make us appear informed, but rather as the person that nobody can trust and as the leader of the rumor mill.

# **MODULE 3**

## **Teamwork Activities**

## Suggested Activities For Module 3 TEAMWORK

<b>Activity</b>	<b>Title</b>	<b>Time</b>	<b>Page No.</b>
1	Employee Evaluations	20	10
2	Team Skills Self-Evaluation	5	13
3	What's In It For Me? (WIIFM)	10	15
4	Team Definition	5	17
5	Observation Sheet	15	19
6	Rate Yourself As A Member of Your Class	20	21
7	Lost on the Moon	30	23
8	Teamwork Case Study	15	26
9	Top Eight Behaviors	15	28
10	Mutual Respect	20	30
11	What Is Your Work Attitude?	5	33
12	Applying Human Relations On The Job	5	35
13	Attitudes Case Study	10	37
14	Work Habits	5	39
15	Bad Attitudes	5	41
16	Advancing Attitudes	10	43
17	Positive/Negative Attitudes	10	45



<b>Activity</b>	<b>Title</b>	<b>Time</b>	<b>Page No.</b>
18	Showing A Positive Attitude	10	47
19	Ideal Working Conditions	5	49
20	Increase Self-Awareness	5	51
21	Self-Analysis	5	53
22	Masking	10-30	55
23	Seven Ways To Improve Your Self Image	10	58
24	Personal Habits	15	60
25	Tips On Human Relations	10	63
26	Attitudes	20	65
27	Improving Customer Service	5-10	70
28	Updating Skills	15	76
29	Synergy	20	77
30	Human Relations	30	79
31	Number Express	5-10	85

## **Module 3 ■ Activity 1 ■ TEAMWORK**

**Activity:** Employee Evaluations

**Materials Needed:** Handouts/Transparency: Fleetwood Associate Performance Evaluation Report

**Directions:** Using the attached transparencies, the teacher should show the students an example of an employee evaluation. This evaluation may be given at the end of a 3-month, 6-month, or 1-year period. Make sure that all workplace attitudes and behaviors are highlighted.

**Time Required:  
20 Minutes**

# Module 3    ■    Activity 1    ■    TEAMWORK

## Fleetwood Associate Performance Evaluation Report

Name of Associate \_\_\_\_\_ Position \_\_\_\_\_ Department \_\_\_\_\_

Period of Report: From \_\_\_\_\_ to \_\_\_\_\_ Date of Employment \_\_\_\_\_

<b>QUALITY OF WORK</b> – Does associate meet department standards for accuracy and completeness?				
<input type="checkbox"/> 1. Work is always of highest quality. Errors are rare.	<input type="checkbox"/> 2. Always have to check work. Very low quality.	<input type="checkbox"/> 3. Work is usually accurate. Makes usual number of errors.	<input type="checkbox"/> 4. Work is usually passable. Needs checking frequently.	<input type="checkbox"/> 5. Better than most. Seldom needs checking. Seldom makes mistakes.
<b>QUANTITY OF WORK</b> – Is associate's output of satisfactory work at the level expected of associates in department?				
<input type="checkbox"/> 1. Amount of completed satisfactory work is usually adequate and in a timely manner.	<input type="checkbox"/> 2. Volume is far below that of co-workers. Seldom accomplishes much. Unacceptable unless marked improvement is shown.	<input type="checkbox"/> 3. Top producer, completes more work than is normally expected.	<input type="checkbox"/> 4. Slow but steady, shows undue emphasis on quality at expense of completing work. Needs prodding to meet deadlines.	<input type="checkbox"/> 5. Completes more than most workers. Highly satisfactory. Can be depended on to get the job done.
<b>COOPERATION</b> – Does associate work well with persons they must contact as part of their job and does the associate accept their share of more difficult tasks?				
<input type="checkbox"/> 1. Rarely cooperates with others. Is difficult to deal with which interferes with accomplishment of work; avoids difficult jobs.	<input type="checkbox"/> 2. Cooperates under direction, but tends to have difficulty in working with others. Seeks easy jobs.	<input type="checkbox"/> 3. Usually works well with others. Willing to help when required.	<input type="checkbox"/> 4. Meets people half way. Tries to help on own initiative. Accepts fair share of difficult work.	<input type="checkbox"/> 5. Seeks out others to help. Does more than own share of work. Can always be counted on. Outstanding ability to promote harmony.
<b>ATTITUDE</b> – Does associate willingly accept supervision and conform with established policies and procedures, accept responsibility, and show enthusiasm in the associate's approach to work? Does the associate show imagination and initiative in suggesting improvement when necessary?				
<input type="checkbox"/> 1. Works well under supervision. Usually follows established policies and procedures	<input type="checkbox"/> 2. Exceptionally enthusiastic about the associate's work. Welcomes supervision. Can be depended on to follow procedures and use own initiative to solve problems.	<input type="checkbox"/> 3. Balks at being supervised. Rarely follows procedures. Cannot be depended on and must be closely watched.	<input type="checkbox"/> 4. Tries to get away with things but complies under close supervision.	<input type="checkbox"/> 5. Shows enthusiasm for work. Tries to understand policies and comply. Recommends changes. Shows initiative.
<b>DEPENDABILITY</b> – Does associate meet deadlines, begin work promptly, always punctual, reliable in meeting demands of job?				
<input type="checkbox"/> 1. Rarely misses a commitment and then only for good cause. Assumes full responsibility for all objectives.	<input type="checkbox"/> 2. Unreliable in most things. Must be constantly checked on and supervised. Rarely meets deadlines.	<input type="checkbox"/> 3. Must be checked on important things.	<input type="checkbox"/> 4. Usually meets commitments. Seldom needs to be checked.	<input type="checkbox"/> 5. Follows instructions and can be relied upon to complete work.

