Artificial insemination

Level II

Learning Guide#7

Unit of Competence: Work in Team Environment

Module Title: Working in Team Environment

LG Code: AGR ATI2 M03 0919LO1LG07

TTLM Code: AGR ATI2   TTLM 0919v1

LO 1: Describe team role and scope

Instruction Sheet	Learning Guide 07

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

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

- Identifying the roles and objectives of the team from available source of information
- Identifying responsibilities of 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 –

- Identify the roles and objectives of the team
- Identify team parameters, reporting relationships and responsibilities of team

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information "Sheet 1 and Sheet 3".
4. Accomplish the "Self-check 1 and Self-check 2"**in page -5 and 9**respectively.

Information Sheet-1	Identifying the roles and objectives of the team

1.1. The role and objective of a team

Definition of team

A team is a two or more of people who share a common aim and in which the skills of each individual complements those of the others to be able to achieve that common aim/goal for which they hold themselves mutually accountable. (John Adair, 2004).

"A team is a two or more of people working together inter-dependently to achieve a shared objective" (University of Victoria, Developing Effective team, work book).

What makes a team?

- ❖ Common goal or purpose or objectives
- ❖ Awareness of membership and commitment
- ❖ Common operating norms
- ❖ A need for each other/interdependence
- ❖ Accountability to a higher level
- ❖ Acts in unity, almost like a single organism.

What exactly is a team Role?

ADr Meredith Belbin defines a team role as "Our tendency to behave, contribute and interrelate with others in a particular way."

Knowing everyone's role and being familiar with the responsibility of those roles create efficiency and flexibility. Ideas for clarifying roles of the team include:

- Review team members' roles frequently.
- Relate team member expectations to the team's overall purpose.
- Clarify responsibilities when action planning.
- Learn what others do on the team.
- Figure out ways to help each other.

Team Building Objectives

All participants will engage in a meaningful and active exploration of the issues facing the group and how good team and leadership skills benefit all team members. Particular attention will be paid to objectives set out by the client; some examples are:

-Giving the team an opportunity to have some fun together.

-Emphasizing leadership skills as integral to great teamwork

-Exploring ways the team sees your organization's mission and values applied in their day-to-day work lives.Thus, it is important to identify the role and objective of team from available sources of information.

Self-Check 1	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. Define team? (5pts)
2. What makes a team? (5 pts)

Answer

Score = _____
Rating: _____

Note: Satisfactory rating – 7 points   Unsatisfactory - below 7 points
You can ask you teacher for the copy of the correct answer

Information Sheet-2	Identify team parameters, reporting relationships and responsibilities

2.1. Identify team parameters, reporting relationships and responsibilities

As a leader, there are a number of elements that you must help to create in a team. Teams learn and demonstrate behaviors that are not exhibited by mere groups. These characteristics represent the essential elements of an effective team.

Common/ essential elements

A **team goal** - Although your team might have a number of goals, one of them must stand out. For example, "To produce 10% more widgets than last year without hiring additional personnel" Everyone must know, agree upon, and are committed to accomplishing the team goal.

Communication - Open, honest, and effective exchange of information between members.

Trust - Openness in critiquing and trusting others.

A **sense of belonging** - Cohesiveness by being committed to an understood mandate and team identity

Diversity - This must be valued as an asset. It is a vital ingredient that provides the synergistic effect of a team.

Creativity and risk taking - If no one individual fails, then risk taking becomes a lot easier.

Evaluation - The ability to self-correct.

Change compatibility - Being flexible and assimilating change.

Participatory leadership - Everyone must help lead to one degree or another.

What conditions make a team effective?

Clear Objectives: The team's overall objective needs to be identified and defined in terms which allow each member to understand the same goal. The leader has an important role in communicating a clear picture of what the organization expects from the team. A style which encourages a questioning approach is likely to reveal any members' doubts, misunderstandings or resistances which need to be positively managed.

Appropriate Leadership: Leadership is a shared function based on the need of the task rather than through consideration of formal role or position-based power. This requires considerable flexibility in recognizing and allowing other team members to exercise real leadership when a member's skills are more appropriate to the team at that time. There is an important

leadership function. It is one of using skills to develop the team and making sure that time is allocated appropriately for team-building activities.

