



## **VEHICLE SERVICING AND REPAIRING LEVEL II**

### **Learning Guide-1**

**Unit of Competence:** Working in Team Environment  
**Module Title:** Working in Team Environment  
**LG Code:** EIS VSR2 M03 L01-LG-09  
**TTLM Code:** EIS VSR2 M03 TTLM 0919v1

## **LO 3: Work as a team member**

<b>Instruction Sheet</b>	<b>Learning Guide #3</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Make communication to known team activities
- Use effective and appropriate skill
- Preparing report for observing protocol
- Development team work by understanding team role, objectives and individual competences

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 –

- clear work area and dispose reused or recycled materials in accordance with legislation / regulations / code of practice and job specifications
- clean, check, maintain and store tools and equipment in accordance with manufacturer's recommendation and standard work practices

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 20.
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 \_\_\_.
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 Activity #2.
7. Submit your accomplished Self-check. This will form part of your training portfolio.
8. Read the information written in the “Information Sheet 2”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
9. Accomplish the “Self-check 2” in page \_\_\_.
10. 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
11. Read the information written in the “Information Sheets 3 and 4”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
12. Accomplish the “Self-check 3” in page \_\_\_.
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

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14. If you earned a satisfactory evaluation proceed to “Operation Sheet 1” in page \_\_. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #6.
15. Read the “Operation Sheet 1” and try to understand the procedures discussed.
16. You are provided with a CD containing lessons on how to clean and maintain equipment. Before you open the CD read the information written in the “Information Sheets 1-2” in pages \_\_\_\_\_. You will be also provided with additional reference reading materials regarding the cleaning of masonry handtools.
17. Request a desktop computer or laptop from your teacher. Make sure the unit is plugged to a power source before turning on the power O. Then insert the CD in the CD drive located in your computer. Access the information as described in the Operation Sheet 1 in page \_\_\_.
18. Read all the contents of the CD and try to understand the procedures discussed.
19. Request access to the equipment and software described in the CD. Practice the steps or procedures as illustrated in your CD. Go to your teacher if you need clarification or you want answers to your questions or you need assistance in understanding a particular step or procedure.
20. Do the “LAP test” in page \_\_ (if you are ready). Request your teacher to evaluate your performance and outputs. Your teacher will give you feedback and the evaluation will be either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to Learning Guide #8.

<b>Information Sheet-1</b>	<b>Make communication to known team activities</b>
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### **Work as a team member**

#### 3.1 effective and appropriate forms of communication

Communication with other people is one of the most basic elements of human functioning. A significant proportion of people with an intellectual disability experience difficulties with communication, particularly with speech. It has been estimated that approximately 0.8 percent of the population is unable to speak Other estimates have been higher, with an Australian survey providing a rate of 0.12 percent Much larger proportions have a range of speech and language difficulties communication is a fundamental characteristic of human interactions.

- Communication is independent of the specific mode which is used as a channel for Communication

- Communication occurs when shared meanings have been established between Communication partners

When individuals have impairments which affect their language comprehension and/or Ability to express language in typical ways, then the role of the more able communication Partner becomes critical. Because many adults with severe communication difficulties Receive extensive staff support in their daily lives, Speech language therapists have not been encouraged to work with children with special needs and consequently this group has been seriously disadvantaged. In general, provisions have been superficial

#### **Staff as communication partners**

Research on staff as communication partners has typically involved very small samples

and detailed observational data. However, the findings are consistent and also mirror many similar studies of children with an intellectual disability and their communication partners, such as parents and teachers.

The importance of staff as communication partners and critical members of adults' social Networks have been confirmed in recent research. Robertson (2001), studied the social Networks of 500 adults with an intellectual disability living in a variety of residential Settings. The median size of individuals' social networks was two (excluding staff). More Social networks included a staff member (83%) than even those including a family Member (72%).

Most of the communication opportunities created by the disabled participants went unnoticed, much of the communication that staff initiated was to give instructions, and there were few activities or events in which people participated that created occasions for communication

... to develop communication, people need to be able to interact in natural settings that facilitate interaction... To ensure that this can happen, the communication partner must have an in-depth knowledge of all of those strategies used by an individual with a communication difficulty, they must be aware of the circumstances under which communication is facilitated and they must be aware of the effect of their own behavior on the communication process. Therefore, where intervention occurs, it must be directed towards potential communication partners in the first instance, rather than being focused on those experiencing communication difficulties

... if staff wish to enhance choice making in consumers with severe intellectual disability they must ensure effective, two-way communication and exposure to real-life options, all in an atmosphere of positive expectation and mutual trust and respect.