**WEAKNESSES WHICH REQUIRE IMPROVEMENT:** Describe in your own words your opinions concerning such factors as skills, personal appearance, tardiness, specific knowledge areas, etc. (List only weaknesses) \_\_\_\_\_

**STRONG POINTS WHICH MAKE ASSOCIATE VALUABLE:** Describe in your own words your opinions concerning such factors as loyalty, integrity, stability, exceptional qualities or talents, etc. \_\_\_\_\_

**SUMMARY OF PROGRESS ON JOB:**     Improving     Stationary     Declining    AND     Unacceptable     Weak     Acceptable     Better than most     Superior to most others

I do  do not  recommend you for promotion, Last Promotion Date \_\_\_\_\_

I do  do not  recommend you for salary increase. Last Salary increase Date \_\_\_\_\_

Signature of Rater \_\_\_\_\_ Date \_\_\_\_\_

Signature of Associate \_\_\_\_\_ Date \_\_\_\_\_

**Module 3 ■ Activity 1 ■ TEAMWORK**

**MANAGERIAL CRITERIA:** Describe the individual as the associate's skills and attributes relate to the following important traits. Do not use word or phrase descriptions. Use complete declarative sentences.

Initiative \_\_\_\_\_  
\_\_\_\_\_

Ability to Plan and Organize \_\_\_\_\_  
\_\_\_\_\_

Leadership as it Relates to Superiors, Peers, and Subordinates \_\_\_\_\_  
\_\_\_\_\_

Communication Skills \_\_\_\_\_  
\_\_\_\_\_

Social Adaptability \_\_\_\_\_  
\_\_\_\_\_

Work Execution and Follow-Up as these Relate to Responsibilities or Training Program \_\_\_\_\_  
\_\_\_\_\_

Attitude Towards Work \_\_\_\_\_  
\_\_\_\_\_

Ability to Work Under Pressure \_\_\_\_\_  
\_\_\_\_\_

Target Areas for Consideration Prior to Next Promotion \_\_\_\_\_  
\_\_\_\_\_

Performance Against Previous Target Areas \_\_\_\_\_  
\_\_\_\_\_

Position for Next Reasonable Promotion \_\_\_\_\_

Projected Length of Time Required for Individual to Assume Next Reasonable Promotion \_\_\_\_\_  
\_\_\_\_\_

## **Module 3 ■ Activity 2 ■ TEAMWORK**

**Activity:** Team Skills Self-Evaluation

**Materials Needed:** Handouts/Transparency: Teamwork Student Activity Sheet (Team Skills Self-Evaluation)

**Directions:** Students will use the worksheet to evaluate their team behaviors.

**Time Required:  
5 Minutes**

## **Team Skills Self-Evaluation**

Evaluating your team skills can help you identify your strengths and weaknesses as a team member. When you know what your weaknesses are, you can set goals to improve your team skills. When you know what your own strengths and those of your teammates are, you can function more efficiently as a team.

Rate each of the following statements as they relate to you in a group situation.