Suitable membership: For a team to be able to work productively, its members must display the range of skills, knowledge and experience and the right 'mix' of these for the task it is undertaking. Members are valued for what they can contribute and are encouraged to develop. Little time is wasted on considerations of what members cannot do. The emphasis is on strengths, on the positive.

Commitment to the team: Team members experience real strength from their membership and the sharing of goals. They are willing to invest considerable energy in the interests of the team. Membership is highly valued and member behavior is strongly influenced by considerations of team success.

A supportive team climate: The order of the day is participation and personal responsibility. Members are trusted to contribute in a mature fashion. Self-control replaces imposed control. Responsibility is widely shared throughout the team on a rational basis, given the skills and other strengths among members. Members are encouraged to contribute ideas, take risks and question the team and its activities openly without fear of censorship, disapproval or reprimand. The only condition is that the members' behavior is with the best interest of the team and its performance at heart.

Getting things done: The successful team not only knows where it is going, it knows when it has arrived. It sets performance targets and milestones and establishes ways in which the team's movement toward achieving the targets can be measured. It is important that performance targets are ones that represent something of a challenge to the team and its members without being unrealistic and consequently demoralizing. When the right performance standards are set, the team's energy is directed towards achieving results. Team performance is constantly being appraised, in order to identify any problems in the team's path or being experienced by members. This is an important responsibility for the team leader.

Working techniques: The team needs to invest time and effort into developing working techniques, methods, procedures and ground rules to move the team toward its goal in the most efficient way consistent with preserving those other qualities associated with effective

teams. These include techniques for making decisions, solving problems and generally coping with anything which gets in the way of progress.

Learning: The team and its members learn from their experiences, including their mistakes. Mistakes made in good faith do not lead to heavy penalties, but are incorporated into expectations about the team and its members maturing over time.

Problems are analyzed for what they can contribute to the individual and collective maturing process. Constructive criticism, based on logic and rationality and intended to help the team and its members grow in competence is welcomed. These places a premium on fact-to-face skills associated with coaching and giving feedback. They will be particularly highly valued skills when used effectively by the team leader.

New members: New team members are quickly integrated into the team, their strengths identified, and contribution defined. Every effort is made to help the new member prove his/her value to the team quickly.

Managing the group: An effective work team recognizes the importance of monitoring the team itself and the way in which it is working. Understanding something of 'group dynamics' is an area of knowledge and skills which is highly developed in effective teams. Allocating time and energy to understanding and managing relationships is an important investment. The team leader should be able to display considerable competence in this respect. Responsibility for monitoring events is not invested in the team leader alone. It is shared among members, although some will be more competent than others and show preferences in the direction of 'team maintenance'.

Relationships with other teams: An effective team also invests time and energy into developing ground rules for managing its relationships with other teams in a positive and productive way. This includes identifying areas of work where collaboration would clearly help one or both teams achieve results more efficiently or effectively. It includes maintaining open contact and frequently reviewing tasks priorities. Resources are shared where this will help progress toward a broader, but understood and shared, organizational objective. Joint problem solving is widely adopted and the tendency to 'blame others' is replaced in effective team working with a direction of effort toward understanding problems and finding solutions.

Success: The effectiveness of a team grows. All the conditions set out above develop more extensively and readily to the extent that the team meets with early, continued and acknowledged success. The cliché, "Nothing succeeds like success," is entirely applicable to

the development of effective teams and in the process of developing and reinforcing the conditions underpinning demonstrated effectiveness.

Self-Check 2	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. What conditions make a team effective? (5pts)

Answer

Score = _____
Rating: _____

Note: Satisfactory rating – 4points   Unsatisfactory - below 4 points

You can ask you teacher for the copy of the correct answer

Artificial insemination
Level II

Learning Guide#8

Unit of Competence:Work in Team Environment

Module Title: Working in Team Environment

LG Code: AGR ATI2 M03 0919LO2LG08

TTLM Code: AGR ATI2   TTLM 0919v1

LO2: Identify own role and responsibility within team

Instruction Sheet	**Learning Guide 05**

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

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

- Identifying individual roles and responsibilities within team environment
- Identifying and recognizing roles and responsibilities of other team members
- Identifying and reporting relationship 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 –

- Identify individual roles and responsibilities within team environment
- Identify and recognize roles and responsibilities of other team members
- Identify and report relationship within team and external team

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information "Sheet 1, Sheet 2 and Sheet 3".
4. Accomplish the "Self-check 1, Self-check 2 and Self-check 3" **in page -7, 20 and 23**respectively.

