



Federal TVET Agency and Regional TVET Provider

Vehicle Body Repairing and Painting

NTQF Level II

Learning Guide -#6

Unit of Competence: - Work in Team Environment

Module Title: - Working in Team Environment

LG Code: EIS VRP2 M02 LO3-6

TTLM Code: EIS VRP2 TTLM 0919v1

LO 3: Work as a Team Member

Instruction Sheet	Learning Guide - #6
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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 contribution based on individual skill and workplace context
- 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 –**

- Use effective and appropriate forms of communications and undertake interactions with team members who contribute to known team activities and objectives.
- Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and workplace context.
- Protocols are observed in reporting using standard operating procedures.
- Make contribution to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in **number 3 to 17**.
3. Read the information written in the **“Information Sheets 1”**. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the **“Self-check 1” in page 7**.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
6. If you earned a satisfactory evaluation proceed to **“Information Sheet 2”**. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning **“Information Sheets 1”**.
7. Read the information written in the **“Information Sheets 2”**. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.

8. Accomplish the “Self-check 2” in **page 15**.
9. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 2).
10. If you earned a satisfactory evaluation proceed to “**Information Sheet 3**”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning “**Information Sheets 2**”.
11. Read the information written in the “**Information Sheets 3**”. Try to understand what are being discussed. Ask your teacher for assistance if you have hard time understanding them.
12. Accomplish the “Self-check 3” in **page 20**.
13. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 3).
14. If you earned a satisfactory evaluation proceed to “**Operation Sheet-1**”. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning “**Information Sheets 3**”.
15. Read and understand the information written in the “**Operation Sheet-1 up to 4**” Try to understand what are being discussed and make a practice with the help of the teacher. Ask your teacher for assistance if you have hard time understanding when doing a practical.
16. Accomplish the “LAP test” in **page 23**.
17. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet-1**Using Effective and Appropriate Forms of Communications****1. Using Effective and Appropriate Forms of Communications****Communication**

Communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. In communication process, a sender (encoder) encodes a message and then using a medium/channel sends it to the receiver (decoder) who decodes the message and after processing information, sends back appropriate feedback/reply using a medium/channel.

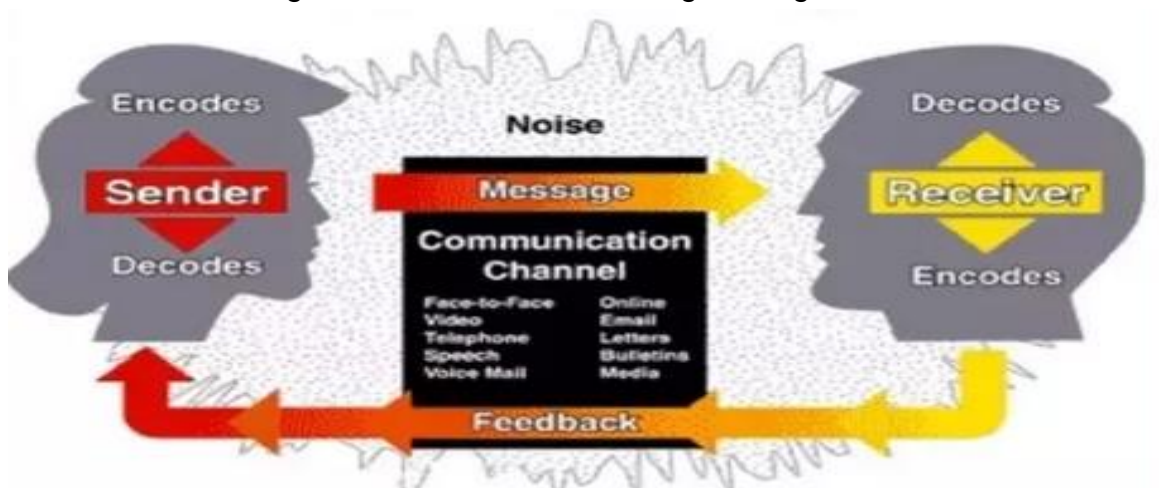
Importance of communication

We use communication every day in nearly every environment, including in the workplace. Whether you give a slight head nod in agreement or present information to a large group, communication is absolutely necessary when building relationships, sharing ideas, delegating responsibilities, managing a team and much more.