1. When I am working with a group, I make an effort to be supportive and encouraging to other team members, even if I don't agree with what they are saying.  
A. Very Often      B. Sometimes      C. Occasionally      D. Never
2. I listen closely to what others say, and I ask for clarification if I am not sure what they mean.  
A. Very Often      B. Sometimes      C. Occasionally      D. Never
3. When another member of the group is disruptive or puts down other members' suggestions, I call attention to his or her behavior and suggest a better approach.  
A. Very Often      B. Sometimes      C. Occasionally      D. Never

*Note that the preferred response would always be "A. Very Often."*

## **Module 3 ■ Activity 3 ■ TEAMWORK**

**Activity:** What's In It For Me? (WIIFM)

**Materials Needed:** Handouts/Transparency: Work Ethics and Human Relations on the Job: Teamwork Student Activity Sheet (WIIFM – What's In It For Me?)

**Directions:** Students will complete the worksheet by identifying good and bad team attitudes. An answer key is provided below.

1. bad
2. good
3. good
4. bad
5. good
6. good

Reasons will vary.

**Time Required:  
10 Minutes**

## WIIFM—What's In It For Me?

Can you tell good WIIFM from bad WIIFM? Read the following six comments. In the blank next to the comment write *good* or *bad*. *Good* means that the comment is supportive of teamwork, and *bad* means that the comment is destructive of teamwork.

1. \_\_\_\_\_ I don't care who wins the game as long as I'm high scorer.
2. \_\_\_\_\_ I love to work in teams. Everybody on the team gets the same grade so why should I knock myself out?
3. \_\_\_\_\_ If we can figure out why this electric sander keeps shorting out, sales will go up and the year-end bonuses will be bigger.
4. \_\_\_\_\_ I know what's causing the problem, but I'm not going to tell anybody because that way somebody else will get the credit.
5. \_\_\_\_\_ Everybody knows Harry is slow—he's good, but he's slow. If we pitch in, we can increase the team's productivity and we'll all look good.
6. \_\_\_\_\_ It's a good feeling to work with a team. When we finish a project, we know that we all had a part in it.

Be prepared to discuss your answers with the class and to explain why the good WIIFMs will help a team function well and why the bad ones will not.



**Module 3 ■ Activity 4 ■ TEAMWORK**

**Activity:** Team Definition

**Materials Needed:** Handouts/Transparency: Team Definition: "A team is a group of people who depend on one another's skills and expertise and who are focused on achieving the same goal."

**Directions:** Instructors may use this sheet as a transparency when defining teams.

**Time Required:  
5 Minutes**

***A team is a group of people  
who depend on one  
another's skills and  
expertise and who are  
focused on achieving the  
same goal.***



## **Module 3 ■ Activity 5 ■ TEAMWORK**

**Activity:** Observation Sheet to be used with team activities

**Materials Needed:** Handouts/Transparency: Observation Sheet

**Directions:** Instructors may give this sheet out as an evaluation after each group activity.

**Time Required:  
15 Minutes**

## Observation Sheet

1. Who in the group emerged as a leader?
  
2. Was the workload shared evenly or did one or more of the group members do most of it?
  
3. What evidence do you have of group members helping one another?
  
4. Give examples of group members acknowledging the people responsible for specific accomplishments.
  
5. Give examples of group members coordinating their efforts with those of co-workers.
  
6. How did group members relate to one another?

## **Module 3 ■ Activity 6 ■ TEAMWORK**

**Activity:** Rate Yourself As A Member of Your Class

**Materials Needed:** Handouts/Transparency: Work Ethics and Human Relations on the Job

**Directions:** Students may use this exercise to measure his or her team/classroom participation.

**Time Required:  
20 Minutes**

## **Rate Yourself As A Team Member**

Whether the team (or class) is informal or formal, you will get more out of it if you participate actively. In addition to being prepared, active participation requires that you do the following:

- ◆ **Pay attention.** Use your listening skills to follow what's going on. In most situations, it is appropriate to take notes.
- ◆ **Acknowledge what other people think and feel.** Even if you disagree with them, you should not tear down the ideas of others.
- ◆ **Be assertive.** Speak up when you have something to say.
- ◆ **Contribute your own ideas.** Realize that what you think may have value for the group.
- ◆ **Be courteous.** Remember that groups are more productive when members cooperate with one another.