Information Sheet-1	Identifying individual roles and responsibilities within team environment

1.1. Individual role and responsibilities within the team environment

Individuals within a team all have unique skills and strengths. It is only when the contributions of allteam members are valued that teams will function efficiently. Any individual team member can play a number of different roles within the team. Roles are predetermined behaviors expected of people in a group. Some roles will feel natural - "I'm always the one who . . . There will be other roles, however, which may be difficult, eg Chairperson or Presenter. Try and gain experience in at both natural and difficult roles in the group.

There are four main types of roles:

- Task roles
- Functional roles
- Maintenance roles
- Dysfunctional roles

Task roles

The more clearly the task roles are defined, the better the chosen team member will be able to perform the task. If a task role is too narrowly defined, however, the team may miss out on the opportunity to capitalize on the skills and talents of that team member. When a team has the right mix of tasks that are well differentiated and integrated, group members develop a sense of cohesion and team spirit, and each can see where their particular role fits with the objectives of the group as a whole. Some of the tasks you may need to do include:

- developing an understanding of particular technical knowledge
- obtaining references and taking notes
- doing calculations
- analysing data
- devising graphs and tables
- preparing designs
- building a prototype
- writing sections of reports
- preparing presentations

Functional roles

In order for a group of people to function as a team, members must find ways to interact with each other beyond just performing their task roles. These 'functional' roles help the group to achieve its goals. Each team member can adopt one or more functional roles as needed.

You may find yourself taking on such roles as:

- ❖ Coordinator: draws together the various activities of team members.
- ❖ Initiator: proposes solutions; suggests new ideas, a new definition of the problem, or new organisation of the material.
- ❖ Information seeker: asks for data; requests additional information or facts.
- ❖ Information giver: offers facts or generalisations, relating own experience to illustrate points.
- ❖ Opinion seeker: looks for options about something from the team; seeks ideas or suggestions.
- ❖ Opinion giver: offers a view or belief about a suggestion, regarding its value or its factual base.
- ❖ Goal setter: helps the group to set goals.
- ❖ Deadline setter: makes sure that deadlines are set and met.
- ❖ Progress monitor: makes sure that the group is progressing according to plan.
- ❖ Evaluator: measures decisions against group goals.
- ❖ Clarifier: tries to see how an idea might work if adopted.
- ❖ Summariser: restates suggestions after the group has discussed them; outlines related ideas or suggestions; provides a precis of the ideas.
- ❖ Decision pusher: helps the group to come to closure; makes sure that decisions are eached.
- ❖ Planner: prepares timelines and schedules; organises.
- ❖ Spokesperson: speaks on behalf of the group.
- ❖ Troubleshooter: asks the 'what if ... ?' questions.
- ❖ Diagnosor: determines sources of difficulty; decides where to go next; eliminates blocks.

Maintenance roles

As well as the functional roles that assist the group to achieve its tasks there are group maintenance roles which help the team grow and strengthen. These roles support and

maintain group life and activities. You may find that your personal skills lend themselves to one or more of the following maintenance roles:

- Encourager: is friendly and sincere; praises others; is warmly responsive to others, and their ideas; is accepting when people offer contributions.
- Gatekeeper: makes sure that every member of the group has a chance to be heard.
- Standards setter: expresses standards for the group to use in its discussions; reminds the team to avoid actions which don't fit these standards.
- Consensus tester: checks for agreements, for example 'I think we are all feeling the same way'.
- Mediator: conciliates; harmonizes.
- Tension reliever: helps eliminate negative feelings.
- Listener: is able to listen empathically and hear what others have to say.
- Volunteer: offers whatever is needed.

Dysfunctional roles

Unfortunately sometimes you may find either yourself or other team members take on roles that are disruptive to genuine efforts to improve team effectiveness and satisfaction. Some of these roles include:

- being aggressive
- blocking or nit-picking
- competing
- clowning or joking to disrupt the work of the group
- withdrawing
- being sarcastic or cynical
- blaming
- taking all the credit
- dominating
- manipulating.

When group members take on dysfunctional roles, this can lead to very ineffective team behaviors. Examples of these behaviors include team members being late to agreed team meetings, or team members not doing the work they were supposed to do. You might have two hour meetings where nothing was accomplished or one student tells everyone else what to do while other students say nothing. Such behaviors inevitably cause team conflict, which needs to be addressed quickly and effectively to get the group back on track to working effectively and collaboratively.