Intensive exposure to particular language forms is needed for language learning... and this exposure cannot occur if there is limited interaction, limited knowledge, and limited use by significant others of the targeted language forms.

### **Families as communication partners**

Although the majority of adults with an intellectual disability live with or under the supervision of their families, there appears to be a dearth of research into the role of family members in communication. Krauss, Seltzer and Goodman (1992) cited evidence that 80 percent or more of adults with an intellectual disability live in these family environments. These researchers studied the social support networks of 418 adults with an intellectual disability who live with their families. They found an average social network size of 7.1, but there was considerable variability. The networks were comprised primarily of family members. These networks were characterized by their durability, high-level of contact, and proximity, in contrast to the characteristics of networks found in some studies of adults living in non- family residential settings. The researchers concluded that "living with family appears to insulate adults with mental retardation from a reliance on paid professionals for social support, may result in less social contact with friends, and ensures a continuing relationship with family members

### **Summary and implications**

Effective communication for adults with an intellectual disability requires consideration of the role of communication partners. There is significant evidence that the communication environment experienced by many adults is not conducive to effective

Communication and to further development of language and communication skills.

There is an urgent need to develop the skills of communication partners in order to Generate opportunities for interaction and build effective communication strategies for Adults with an intellectual disability who have communication difficulties.

In terms of staff training, the following areas are likely to need attention:

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- ❖ attitudes towards and expectations of adults with communication difficulties
- ❖ awareness about communication and its multiple modes (in addition to speech)
- ❖ knowledge about communication development
- ❖ skills in generating communication opportunities
- ❖ skills in responding to communication attempts
- ❖ skills in the use of specific strategies and use of augmentative or alternative communication with particular individuals.

“there is little or no point in teaching communication skills unless others with whom the individual interacts are responsive and affirming This review will now consider broad issues in the important area of assessment – the basis for developing appropriate communication interventions for individual adults with an intellectual disability.

### **Communication intervention**

The majority of recent empirical research on communication intervention for adults with an intellectual disability focuses on individuals with severe communication difficulties. The major influences on this recent focus have come from two sources: the development of a range of structured intervention strategies which are used in natural communication contexts, and the rapid growth of resources and expertise in the area of augmentative and alternative communication defined as:

... an area of clinical practice that attempts to compensate (either temporarily or permanently) for the impairment and disability patterns of individuals with severe expressive communication disorders.

- (a) Communication is a collaborative process at the most fundamental level;
- (b) Message productions that affect and inform others are the key to successful communication and not “grammaticality”; and
- (c) Communication is something much broader than the traditional domains of Speaking, reading, and writing.

Every person, regardless of the severity of his/her disabilities, has the right and the ability to communicate with others, express every day preferences and exercise at least some control over his or her daily life. Each individual, therefore, should be given the chance, training, technology, respect and encouragement to do so.

## **4, identify own role and responsibility with in team**

**Roles in groups** To drive performance, organizations should define roles, managers should explain the connection between job and organization, and teams should help translate goals into day-to-day activities.

- Organizations should continue to fulfill traditional responsibilities related to workforce planning, but as part of this they should take extra care to properly define roles.
- By explaining the connection between an employee’s individual job and the organization, managers can build employees’ pride in and motivation toward their day-to-day work,
- Organizations can support employees’ immediate motivation by encouraging co-workers to help one another and understand how organizationally-set goals and roles translate into day-to-day work.

Individuals within a team all have unique skills and strengths. It is only when the contributions of *ALL* team members are valued that teams will function efficiently. Any individual team member can play a

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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**

Once a team knows what its goals are, the various tasks needed to succeed can be identified and assigned to group members. 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
- analyzing 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 organization of the material.
- Information seeker: asks for data; requests additional information or facts.
- Information giver: offers facts or generalizations, 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.
- Summarizer: restates suggestions after the group has discussed them; outlines related ideas or suggestions; provides a précis of the ideas.
- Decision pusher: helps the group to come to closure; makes sure that decisions are reached.
- Planner: prepares timelines and schedules; organizes.
- Spokesperson: speaks on behalf of the group.
- Troubleshooter: asks the 'what if ... ?' questions.