Learning and developing good communication skills can help you succeed in your career, make you a competitive job candidate and build your network. While it takes time and practice, communication and interpersonal skills are certainly able to be both increased and refined.

1.1. Communication Process

A communication is sent by the sender through a communication channel to a receiver, or to multiple receivers. The sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel, and the receiver(s) then decodes the message to understand its meaning and significance.



Information can be a lot of different things depending on the context. People sometimes view information and the medium to transfer it as one and the same. They aren't. Let's distinguish between the information being sent that the medium used to send it. The information can be: Words, gestures, drawings, paintings, songs, music.

Misunderstanding can occur at each stage of the communication process and effective communication involves minimizing potential misunderstanding and any barriers to communication at each stage in the communication process.

An effective communicator understands their audience, chooses an appropriate communication channel, hones their message to this channel and encodes the message to reduce misunderstanding by the receiver(s). They will also seek out feedback from the receiver(s) as to how the message is understood and attempt to correct any misunderstanding or confusion as soon as possible.

1.2. Types / Forms of communication

There are several different ways we share information with one another. For example, you might use verbal communication when sharing a presentation with a group. You might use written communication when applying for a job or sending an email.

There are **four main categories** of communication forms including verbal, nonverbal, written and visual:

1. Verbal

Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication.

Here are a few steps you can take to develop your verbal communication skills:

- **Use a strong, confident speaking voice.** Especially when presenting information to a few or a group of people, be sure to use a strong voice so that everyone can easily hear you. Be confident when speaking so that your ideas are clear and easy for others to understand.
- **Use active listening.** The other side of using verbal communication is intently listening to and hearing others. Active listening skills are key when conducting a meeting, presentation or even when participating in a one-on-one conversation. Doing so will help you grow as a communicator.
- **Avoid filler words.** It can be tempting, especially during a presentation, to use filler words such as “um,” “like,” “so” or “yeah.” While it might feel natural after completing an sentence or pausing to collect your thoughts, it can also be distracting for your audience. Try presenting to a trusted friend or colleague who can call attention to the times you use filler words. Try to replace them by taking a breath when you are tempted to use them.

2. Nonverbal

Nonverbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. For example, you might smile unintentionally when you hear a pleasing or enjoyable idea or piece of information. Nonverbal communication is helpful when trying to understand others' thoughts and feelings.

If they are displaying “closed” body language such as crossed arms or legs, or hunched shoulders, they might be feeling anxious, angry or nervous. If they are displaying “open” body language with both feet on the floor and arms by their side or on the table, they are likely feeling positive and open to information. Here are a few steps you can take to develop your nonverbal communication skills:

- **Notice how your emotions feel physically.** Throughout the day, as you experience a range of emotions (anything from energized, bored, happy or frustrated), try to identify where you feel that emotion within your body. For example, if you’re feeling anxious, you might notice that your stomach feels tight. Developing self-awareness around how your emotions affect your body can give you greater mastery over your external presentation.
- **Be intentional about your nonverbal communications.** Make an effort to display positive body language when you feel alert, open and positive about your surroundings. You can also use body language to support your verbal communication if you feel confused or anxious about information, like using a furrowed brow. Use body language alongside verbal communication such as asking follow up questions or pulling the presenter aside to give feedback.
- **Mimic nonverbal communications you find effective.** If you find certain facial expressions or body language beneficial to a certain setting, use it as a guide when improving your own nonverbal communications. For example, if you see that when someone nods their head it communicates approval and positive feedback efficiently, use it in your next meeting when you have the same feelings.