You have responsibilities as a team member. Your actions must always reflect the highest possible standards of business conduct and ethics. You're expected to use good judgment, integrity, and common sense in making work-related decisions and to be accountable for your actions. And you're expected to respect your fellow team members, treating them with courtesy, respect, and professionalism.

Therefore, individual role and responsibilities within the team environment and of other team members are identified and recognized. Reporting relationships within team and external to team are necessary for the accomplishment of the roles and discharging the responsibilities of individuals within the team.

Self-Check 1	**Written Test**

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. List the four main types of roles? (5pts)

Answer

Score = _____
Rating: _____

Note: Satisfactory rating – 4points   Unsatisfactory - below 4 points

You can ask you teacher for the copy of the correct answer

Information Sheet-2	Identifying and recognizing roles and responsibilities of other team members

2.1. The Importance of recognizing roles in a team

When managers assign people to a team to work on a group project, all the people on the team adopt specific roles. This is significant because the roles members of the team adopt influence how team members interact. People can take on specific roles by volunteering. Sometimes others within the group appoint one team member to serve a specific role. In some situations, managers may assign the roles to the team members.

Various models exist regarding the specific roles that emerge in groups and what responsibilities each role has. For example, a five major roles model is one. These include **team leaders**, **facilitators,recorders,timekeepers** and **team members**. Under this model, team leaders move others to accomplish tasks, while facilitators show group members how they can logistically meet objectives. Recorders keep documentation about the group's work, while timekeepers monitor how much time the group spends on specific tasks and helps develop a schedule. Team members are everyone else, contributing based on specific skills and fulfilling duties as assigned.

In a model by Dr. Meredith Belbin, there are nine distinct roles in a team. **Shapers** challenge the group to improve, while **implementers** turn ideas into practical plans. **Completer-finishers** check that everything actually is done as desired, reviewing the work of others. **Coordinators** are the equivalent of the team leader. **Team workers** support each other and keep everyone working together, while **resource investigators** look into the options the group has. **Plants** provide ideas, **monitors** analyze ideas from plants, and **specialists** contribute advanced knowledge.

Knowing the roles present in a team and how each role functions within the group is significant because it allows managers to balance out the team. For example, if a manager has three very extrovert workers who all like to lead, he can assign those three individuals to three separate groups so that the leaders do not compete with each other and create conflict in one group. When roles are clear, task assignment also becomes easier, and ultimately, the group becomes more efficient.

People are multifaceted. They have multiple talents and even different sides of their personalities. Additionally, individual dynamics can vary in each group. Subsequently,

workers can take on different roles in different groups, and managers should not assume that the same worker will behave the same way for every project.

As a leader, there are a number of elements that you must help to create in a team. Teams learn and demonstrate behaviors that are not exhibited by mere groups. These characteristics represent the essential elements of an effective team.

Self-Check 2	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. List the nine distinct roles in a team?(9)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 7points   Unsatisfactory - below 7 points

You can ask you teacher for the copy of the correct answer

Information Sheet-3	Identifying and reporting relationship within team and external team

3.1. Identify reporting relationships within team and external to team

It is important that every member of a team has a full understanding of the capabilities and roles of individual team members. Each must know his or her role, the role of others, and to who they may look for resources and support. Without this knowledge, the team will not achieve its performance potential. If the responsibilities of team members are clearly defined and documented, each team member will be accountable to each other and to the group for the fulfilling of their responsibilities.

The ground rules established in the formation of the group should address responsibilities and tasks and likewise identify remedies and protocol when individual and group responsibilities are not fulfilled. In order for team members to "own" their role and responsibilities, they should document their perceptions of their role within the team. Only when team members have fully brought into the team's purpose and their role within it can they be held fully accountable.

Naturally, it is important that the roles and responsibilities of team members complement one another and represent a unique and useful asset to the team. Selecting individuals to take part in a team requires thoughtful consideration. Depending on the size of the team and scope of its purpose, teams may include a core group which is fully accountable for the results, as well as extended or ancillary members who bring unique knowledge to the team. Flexibility and adaptability are necessary in new teams as their purpose and needs evolve.