- Diagnoser: 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'.
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- 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.

Excellent strategies for overcoming team conflict are discussed in the recommended reference on team work:

<b>Self-Check 1</b>	<b>Lap Test</b>
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**Instructions:** Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers. Write your answers in the sheet provided in the next page.

1. Describe Make communication to known team activities

**Note: Satisfactory rating - 25 points                      Unsatisfactory - below 25 points**  
You can ask you teacher for the copy of the correct answers.

**Answer Sheet**

Score = _____ Rating: _____
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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<b>Information Sheet-2</b>	<b>Use effective and appropriate skill</b>
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### **Work place context**

#### **Conditions of working environment**

Working conditions refers to the working environment and aspects of an employee's terms and conditions of employment. This covers such matters as: the organization of work and work activities; training, skills and employability; health, safety and well-being; and working time and work-life balance. Pay is also an important aspect of working conditions, although Article 153 of the Treaty on the Functioning of the European Union (TFEU) excludes pay from the scope of its actions in the area of working conditions.

Improving working conditions is one of the goals of the EU. Article 151 TFEU states that: 'The Union and the Member States... shall have as their objectives the promotion of employment, improved living and working conditions, so as to make possible their harmonization while the improvement is being maintained'. Further, Article 153 TFEU states that 'the Union shall support and complement the activities of the Member States' in a range of social policy fields, including working conditions (Article 153 1(b)).

The thinking of the EU on its competences in the area of working conditions has developed considerably over the past half century. The original EEC Treaty of 1957 took the view that the objectives of improved living and working conditions were to be achieved primarily through the mechanisms of the common market. Intervention was only to secure what was consistent with the common market: the free movement of labor. This policy was revised in 1972, when European heads of state agreed that the increasing involvement of labor and management in the economic and social decisions of the Community was desirable. Accordingly, the European Commission was instructed to draw up a Social Action Programme (SAP), the three main objectives of which were: attainment of full and better employment in the Community; improvement of living and working conditions; and increased involvement of management and labor in the economic and social decisions of the Community and of workers in the life of undertakings. Progress towards these objectives took the form of a legislative programme during the 1970s. The Council also established the European Foundation for the Improvement of Living and Working Conditions in 1975 to undertake research into the new and developing area of Community social policy, and to stimulate and provide the scientific basis for the Community's legislative initiatives. The Protocol on Social Policy of the 1992 Treaty of Maastricht (Treaty on European Union), later the new Social Chapter of the EC Treaty, greatly expanded the social competences of the Community to include, among other matters, 'working conditions'. This commitment has been retained in the TFEU (Article 153).

Directives that govern various aspects of working conditions include: the working time Directive (2003/88/EC), which sets out maximum weekly working time and minimum rest periods; and the 1989 framework Directive on health and safety (1989/391/EEC), in the framework of which a number of Directives relating to specific health and safety issues, such as the use of visual display units (VDUs – Directive 90/270/EEC) have been adopted.

## Changes in working conditions

Changes in working conditions and other aspects of the employment relationship can generate serious industrial relations problems. One issue is that workers may not have precise information about their working conditions in the first place. This was addressed by Council Directive 91/533/EEC of 14 October 1991 on an employer's obligation to inform employees of the conditions applicable to the contract or employment relationship. The directive stipulates that the employer must provide information covering all 'essential aspects' of the employment relationship. The employer is obliged to prepare a document with the requisite information, and give it to the employee not later than two months after the commencement of employment. Further, a new document that reflects any changes in core working conditions must be issued.

The normal rule is that an employer cannot change the terms and conditions of employment without the consent of the employee, when such modifications are outside the management prerogative. So, merely informing the employee by a written statement is not conclusive of the existence of an agreed change in the terms. When the employer does not have the right in the contract – if they try to alter rates of pay, hours of work, or the status or grade of the employee – they must obtain the employee's consent before the change can have any legal effect. The existence of a written statement does not mean that it has been agreed and is thus binding. If the employer unilaterally drafts the written information, challenges concerning the accuracy, and hence validity, of the document purporting to comply with the directive's requirements may arise in the absence of any worker input to the document.

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This could be avoided if the document itself cites a collective agreement as the source for changes in terms and conditions.