3. Written

Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more. Emails and chats are a common form of written communication in the workplace. Here are a few steps you can take to develop your written communication skills:

- **Strive for simplicity.** Written communications should be as simple and clear as possible. While it might be helpful to include lots of detail in instructional communications, for example, you should look for areas where you can write as clearly as possible for your audience to understand.
- **Don’t rely on tone.** Because you do not have the nuance of verbal and nonverbal communications, be careful when you are trying to communicate a certain tone when writing. For example, attempting to communicate a joke, sarcasm or excitement might be translated differently depending on the audience. Instead, try to keep your writing as simple and plain as possible and follow up with verbal communications where you can add more personality.
- **Take time to review your written communications.** Setting time aside to re-read your emails, letters or memos can help you identify mistakes or opportunities to say something differently. For important communications or those that will be sent to a large number of people, it might be helpful to have a trusted colleague review it as well.
- **Keep a file of writing you find effective or enjoyable.** If you receive a certain pamphlet, email or memo that you find particularly helpful or interesting, save it for reference when writing your own communications. Incorporating methods or styles you like can help you to improve over time.

4. Visual

Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

Here are a few steps you can take to develop your visual communication skills:

- **Ask others before including visuals.** If you are considering sharing a visual aid in your presentation or email, consider asking others for feedback. Adding visuals can sometimes make concepts confusing or muddled. Getting a third-party perspective can help you decide whether the visual adds value to your communications.
- **Consider your audience.** Be sure to include visuals that are easily understood by your audience. For example, if you are displaying a chart with unfamiliar data, be sure to take time and explain what is happening in the visual and how it relates to what you are saying. You should never use sensitive, offensive, violent or graphic visuals in any form.

To make improvements to your communication skills, set personal goals to work through the things you want to accomplish step by step. It might be helpful to consult with trusted colleagues, managers or mentors to identify which areas would be best to focus on first.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is communication?(2 point)
2. What are the communication processes? (3 point)
3. Explain briefly the different forms of communication. (5 point)

Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

Information Sheet-2	Making Contribution Based On Individual Skill and Workplace Context
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2. Making Contribution Based On Individual Skill and Workplace Context

Employability skills

A good period of work experience will greatly increase the knowledge, personal attributes and skills that will make employers want to employ you, including:

- **Team working** – you may have had the experience of working in groups on assignments, but most workplaces are built on teams and you need to learn to work well with other people and value each other's' strengths and contribution.
- **Communication** – you will have to learn to communicate clearly and succinctly both in writing and orally, often making quick points in the cut and thrust of meetings.
- **Interpersonal skills** – working with people at all levels.
- **Planning, organizing and time management** – not only do you have to get to and leave work at set times but you will also have to learn to juggle different priorities and work on several projects simultaneously.
- **Problem-solving and decision-making** – you won't always be able to rely on other people to tell you what to do! It is important to be able to act on your own initiative.
- **Numeracy and IT literacy** – both are important skills, along with oral and written communication.
- **Ability to appear self-confident** – students may appear diffident at college, and their tutors take this as a sign of humility, or not notice if they produce good work. However, in the business world diffidence may be misinterpreted as failure to engage.
- **Negotiation skills** – for example, over conflicting priorities, or if there is a particular way in which you want the organization to help you achieve a learning objective.
- **Ability to understand, and adapt to, the workplace culture**, as well as the particular demands it places upon you.
- **Increase in commercial awareness** by understanding management practices and the way organizations work. In particular, how are decisions made and who holds the power? What are the main factors in the company's external environment, e.g. clients, competitors, that affect its products and performance? What is the company culture, and how can you fit in? Are there specific cultural differences which you need to be aware of?

2.1. Work procedures and practices

Safe Working Procedures and Safe Work Practices

For the implementation of the safety management system, the organization is to establish safe working procedures and safe work practices so that all the works are carried out safely and the risks of injury to work men and damage of equipment and property are eliminated or minimized. The safe working procedures and safe work practices are to be established meeting the requirements of the Factories Act as well as meeting the requirements of the work processes.