When relationships between team members are built and confirmed on an ongoing basis, a culture of trust will exist even when members are working virtually with one another. The way a group behaves and performs affects individual members. When trust is present and group behavior is positive, so too will be team member's evaluation of the experience. An individual's positive evaluation of the team leads to greater trust and ongoing participation.

Team leaders are expected by people outside of the team, as well as the members within, to manage much of the team's contacts and relationships with the rest of the organization. You must communicate effectively the team's purpose, goals, and approach to anyone who might help or hinder it. In addition, you need the courage to intercede on the team's behalf when obstacles that might cripple or demoralize the team get placed in their way.

Generally, responsibilities and relationships among team members are identified from team discussions and appropriate external sources (different external sources which can help the team for identifying responsibly).

To work together successfully, group members must demonstrate a sense of cohesion. Cohesion emerges as group members exhibit the following skills:

Openness: Group members are willing to get to know one another, particularly those with different interests and backgrounds. They are open to new ideas, diverse viewpoints, and the variety of individuals present within the group. They listen to others and elicit their ideas. They know how to balance the need for cohesion within a group with the need for individual expression.

Trust and self-disclosure: Group members trust one another enough to share their own ideas and feelings. A sense of mutual trust develops only to the extent that everyone is willing to self-disclose and be honest yet respectful. Trust also grows as group members demonstrate personal accountability for the tasks they have been assigned.

Support: Group members demonstrate support for one another as they accomplish their goals. They exemplify a sense of team loyalty and both cheer on the group as a whole and help members who are experiencing difficulties. They view one another not as competitors (which is common within a typically individualistic educational system) but as collaborators.

Respect: Group members communicate their opinions in a way that respects others, focusing on "What can we learn?" rather than "Who is to blame?" See Constructive Feedback in the process section for more details.

Self-Check 3	**Written Test**

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. List the a sense of cohesion?(4)

Answer

Score = _____
Rating: _____

Note: Satisfactory rating – 2 points   Unsatisfactory - below 2 points

You can ask you teacher for the copy of the correct answer

Artificial Insemination-Level- II

Learning Guide#9

Unit of Competence: Work in Team Environment

Module Title: Working in Team Environment

LG Code: AGR ATI2 M03 0919LO3LG09

TTLM Code: AGR ATI2   TTLM 0919v1

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 –

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 while undertaking interactions
- Making effective and appropriate contributions to complement team activities and objectives
- Observing protocols in reporting using standard operating procedures.
- Contributing 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 while undertaking interactions
- Make effective and appropriate contributions to complement team activities and objectives
- Observe protocols in reporting using standard operating procedures.
- Contribute to the development of team work plans.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.

2. Follow the instructions described below 3 to 4.

3. Read the information written in the information "Sheet 1, Sheet 2, Sheet 3 and Sheet 4".

4. Accomplish the "Self-check 1, Self-check 2, Self-check 3 and Self-check 4" **in page -30, 33, 35 and 38**respectively.

Information Sheet-1	**Using effective and appropriate forms of communications while undertaking interactions**

1.1. Using effective and appropriate forms of communications

Effective communication is important so that

- Team members understand and agree with team goals
- Goals and tasks can be clarified
- Team members understand how their tasks fit in with other people's tasks
- Problems can be sorted out before they become too serious
- Information that affects team goals can be shared
- The team can evaluate their progress and discuss ways to improve their work.

Communication may either be oral or written.

- ➢ Oral communication methods may include
- discussion: to share ideas to facilitate a job being completed on time
- debate: when two people do not agree so put forward their point of view in order to convince the other person
- negotiation: when people discuss their differences of opinion but are willing to compromise with each other in order to get a job done
- Speeches: for example, in a training session.
- ➢ Written communication methods may include
- instructions: to explain how a task must be completed in order to limit misunderstanding
- schedules: to priorities tasks so that the most important is completed first
- Reports: often used as feedback or when evaluating a task/procedure.

Effective communication is an essential part of any successful team. As the leader you are responsible for ensuring that all relevant information is distributed to team members. Without effective communication there can be no leadership.

As the leader of a team, some of the roles that you play are:

- ✓ coach
- ✓ mentor
- ✓ counselor
- ✓ Coach your team

As a leader, the way that you communicate with your team will determine the effectiveness of your roles. The ability to send and receive clear messages is the key to effective communication. Effectively communicating to others is a complex process. If it was simply a

matter of delivering OUR message and the other person automatically understanding and agreeing, there would be few if any conflicts or misunderstandings around us.