## Health and safety at work

The main legislation providing for the health and safety of people in the workplace is the Safety, Health and Welfare at Work Act 2005. This Act consolidates and updates the provisions of the Safety, Health and Welfare Act 1989. It applies to all employers, employees (including fixed-term and temporary employees) and self-employed people in their workplaces. The Act sets out the rights and obligations of both employers and employees and provides for substantial fines and penalties for breaches of the health and safety legislation.

**(General Application) Regulations:** Almost all of the specific health and safety laws which apply generally to all employments are contained in the Safety, Health and Welfare at Work (General Application) Regulations 2007. Which came into effect on 1 November 2007? These Regulations replaced the 1993 General Application Regulations and other secondary legislation in the area of health and safety at work.

## Employer's duties

Under **Section 8** of the Act the employer has a duty to ensure the employees' safety, health and welfare at work as far as is reasonably practicable. In order to prevent workplace injuries and ill health the employer is required, among other things, to:

- Provide and maintain a safe workplace which uses safe plant and equipment
- Prevent risks from use of any article or substance and from exposure to physical agents, noise and vibration
- Prevent any improper conduct or behavior likely to put the safety, health and welfare of employees at risk
- Provide instruction and training to employees on health and safety
- Provide protective clothing and equipment to employees
- Appointing a competent person as the organization's Safety Officer

## Employees' duties

The duties of employees while at work are set out in **Section 13** of the Act. These include the following:

- To take reasonable care to protect the health and safety of themselves and of other people in the workplace
- Not to engage in improper behavior that will endanger themselves or others
- Not to be under the influence of drink or drugs in the workplace
- To undergo any reasonable medical or other assessment if requested to do so by the employer
- To report any defects in the place of work or equipment which might be a danger to health and safety

## Risk assessment and safety statement

Under the Safety, Health and Welfare at Work Act 2005 every employer is required to carry out a risk assessment for the workplace which should identify any hazards present in the workplace, assess the risks arising from such hazards and identify the steps to be taken to deal with any risks.

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The employer must also prepare a safety statement which is based on the risk assessment. The statement should also contain the details of people in the workforce who are responsible for safety issues. Employees should be given access to this statement and employers should review it on a regular basis. The Health and Safety Authority has published guidelines on risk assessments and safety statements.

### **Protective equipment and measures**

The employer should tell employees about any risks that require the wearing of protective equipment. The employer should provide protective equipment (such as protective clothing, headgear, footwear, eyewear, gloves) together with training on how to use it, where necessary. An employee is under a duty to take reasonable care for his/her own safety and to use any protective equipment supplied. The protective equipment should be provided free of charge to employees if it is intended for use at the workplace only. Usually, employees should be provided with their own personal equipment.

There is a range of measures that employers must take in regard to visual display units (VDUs). These include examining the reflection and glare, the operator's position in front of the VDU, the keyboard and the software used. Operators must be given adequate breaks from the VDU. In addition, employers must arrange for eye tests and, if required, make a contribution towards the purchase of prescription eyeglasses. The Health and Safety Authority (HSA) has published.

### **Reporting accidents**

All accidents in the workplace should be reported to the employer, who should record the details of the incident. Reporting the accident will help to safeguard social welfare and other rights which may arise as a result of an occupational accident. An employer is obliged to report any accident that results in an employee missing 3 consecutive days at work (not including the day of the accident) to the Health and Safety Authority.

### **Health and safety leave**

An employer should carry out separate risk assessments in relation to pregnant employees. If there are particular risks to an employee's pregnancy, these should be either removed or the employee moved away from them. Under Section 18 of the Maternity Protection Act 1994 if neither of these options is possible, the employee should be given health and safety leave from work, which may continue up the beginning of maternity leave. If a doctor certifies that night work would be unsuitable for a pregnant employee, the employee must be given alternative work or health and safety leave.

Following an employee's return to work after maternity leave, if there is any risk to the employee because she has recently given birth or is breastfeeding, it should be removed. If this is not possible, the employee should be moved to alternative work. If it is not possible for the employee to be assigned alternative work, she should be given health and safety leaving. If night work is certified by a doctor as being unsuitable after the birth, alternative work should be provided. If alternative work cannot be provided, the employee should be given health and safety leaving.

Time spent on health and safety leave is treated as though the employee has been in employment, and this time can be used to accumulate annual leave entitlement. The employee is not entitled to leave for any public holidays that occur during health and safety leave. During health and safety leave,

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employers must pay employees their normal wages for the first 21 days (3 weeks), after which Health and Safety Benefit may be paid.