How well do you function as a member of your team or class? Think about the last few sessions you have attended, and then answer these questions:

1. **What do you do, if anything, to prepare for meetings?**
2. **Do you take notes?**
3. **What do you do if you disagree with something that's said?**
4. **How frequently do you participate in class discussions?**
5. **Are you courteous to other group members?**

## **Module 3 ■ Activity 7 ■ TEAMWORK**

**Activity:** Lost on the Moon

**Materials Needed:** Handouts/Transparency: Lost on the Moon, answers to handout

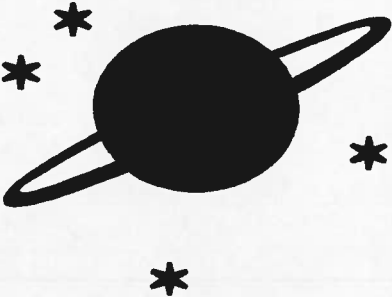
**Directions:** Instructors may place students into groups to complete this activity to encourage teamwork. (Notice that answers may vary somewhat from those given on the answer key.)

**Time Required:  
30 Minutes**

**Module 3    ■    Activity 7    ■    TEAMWORK**

☆ ☆ **Lost on the Moon** ☆ ☆

You are in a space crew originally scheduled to rendezvous with a mothership on the lighted side of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mothership, the most critical items available must be chosen for the 200 mile trip. Below are listed 15 items left intact after the landing. Your task is to rank order them in terms of their importance to your crew in this attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important item, and so on, through number 15, the least important.



- \_\_\_\_\_ Box of matches
- \_\_\_\_\_ Food concentrate
- \_\_\_\_\_ 50 feet of nylon rope
- \_\_\_\_\_ Parachute silk
- \_\_\_\_\_ Portable heating unit
- \_\_\_\_\_ Two .45 caliber pistols
- \_\_\_\_\_ One case of dehydrated milk
- \_\_\_\_\_ Two 100 pound tanks of oxygen
- \_\_\_\_\_ Stellar map (of moon's constellations)
- \_\_\_\_\_ Life raft
- \_\_\_\_\_ Magnetic compass
- \_\_\_\_\_ 5 gallons of water
- \_\_\_\_\_ Signal flares
- \_\_\_\_\_ First-Aid kit containing injection needles
- \_\_\_\_\_ Solar-Powered FM receiver-transmitter

--Reproduced from *The 1982 Annual for Facilitators, Trainers, and Consultants*, J. William Pfeiffer and Leonard D. Goodstein, Editors, San Diego, California: University Associates, 1982.



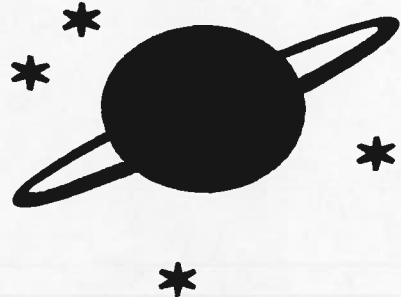


**Module 3 ■ Activity 7 ■ TEAMWORK**

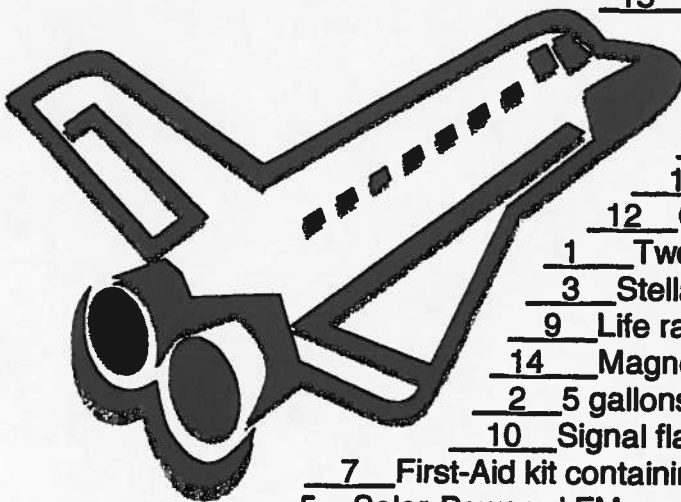
**ANSWERS**

★ ★ **Lost on the Moon** ★ ★

You are in a space crew originally scheduled to rendezvous with a mothership on the lighted side of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mothership, the most critical items available must be chosen for the 200 mile trip. Below are listed 15 items left intact after the landing. Your task is to rank order them in terms of their importance to your crew in this attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important item, and so on, through number 15, the least important.