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Safe working procedures and safe work practices are established in the organization for addressing significant hazards or for dealing with circumstances that may present other significant risks/liabilities for the organization. They reflect the approach of the organization for controlling safety hazards.

Safe working procedure is a step by step process that guides a work man through a task from start to finish in a chronological order. Safe work procedures are designed to reduce the risk by minimizing potential exposure for performing a work safely from beginning to end.

Safe work practice is a set of guidelines established to help work men to perform a task which may not require a step by step procedure. Safe work practices are generally written methods outlining how to perform a task with minimum risk to people, equipment, materials, environment, and processes.

Safe working procedures and safe work practices tells work men how to perform a specific task so as to mitigate hazards that have been identified through the hazard identification process. They are guideline documents for the maintenance of safety in the organization. The extent of the application of the safe working procedures and safe work practices depends on the safety policy of the organization, the nature of the activities in the organization, and complexity of the operations.

Safe working procedures and safe work practices usually have seven components namely

- A. purpose,
- B. scope
- C. responsibility,
- D. description of the process or guidelines,
- E. reference,
- F. enclosures,
- G. Forms and records.

They are the internal documents of the organization. Documents control procedures are normally followed to keep these documents up to date.

Safe working procedures and safe work practices are written documents and are written by those people who have the knowledge, skill and experience of the work place. They are used to train and guide work men for performing their job safely. They help eliminate or minimize the risks of carrying out the hazardous tasks.

Safe working procedures and safe work practices cover specific safety activities. They are normally for all hazardous tasks performed at the work place. They are directions on how

work is to be carried out safely. They identify hazards and clarify what must be done to eliminate or minimize risks.

All tasks may not need a written safe working procedures or safe work practices. In such case it is sufficient to address safety issues verbally when training workers. The decision regarding the need of a written procedure normally depends upon

- severity and consequences in case of an accident,
- frequency of the task or the job, and
- Complex nature of the task.

In general, written safe working procedures and safe work practices are needed for

- hazardous tasks,
- complicated tasks, so that important steps are not missed,
- frequently performed tasks,
- Less routine tasks, in case work men need reminders about the hazards and how to control the risks.

Ideally the organization must prepare written safe working procedures or safe work practices for all identified hazards. These safe working procedures and safe work practices are to be readily available at the locations where the tasks are being performed or next to the equipment used for the tasks. Through the safe working procedures and safe work practices work men are made responsible for working safely.

Safe working procedures and safe work practices are to include all the statutory requirements and are to list all the personal protective equipment (PPE) which are needed for carrying out the task. The procedures are to include when PPEs must be used, and where work man can find them.

The process of developing a safe working procedure or a safe work practice for a hazardous task includes five steps namely

1. to determine the overall task that requires the safe working procedure or safe work practice,
2. breaking down the task into its basic steps,
3. to identify the hazards associated with each step,
4. to determine preventive measures for eliminating or minimizing the risks to work men from these hazards,
5. to write the safe working procedure or safe work practice consisting of the list of actions that work men must do when performing the task.

Safe work procedures for your facility do not have to follow a particular format, however, your safe work procedures should include:

- name or description of the work task
- date the SWP was created and date it was last reviewed or revised
- hazards that may cause harm to a worker
- common signs and symptoms of a musculoskeletal injury if the hazards of the job task could lead to this type of injury

- equipment / devices, personal protective equipment (PPE), or other safety considerations necessary to perform the task safely
- required training and / or relevant documentation needed to perform the task safely
- steps to perform the task safely including safe body positions and / or movements as appropriate
- indication that workers are to be trained on the SWP and employers must ensure workers follow them

2.2. Conditions of work environments

The work environment comprises the physical, geographical location and the immediate surroundings of a workplace (including factors like air quality, noise level, etc.), as well as the perks and benefits associated with an employment. Working conditions are defined as the circumstances such as working hours, stress, degree of safety, or danger that affect the workplace.