### **Health and safety and young people**

An employer should carry out a separate risk assessment in relation to an employee under 18 years of age. This risk assessment should be carried out before the young person is employed. If certain risks are present, including risks that cannot be recognized or avoided by the young person due to factors like lack of experience, the young person should not be employed.

### **Violence in the workplace**

The possibility of violence towards employees should be addressed in the safety statement. For example, factors like the isolation of employees and the presence of cash on the premises need to be taken into account. Proper safeguards should be put into place to eliminate the risk of violence as far as possible and the employee should be provided with appropriate means of minimizing the remaining risk, for example, security glass.

### ***How to apply***

If you have an accident at work you can apply for Injury Benefit. This is a weekly payment from the Department of Social Protection if you are unfit for work due to an accident at work or an occupational disease. Under the Medical Care Scheme you can claim certain medical costs that are not paid by the Health Service Executive (HSE) or covered by Treatment Benefit Scheme. You can find out more about these payments in our document on the Occupational Injuries Benefit Scheme.

If you have suffered an injury at work, you cannot seek compensation from your employer under the health and safety legislation but you can make a personal injury claim through [InjuriesBoard.ie](http://InjuriesBoard.ie)

[InjuriesBoard.ie](http://InjuriesBoard.ie) is an independent statutory body which gives an independent assessment of personal injury claims for compensation following an accident. It will only give an assessment of compensation where the person responsible is not seeking a decision on liability, or, in other words, where legal issues are not disputed. All claims involving workplace accidents (employer liability cases) must be submitted to [InjuriesBoard.ie](http://InjuriesBoard.ie) before starting legal proceedings. All personal injury claims (excluding medical negligence) must also be submitted to [InjuriesBoard.ie](http://InjuriesBoard.ie). It assesses compensation quickly but doesn't award costs for or against either party. If either you or your employer rejects the assessment the Board will issue you with an authorization allowing you to make a claim through the civil courts. If you wish to make a complaint of victimization or about your rights under the Safety, Health and Welfare at Work Act you should apply using the new single complaint form

<b>Self-Check 2</b>	<b>Lap Test</b>
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**Instructions:** Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers. Write your answers in the sheet provided in the next page.

1. Define Uses of effective and appropriate skill in team environment?

**Note: Satisfactory rating - 25 points                      Unsatisfactory - below 25 points**  
You can ask you teacher for the copy of the correct answers.

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_  
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<b>Information Sheet-3</b>	<b>Development team work by understanding team role, objectives and individual competences</b>
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**Team:-**is a comprise group of people linked in a common purpose

-are especially appropriate for conducting tasks that are high in complexity & have many interdependent subtasks.

**Group:-**is a collection of people who interact with each other, are working toward some common purpose, and perceive themselves to be a group

- Teams are types of groups
- Teams are relatively small, group can be large
- Teams members are mutually accountable some groups have members who are not necessarily accountable to other group members
- Teams share a common goal, some groups can share goals but do not have to possess shared objectives
- Types of team

1. Production team:- such as factory teams, manufacture or assemble products on a repetitive basis.

2. Service team:- such as maintenance crews & food services, conduct repeated transactions with customers.

3. Management team:- composed of managers, work together, plan, develop policy, or coordinate the activities of an organization.

4. Project team:-research & engineering team, bring experts together to perform a specific task within a defined period.

5.Action or performing teams:-sports team entertainment, surgery teams engage in brief performance that are repeat under new conditions & that require specialized skills & extensive training or preparation.

6. Parallel teams:-are temporary teams that operate outside normal work, such as employee environment groups & advisory committees that provide suggestions or recommendations for changing an organization.

### Team role

#### **Action Oriented Role:**

**Implementer** – The implementer’s strength lies in translating the team’s decisions and ideas into manageable and practical tasks or actions.

**Shaper** – The shaper’s strength lies in being goal directed. The shaper is a dynamic individual who boldly challenges others during discussions, can handle work pressures and has the courage to overcome obstacles.

**Completer/Finisher** - The completer/finisher’s strength lies in meticulousness, attention to detail and the ability to meet deadlines.

#### **People Skills Oriented Role:**

**Co-coordinator** - The co-coordinator’s strength lies in enabling and facilitating interaction and decision making.

**Team worker** - The team worker’s strength lies in being a good listener, being collaborative, co-operative, easy going and tactful.