There are many facets to effective communication. It is a complex process that involves a:

- Sender: the person creating the message
- Receiver: the person that gets the message
- Channel: the medium used to transmit the message
- Message: the information that is to be shared
- Feedback: the receiver's response to the message
- Noise: any interference that could distort the message or feedback.

In addition to the elements of the communication process, you must also consider each person's:

- ✓ Self-concept
- ✓ Family and/or cultural background
- ✓ Language skills and physical abilities
- ✓ Attitudes and values
- ✓ Status or relationship to the other people in the communication.

Any or all of these elements have the potential to influence the effectiveness of the communication. Each party to the communication has a responsibility to ensure that a "shared or common meaning is achieved".

In addition to sound communication skills, your attitude is a major influencing factor on your effectiveness as a communicator. Attitudes influence your communication in three ways.

1. Your attitude towards yourself influences how you conduct yourself when you communicate. A positive attitude towards yourself will be seen by others as self-confidence while, a less than positive attitude may be interpreted as being uncertain or nervous. This will impact on the quality of the message and/or the receiver's attention to it.

2. Your attitude towards the receiver will influence the tone, structure and/or content of the message being sent. For example, your are likely to communicate differently to a person in a high position compared to someone in a similar position as you or a lower one.

3. Your attitude towards the subject matter will influence how you word your message and/or present it. If you have a positive attitude you may tend to 'gloss' over any negatives or focus only on positive aspects while, a negative attitude may have the opposite influence on how you present the information.

Another important aspect of your communication is the faith that your team has in your message. As with any relationship, trust is a critical factor. A frequent mistake made by inexperienced leaders is to not follow through on their statements. Some leaders promise to do something and never actually do it. This tends to devalue the communication and the relationship as a whole. Generally, your communications have maximum impact when the receiver sees you as credible, objective and knowledgeable.

It is important that feedback is a two way process. People with poor communication skills tend to make similar mistakes. One of the best ways to encourage feedback is to allow the other person the opportunity to ask questions and comment on the information you have provided. This will assist them to develop an understanding of your message and you have the opportunity to clarify if they understand the true intention of your message.

Self-Check 1	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. List the important of effective communication? (4pts)

Answer

<div style="border:1px solid">

Score = _____

Rating: _____

</div>

Note: Satisfactory rating – 2points   Unsatisfactory - below 2 points

You can ask you teacher for the copy of the correct answer

Information Sheet-2	Making effective and appropriate contributions to complement team activities and objectives

2.1. Complementing team activities based on individual competencies and workplace context

Team development is carried out in four steps with the assistance of a trained facilitator from inside or outside the organization.

Step 1: Sharing expectations

After introductions and a brief review of what is to take place, the facilitator asks members of the team to answer several questions about their expectations for the team and themselves. Generally, participants are asked to write down their answers and then to share what they have written with other participants. A summary of major concerns can be listed by the facilitator on a chart pad to encourage discussion.

Here are among the questions about expectations the facilitator might ask:

What concerns you most about working on this team?

What would the team be like if everything went right?

What would it be like if nothing went right?

What actions do you think are needed to ensure positive results?

Step 2: Sharing levels of commitment

Members of a new team will vary in the amount of time and energy they are individually willing to commit to team activities. These commitments are influenced by how important they view the team's task, demands made on their time by other work priorities, how personally interested they are in the team assignment, and other considerations.

Step 3: Establishing goals and plans

As a starting point, the facilitator helps the team clarify and state in words the team's mission - its most fundamental reason for existing. The relevance of all subsequent plans and activities being considered by the team should be justified on the basis of their contribution to the team's mission. The creation of a written mission statement is followed by the development of specific goals to be achieved by the team on or before a specific date and a detailed work plan for each of the goals. Establishing goals and work plans provides focus and direction for the team and a convenient way of dividing up the work to be done among members of the team.

Step 4: Developing procedural guidelines

To avoid the confusion about how things are to be done, a primary source of team conflict, the facilitator assists the team to develop guidelines on how various procedural matters are to be handled. Areas where guidelines will be useful to the team are shown as follows:

How decisions will be made - majority vote, a team consensus (all decisions made by the total group) or some decisions left to subgroups with specific work assignments.

What the basic method of work is to be - everything is done in the total group, individuals do things and submit their results to the total group, or initial work is done by subgroups for ratification by the total group.