Improving the work environment and conditions contributes greatly to the staff's motivation, and subsequently to their performance. An improved work environment and better work conditions can also reduce staff turnover and the related costs.

Workplace climate is also one of the nonfinancial factors affecting morale and motivation. Staff members that are satisfied with their work environment will more likely comply with the organization's rules and interests. As they strive to keep their position, they will prefer to put their personal interests behind the organization's and refrain from dishonest behavior such as fraud, embezzlement, accepting bribes, engaging in corrupt activities, or theft.

HOW TO

Initiatives to improve work environment and conditions should focus on four key areas:

- Customer/staff relationship
- Staff/supervisor relationship
- Workplace environment
- Worker wellness

To ensure a good and enabling working environment, the organization's management needs to:

- help employees achieve work-life-balance
- foster open communication
- allow for constant development of skills
- recognize hard work
- strengthen team spirit

Other factors of work environment and conditions that could be improved by the organization include:

- Vacation and holidays
- Payment and compensation of overtime
- Job security
- Work intensity and pace
- Teamwork

- Autonomy and freedom
- Flexibility of working hours
- Health and safety
- Training and personal development

2.3. Safety, environmental, housekeeping and quality guidelines

Workplace Housekeeping - Basic Guide

Why should we pay attention to housekeeping at work?

Effective housekeeping can help control or eliminate workplace hazards. Poor housekeeping practices frequently contribute to incidents. If the sight of paper, debris, clutter and spills is accepted as normal, then other more serious hazards may be taken for granted

Housekeeping is not just cleanliness. It includes keeping work areas neat and orderly, maintaining halls and floors free of slip and trip hazards, and removing of waste materials (e.g., paper, cardboard) and other fire hazards from work areas. It also requires paying attention to important details such as the layout of the whole workplace, aisle marking, the adequacy of storage facilities, and maintenance. Good housekeeping is also a basic part of incident and fire prevention.

Effective housekeeping is an ongoing operation: it is not a one-time or hit-and-miss cleanup done occasionally. Periodic "panic" cleanups are costly and ineffective in reducing incidents.

What is the purpose of workplace housekeeping?

Poor housekeeping can be a cause of incidents, such as:

- tripping over loose objects on floors, stairs and platforms
- being hit by falling objects
- slipping on greasy, wet or dirty surfaces
- striking against projecting, poorly stacked items or misplaced material
- cutting, puncturing, or tearing the skin of hands or other parts of the body on projecting nails, wire or steel strapping

To avoid these hazards, a workplace must "maintain" order throughout a workday. Although this effort requires a great deal of management and planning, the benefits are many.

What are some benefits of good housekeeping practices?

Effective housekeeping results in:

- reduced handling to ease the flow of material
- fewer tripping and slipping incidents in clutter-free and spill-free work areas

- decreased fire hazards
- lower worker exposures to hazardous products (e.g. dusts, vapours)
- better control of tools and materials, including inventory and supplies
- more efficient equipment cleanup and maintenance
- better hygienic conditions leading to improved health
- more effective use of space
- reduced property damage by improving preventive maintenance
- less janitorial work
- improved morale
- improved productivity (tools and materials will be easy to find)

How do I plan a good housekeeping program?

A good housekeeping program plans and manages the orderly storage and movement of materials from point of entry to exit. It includes a material flow plan to ensure minimal handling. The plan also makes sure that work areas are not used as storage areas by having workers move materials to and from work areas as needed. Part of the plan could include investing in extra bins and more frequent disposal.

The costs of this investment could be offset by the elimination of repeated handling of the same material and more effective use of the workers' time. Often, ineffective or insufficient storage planning results in materials being handled many times and being stored in hazardous ways. Knowing the workplace layout and the movement of materials throughout it will help when planning work procedures.

Worker training is an essential part of any good housekeeping program. Workers need to know how to work safely with the products they use. They also need to know how to protect other workers such as by posting signs (e.g., "Wet - Slippery Floor") and reporting any unusual conditions.