**Resource Investigator** - The resource investigator’s strength lies in being an extrovert who can develop contacts, communicate well, explore new ideas and opportunities, and bring enthusiasm and drive to the team effort.

#### **Cerebral/Intellectual Role:**

**Planter** - The planter’s strength lies in problem solving and out-of-the-box thinking.

**Monitor/Evaluator** - The monitor/evaluator’s strength lies in good judgment and good strategic thinking ability.

**Specialist** – The specialist’s strength lies in being a dedicated and focused individual who likes to learn and constantly build his or her knowledge. The specialist likes to dig deep and is therefore a good resource who can contribute information and knowledge in a team situation.

#### **Being Effective team player**

Team play is a highly regarded workplace behavior. Many skills, actions, and attitudes contribute to effective team play.

#### **A. Task-Related Actions & Attitudes**



Task-Related Actions & Attitudes focus on work itself more than on interpersonal relations

1. Possesses and shares technical expertise
2. Assumes responsibility for problems
3. is willing to commit to team goals
4. is able to see big picture
5. Is willing to try something new

### **People-Related Actions & Attitudes**

Outstanding team players recognize that effective interpersonal relationships are important for getting tasks accomplished

1. Trust team members
2. Share credit
3. Recognize the interests & achievements of others
4. Listen actively & share information
5. Give & receive criticism
3. Do not rain on another team member's parade

Characteristics

**Size**-two or more people

**Skills**-largely d/t but complementary

**Goals**- largely compatible

**Methods**-share mode of operation

**Communication**-use agreed upon means to communicate & collaborate

**Relationship**-interdependent

### Work as a team member

working on teams can be rewarding, but at times it can be difficult and downright frustrating. If there are poor communicators on your team, you may often feel left in the dark, confused or misunderstood. To create a successful team, effective communication methods are necessary for both team members and leaders. Even though some people understand their communication skills need improving, many aren't certain how to improve them. So, in the following article, we've outlined how to avoid some common team blunders as well as some helpful advice on how to be a better teammate or leader overall. Go...  
team!

### **If you're a Team Member**

#### **Communicate, and Communicate**

If you have a problem with someone in your group, talk to him about it. Letting bad feelings brew will only make you sour and want to isolate yourself from the group. Not only does it feel good to get it out, but it will be better for the team in the long run.

### **Doesn't Blame Others**

People in your group lose respect for you if you're constantly blaming others for not meeting deadlines. You're not fooling anyone; people know who isn't pulling his weight in a group. Pointing the finger will only make you look cowardly. Group members understand if you have a heavy workload and weren't able to meet a deadline. Saying something like, "I'm really sorry, but I'll get it to you by the end of today." will earn you a lot more respect than trying to make it seem like it's everyone else's fault that *you* missed *your* deadline.

### **Support Group Member's Ideas**

if a teammate suggests something, always consider it – even if it's the silliest idea you've ever heard! Considering the group's ideas shows you're interested in other people's ideas, not just your own. And this makes you a good team member. After all, nobody likes a know-it-all.

### **No Bragging**

It's one thing to rejoice in your successes with the group, but don't act like a superstar. Doing this will make others regret your personal successes and may create tension within the group. You don't have to brag to let people know you've done a good job, people will already know. Have faith that people will recognize when good work is being done and that they'll let you know how well you're doing. Your response? Something like "Thanks that means a lot." is enough.

### **Listen Actively**

Look at the person who's speaking to you, nod, ask probing questions and acknowledge what's said by paraphrasing points that have been made. If you're unclear about something that's been said, ask for more information to clear up any confusion before moving on. Effective communication is a vital part of any team, so the value of good listening skills shouldn't be underestimated.

### **Get Involved**

Share suggestions, ideas, solutions and proposals with your team members. Take the time to help your fellow teammates, no matter the request. You can guarantee there will be a time in the future when you'll need some help or advice. And if you've helped them in past, they'll be more than happy to lend a helping hand.

<b>Self-Check 3</b>	<b>Lap Test</b>
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**Instructions:** Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers. Write your answers in the sheet provided in the next page.

1. Define role team role, objectives and individual competences?

**Note: Satisfactory rating - 25 points                      Unsatisfactory - below 25 points**  
You can ask you teacher for the copy of the correct answers.

**Answer Sheet**

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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## **Materials Management**

## **Waste Reduction**

<b>List of Reference Materials</b>
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