*Some answers are negotiable. The main objective of this exercise is for students to practice decision-making skills as a team.*



- 15 Box of matches
- 4 Food concentrate
- 6 50 feet of nylon rope
- 8 Parachute silk
- 13 Portable heating unit
- 11 Two .45 caliber pistols
- 12 One case of dehydrated milk
- 1 Two 100 pound tanks of oxygen
- 3 Stellar map (of moon's constellations)
- 9 Life raft
- 14 Magnetic compass
- 2 5 gallons of water
- 10 Signal flares
- 7 First-Aid kit containing injection needles
- 5 Solar-Powered FM receiver-transmitter

*--Reproduced from The 1982 Annual for Facilitators, Trainers, and Consultants, J. William Pfeiffer and Leonard D. Goodstein, Editors, San Diego, California: University Associates, 1982.*

## **Module 3 ■ Activity 8 ■ TEAMWORK**

**Activity:** Human Relations Case Study

**Materials Needed:** Handouts/Transparency: Teamwork Case Study

**Directions:** Students may work in groups to discuss this case study. They should be prepared to defend their decision in a class discussion. Answers may vary.

**Time Required:  
15 Minutes**

## **Teamwork Case Study**

Jeff was one of several employees in a small department where productivity depended upon the close cooperation of everyone involved. He had a high potential and lived up to it, producing more than anyone else in the department.

However, Jeff liked to work alone. He seldom volunteered to help his fellow workers. Many of the people who worked with him felt that he had a superior attitude, and they resented it. As a result, the department was split between Jeff and the others.

Jeff's supervisor gave a lot of thought to the problem and looked at it this way. Although Jeff was producing at the highest level in the department, the total productivity of the department had not gone up since he joined the group. Instead, it had gone down slightly. Could it be that Jeff had done more damage (through poor human relations) than good (by his high personal productivity)? The supervisor came to the conclusion that Jeff was an outstanding employee when viewed alone, but that he was a very poor employee when viewed as a member of a group.

A few weeks later, the supervisor was promoted to a more responsible position, and management had to come up with a replacement. They decided to promote someone from outside the department. When Jeff discovered that he was not chosen, he demanded an explanation. He was told that he was the highest producer in the department but that his human relations skills were not up to standard. Management felt the other workers in the department would not respect him as their supervisor.

Do you agree with management's decision to pass over Jeff even though Jeff was the best producer? How responsible do you feel the supervisor was for Jeff's being passed over?

## **Module 3 ■ Activity 9 ■ TEAMWORK**

**Activity:** Top Eight Behaviors

**Materials Needed:** Handouts/Transparency: The Top Eight Behaviors That Cause On-the-Job Difficulties

**Directions:** Students will participate in a teacher-led discussion to identify and discuss the top eight behaviors that cause on-the-job difficulties.

**Time Required:  
15 Minutes**

## **The Top Eight Behaviors That Cause On-The-Job Difficulties**

1. Dishonesty and lying
2. Irresponsibility, goofing off, and attending to personal business on company time
3. Arrogance, ego problem, and excessive aggressiveness
4. Absenteeism and lateness
5. Not following instructions or ignoring company policies
6. Whining or complaining about the company or the job
7. Absence of commitment, concern, or dedication
8. Laziness and lack of motivation and enthusiasm

Other negative behaviors include lack of character, inability to get along well with others, disrespect, displays of anger or pettiness, making ill-informed decisions, and taking credit for work done by others.

*--Source: Office Administration and Automation (February, 1985), p.8*

## **Module 3 ■ Activity 10 ■ TEAMWORK**

**Activity:** Mutual Respect Handout

**Materials Needed:** Handouts/Transparency: Mutual Respect

**Directions:** Students will work in groups to answer questions to scenarios on the Mutual Respect Handout. They should be prepared to discuss their solutions with the entire class. Answers may vary.

**Time Required:  
20 Minutes**

## **Mutual Respect**

**A Guide to Developing Effective Relationships with Co-workers and Supervisors**

**When communicating with others, strive to:**

- ◆ **develop and maintain a positive working relationship with your co-workers and with your supervisor**
- ◆ **inform your supervisor upon completion of each assigned task**
- ◆ **be willing to assist co-workers when you are able**
- ◆ **when you are unable to complete an assigned task by the deadline, consult with your supervisor as soon as possible**
- ◆ **inform your supervisor of the problems that you are unable to solve on your own**
- ◆ **treat everyone with respect**
- ◆ **be polite**

**Describe the proper response to achieve effective communications in each of the following situations.**

1. **Your supervisor has asked that you duplicate and bind 20 training manuals by next Thursday. He has hired several new employees, and they will begin their orientation next week. You have the only available copy of the training manual on your computer. Your master hard copy was accidentally issued at the last orientation. The laser printer in your office is an older model and has required constant repair. Today, when you begin to print out a new "master hard copy", you discover that you are having printer problems. You call Mr. Johnson, the service repairperson, to repair it. Mr. Johnson informs you that your maintenance agreement has expired, and he is unable to make a service call until a new agreement is signed.**