Housekeeping order is "maintained" not "achieved." Cleaning and organization must be done regularly, not just at the end of the shift. Integrating housekeeping into jobs can help ensure this is done. A good housekeeping program identifies and assigns responsibilities for the following:

- clean up during the shift
- day-to-day cleanup
- waste disposal
- removal of unused materials
- inspection to ensure cleanup is complete

Self-Check -2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Discuss about employability skills.(3 Point)
2. Why focused on safe working procedure? (3 Point)
3. What are factors of work environment and conditions? (3 Point)
4. Poor housekeeping can be a cause of _____, _____ and _____(3 Point)
5. What are the results of effective housekeeping? (3 Point)

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____

3. _____

4. _____

5. _____

Information Sheet-3**Making contribution to the development of team work plans****3. Making contribution to the development of team work plans****3.1. Group planning and decision making****How can team leaders develop team goals and plans?**

Once an organization has established its broad aims, it then develops detailed goals and objectives for how it will achieve those aims. Team leaders may be involved at some or all stages of the planning process, however, an integral part of their role is determining the targets, roles and responsibilities for their work team. These will have a direct link to the detailed goals and objectives of the organization, and will guide the short term targets for the team.

Work goals should be:

- Specific
- Measurable
- Attainable
- Realistic
- time related

Who should be involved in the team planning process?

All team members should be involved in the planning process. In addition to team members, management will have a role in confirming that the work plan aligns with organizational goals. Prior to commencing a planning process it is best to check with management to determine the reporting and communication requirements that the planning process will need to follow.

When should work plans be reviewed?

There is no set time when a work plan should be reviewed. It makes sense to review them at regular intervals that are relevant to the team's goals. It also makes sense to undertake reviews when specific milestones are met or scheduled to have been met. The review dates or times should be decided when the work plan is being established.

The Step-by-Step Guide to Facilitating Team Decision Making

In a business environment, the most successful teams are the ones that have learned to work through problems and make decisions together. But as a team leader, facilitating successful team decision making is no small feat. This is especially true in a work environment where personal agendas and office politics can cloud people's judgment and lead to petty arguments.

It is, however, common knowledge that an effective team will outperform individual efforts any day. The right combination of skills and different perspectives can lead to something much more impactful than what any one person could have come up with. So how can team leaders facilitate successful team decision making? Well, that's what we're here to teach you. It should be noted, though, that the dynamics of each team will be unique. So, while there is no one-size-fits-all solution, finding the right one for your business can greatly improve your team's chances for success.

The Advantages of Team Decision Making

Team decision making can be formal or informal, depending on the environment and the goal the group is working toward. Many people worry that team decision making will be a slow, arduous process that will result in a lot of arguing and while this certainly does happen, there are also many advantages to team decision making.

One of the biggest advantages of team decision making is that the collective wisdom of the group can be much more profound than what any individual could have come up with. Every person on the team will have different strengths and backgrounds that shape their perspective.

This means that everyone on the team can contribute different high-quality solutions to the problem they are trying to solve. For that reason, teams are especially helpful in dealing with urgent tasks that require a short deadline or very complex problems.

When more people are involved in the decision-making process, the decisions tend to be better because a greater level of ideas and expertise were brought to the surface. And the team members are usually more committed to implementing the solution because they understand the thought and effort that went into it.

5 Steps to Facilitating Successful Team Decision

When you think about team decision making, you most likely have mixed reactions. As we already established, bringing together a group of people with diverse backgrounds and perspectives can be a powerful source of change. By working through the problem together the solution will often be more thoughtful and innovative than what any one person could have come up with.

On the other hand, the team leader is given the enormous responsibility of bringing together a variety of schedules, personalities, and priorities in hopes of finding some sort of middle ground. This scenario can just as easily lead to a lot of frustration and arguing. Finding the right process for successful team decision making is crucial. Here's a couple of things, however, that can help facilitate team decision making:

1. Break down the problem

Unless your team knows what, exactly, the problem is, you'll end up wasting a lot of time. Everyone needs to know what the underlying problem is, otherwise, it'll lead to Arguing & Chaos. Everyone starts solving a different problem, which eventually leads to conflicts. Each team member thinks the other is severely wrong, while everyone's actually on the same side. So, you'll end up wasting hours of your team's time, with no real gain out of it.