How to ensure that everyone's issues are discussed - all members are invited to contribute items to the team's meeting agenda, open times are provided on the agenda for discussion of any topic, memos on topics of interest can be circulated by team members.

How differences are resolved - two-party arguments are resolved outside team meetings to avoid consuming meeting time, a third party is appointed to work out differences between the parties time limits are set on the open discussion of differences.

How to ensure the completion of tasks - setting realistic priorities and timetables, making assignments to people who are certain they have the time and energy to complete them, action summaries that describe progress, reminders of due dates issued by the team leader.

How to change things when not getting results - a periodic review and evaluation session focused on team progress, its successes and failures: What actions must we take to make our team more effective?

Self-Check 2	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. Liststeps to development? (8pts)

Answer

Score = _____
Rating: _____

Note: Satisfactory rating – 6 points   Unsatisfactory - below 6 points

You can ask you teacher for the copy of the correct answer

Information Sheet-3	Observing protocols in reporting using standard operating procedures.

3.1. Develop team protocol in reporting using standard operating procedures

How do you begin teamwork? Meet with team members to agree upon protocol. Here is an example of team protocol:

- ✓ Begin by negotiating criteria for success
- ✓ Determine how much control the team has in the organization
- ✓ Plan what you intend to accomplish
- ✓ Plan how you will accomplish it
- ✓ Choose team leader/s
- ✓ Determine membership rules for the team

Reporting using standard operating procedures

Having an established standard, measuring performance against those standards and then coaching team members to achieve competency is an effective way to develop the skills that contribute to your store's success. The two reporting standards are:

Fully Successful Standard:with few exceptions, written products include accurate data, detailed information, and are in the correct format, with only minor errors; and written reports are produced as requested, usually within the time frames established, and routinely meet the customers' needs.

Outstanding Standard:Meets Fully Successful standard plus: Written products are error free, reflect great attention to detail, and completely review all aspects of the subject matter.

Self-Check 3	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. List the example of team?(3)

Answer

Score = _____

Rating: _____

Note: Satisfactory rating – 2 points   Unsatisfactory - below 2 points

You can ask you teacher for the copy of the correct answer

Information Sheet-4	Contributing to the development of team work plans

4.1. How do you begin teamwork?

Effective teams are not accidental. They are developed. But, before they can be developed, the organizational environment must be supportive of teamwork. There are a number of common characteristics of supportive environments.

First, there is awareness that managers don't have all the answers. Input is needed from those who are closest to the problems and the opportunities.

Secondly, employees have ideas about how their work could be done more productively, no matter what they do or where they work, and they are willing, and even eager, to share what they know with management.

Finally, employees who are recognized for their contributions will take more pride in what they do. And those who are involved in making decisions will be more committed to carrying them out.

In organizations, there are many kinds of teams. Until recently, the term meant relatively permanent work groups composed of front-line employees and their immediate supervisors. Also, higher up the organizational ladder, elected councilors in local governments, together with their top administrative staffs, are sometimes referred to asteams, (e.g., *municipal leadership teams). Teams might be organized, for example, when funds are received from a donor agency for a new project, when new functional units are formed as the result of a management reorganization decision, or when funding cutbacks make it necessary to merge two or more work units into one.

Team development is an intervention to ensure the effective and efficient functioning of new and existing teams. It is called for only when lack of effective teamwork is experienced or is anticipated, as with new teams. But team development is not the solution to every problem facing work units and teams. It is not, for example, an appropriate way to address intergroup problems (between work units or teams), technical difficulties or administrative foul-ups. Problems like these should be handled in some other way.

Learning-by-doing is emphasized in team development. It is expected that the team and its members will learn to cooperate and solve problems by experiencing themselves cooperating and solving problems, or not doing so, as they go about their team tasks. Generally, a trained facilitator is assigned or employed by the organization to guide the team learning-process.

The facilitator's role in team development is threefold, to serve as:

- Aplanner who provides a suitable design for learning,
- An initiator who gets things going and helps teammembers learn all they can from it; and,
- Aresourceinvestigator that provides information and guidance from other team development experiences when needed by teammembers.

Self-Check 4	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers

1. List the facilitator's role in team development?(6)

Answer

> **Score = _____**
>
> **Rating: _____**

Note: Satisfactory rating – 4points   Unsatisfactory - below 4 points

You can ask you teacher for the copy of the correct answer