**What would you say to Mr. Johnson? To your supervisor?**

2. **You are extremely proud of yourself because you recently completed a tough assignment ahead of schedule. Penny in Accounts Receivable was scheduled to help you with the project, but each time you called her, she came up with an excuse.**

**What would you say to Penny? Your supervisor? Penny's supervisor? Other co-workers?**

## **Module 3 ■ Activity 10 ■ TEAMWORK**

3. A friend of yours is unable to make a trip, and you have been invited to take her place. It sounds like the vacation of a lifetime. The only problem is that you have to leave on Friday, which is the day after tomorrow, and you are scheduled to work.

What do you do? What do you say to the person who invited you? What do you say to your supervisor?

4. Your supervisor gave you an assignment with a two-week deadline. Tomorrow is the deadline, and you realize that you are not able to complete the project.

What do you do? Should you mention this to your supervisor? If so, how? Should you ask a co-worker for assistance? If so, whom would you select and how would you ask for help?



## **Module 3 ■ Activity 11 ■ TEAMWORK**

**Activity:** What Is Your Work Attitude?

**Materials Needed:** Handouts/Transparency: What Is Your Work Attitude?

**Directions:** Students will complete handout. Instructor should lead students in a discussion of responses to each assigned activity.

**Time Required:  
5 Minutes**

## What Is Your Work Attitude?

Complete the following questions by circling Yes or No.

- |   |     |    |
|---|-----|----|
| 1. Do you smile often?                                    | YES | NO |
| 2. Are you willing to change when needed?                 | YES | NO |
| 3. Are you able to see the other person's point of view?  | YES | NO |
| 4. Do you complain?                                       | YES | NO |
| 5. Do you accept the responsibility for mistakes?         | YES | NO |
| 6. Do you think of the good in others?                    | YES | NO |
| 7. Do you criticize others?                               | YES | NO |
| 8. Do you look the other person in the eye when speaking? | YES | NO |
| 9. Do you respect the ideas and opinions of others?       | YES | NO |
| 10. Do you have a variety of interests?                   | YES | NO |

What areas need improving?

Are you willing to improve in those areas?

Explain how you plan to improve those areas.

*--Common Essential Elements Successful Employment*

## **Module 3 ■ Activity 12 ■ TEAMWORK**

**Activity:** Applying Human Relations On The Job

**Materials Needed:** Handouts/Transparency: Applying Human Relations On The Job

**Directions:** Students will complete handout. Instructor should lead students in a discussion of responses to each assigned activity.

**Suggested Answers:**

1. c
2. c
3. c
4. b

**Time Required:  
5 Minutes**

## **Applying Human Relations On The Job**

**INSTRUCTIONS:** In the following examples, check the action you think will be best.

1. Gerald has worked at Big Ten Manufacturing Company for two days. On the second day, some of the other workers go out to lunch together. They do not ask Gerald to join them. Gerald should:  
 a. ask his boss what he is doing wrong.  
 b. be mad and hurt that he was not invited.  
 c. realize that after he has been there longer he will probably be included in the company.
  
2. It is Jennifer's first day on the job at Jensen Hat Factory. She is very anxious to make friends. She should:  
 a. spend the first day "chatting" with her co-workers.  
 b. find out all she can about each co-worker.  
 c. relax and let friendships develop.
  
3. Juan is very good at writing accounting programs to be used with the company's new computer. Tom, on the other hand, is having trouble. Tom must have a program written by the end of the week. Juan should:  
 a. not try to help him.  
 b. do the program himself and let everyone know he did.  
 c. work with Tom to see where he is having trouble.
  
4. Marsha works at Skateland. Lately, her friend Joan, who also works there, has been arriving late and leaving early. Marsha must "cover" for Joan when this happens. Marsha should:  
 a. inform the manager of the problem.  
 b. talk to Joan, explain her feelings, and tell her that if it continues, she will report it to the manager.  
 c. keep "covering" for Joan.

*--Common Essential Elements, Human Relations and Personality Development*

## **Module 3 ■ Activity 13 ■ TEAMWORK**

**Activity:** Attitudes Case Study

**Materials Needed:** Handouts/Transparency: Attitudes Case Study

**Directions:** Students will complete handout. Instructor should lead students in a discussion of responses to each assigned activity. Answers may vary.

**Time Required:  
10 Minutes**