So, the first step is to always break down the problem into the tiniest details, ensuring that everyone knows what it is.

2. Analyze the available data

Now that the team has outlined and understands the problem, they need to gather more information. The team leader should try to guide the team toward focusing on data rather than relying on opinions or anecdotal evidence. This will help the team members to focus on the facts rather than relying on emotion.

It is important to make sure the data is collected ahead of time so the process won't be slowed down or temporarily stalled.

3. Brainstorm possible solutions

The next step in the process is for the group to brainstorm possible solutions to the problem. It is a good idea for the group to agree on a deadline for the brainstorming session ahead of time so the discussion doesn't drag on indefinitely. It is also important that everyone is allowed to offer their input without criticism.

4. The team leader should navigate the group discussion

It is hard to make sure that everyone has a chance to share their ideas, that the group stays on topic, and that the discussion remains cordial. For that reason, the team leader should navigate the discussion to make sure the group stays focused on their main objectives and everyone has a chance to participate.

5. Settle on a solution and action steps for moving forward

Now that everyone has offered their input and you have come up with a variety of solutions, it is time to choose the best alternative. To select the best alternative, the team must know what their desired outcome would look like and also what are the possible consequences of that outcome.

Once the team decision making is complete, it is important that everyone on the team stands behind that decision. If everyone on the team is not committed to fully supporting that decision you risk invalidating it entirely.

Self-Check -3	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Explain and discuss 5 Steps to Facilitating Successful Team Decision(10 point)

Note: Satisfactory rating - 7 points

Unsatisfactory - below 7 points

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1 _____

Operation Sheet 1**Prepare Work goal****Activity: Work Goals**

Think about the work goals you set. Write down a work goal that is specific, measurable, attainable, realistic and time related.

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Case Study: The Daily Plan At ET

David, a team leader at EnviroTransport, needed to work out a daily plan for the team. EnviroTransport worked on the basis that, on average, a full detail and wash took 2.5 hours, based on a wash taking 0.75 hours and a detail taking 1.75 hours. The five supported employees hand cleaned and detailed large trucks. Trucks were usually booked in to the organisation about a week in advance and the drivers selected the type of clean and detail they required. The booking system helped David to make sure that the organisation didn't take more work than the supported employees could complete during a day. It also helped with ordering cleaning products and equipment. This helped David plan from day to day what needed to be done. He set some time aside each afternoon to plan the next day. An example of one of his plans is below.

<i>Tuesday 11 January</i>				
Client name	Truck type	Service required	Collection time	Team
Helpman Brothers	Kenworth	Full detail	12.30pm	Suzi, Jacko, Madde, Gus and Puma
Ken Sutton	Mack	Wash and tyre black	3pm	Gus and Puma
Joseph Transport	Double B	Full detail	5.30pm	Suzi, Jacko and Madde from 1.30 then full team when Gus and Puma finish the Mack

Review David's plan in terms of whether it has specific, measurable, attainable, realistic and time related goals. Make a note of any suggestions you might make to David.

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LAP Test	Practical Demonstration
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within --- hour.

Task 1: Prepare Work goal

List of Reference Materials

- 1- Commonwealth of Australia , Leading work teams, A self-paced learning resource for supervisors working with supported employees in Disability Business Services, 2008
- 2- https://www.emeraldgrouppublishing.com/learning/study_skills/life/placements.htm
- 3- <https://www.waterintegritynetwork.net/2015/12/03/satisfactory-work-environment-conditions/>
- 4- <https://www.ispatguru.com/safe-working-procedures-and-safe-work-practices/>
- 5- <https://tallyfy.com/team-decision-making/>
- 6- <https://www.ccohs.ca/oshanswers/hsprograms/house.html>