

VEHICLE ENGINE OVERHAULING

Learning Guide# Level III

Unit of Competence: **Lead Small Teams**

Module Title: **Leading Small Teams**

TLM Code: EIS VEO3 **TTLM** 08 1016

LG Code: EIS VEO3 LG 08 1016

LO 1: Provide team leadership

Instruction Sheet	Learning Guide 1
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- 1.1 Job requirements, including method, process and equipment.
- 1.2 Job specifications and interpret following working manual.
- 1.3 OH&S requirements, including personal safety needs, throughout the work in accordance with safety rules.

Prepared by:

Belaynesh Urgesa

1.4 Types equipment and tools and check for safe and effective operation.

1.5 Minimise task time based on work requirement.

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 –

1.1 Use work instructions to determine job requirements, including method, process and equipment.

1.2 Read Job specifications and interprets following working manual.

1.3 Observe OH&S requirements, including personal safety needs, throughout the work in accordance with safety rules.

1.4 Identify equipment and tools and check for safe and effective operation.

1.5 Determine procedures to minimise task time based on work requirement

Learning Activities

1. Read the specific objectives of this Learning Guide.

2. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask you trainer for assistance if you have hard time understanding them.

3. Accomplish the “Self-check”.

4. If you earned a satisfactory evaluation proceed to “another Information Sheet”. However, if your rating is unsatisfactory, see your teacher for further instructions.

5. Submit your accomplished Self-check. This will form part of your training portfolio.

6. You are provided with a CD containing lessons on how prepare work area

7. Read all the contents of the CD and try to understand the procedures discussed. Additional readings are provided in Operation Sheet.

8. 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.

9. Do the “LAP test” (if you are ready) and show your output to your teacher. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work.

Information Sheet-1	Provide team leadership
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1.1 Learning and development needs

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Team leadership is the management of a group of people brought together to work to achieve a common goal. In order to get everyone to work as one functioning team, the leader must motivate and inspire his or her followers. Leadership of a team involves assigning followers to tasks, supporting members, and overseeing projects.

Keeping track of projects in team leadership situations means taking responsibility and being able to switch gears. The leader must be adaptable and flexible when things aren't going according to his or her original plan. The leader is responsible for making sure everything gets back on track and having the team working together to make the project successful. Good leaders know how to inspire their team through all types of situations, including setbacks and challenges.

A good leader never hands off a project or task to team members without following through and offering support and guidance. Team leadership is about accomplishing a goal through many people working together, but this cannot occur efficiently unless everyone knows his or her role. Leaders give team members specific responsibilities that suit their experience and job description. The leader is not only responsible for the outcome of a project, but also for building a strong, effective team. Effective leaders understand how much as well as the type of support each team member needs in order to fulfill his or her role in a project.

- The individuals who are the leaders in an organization, regarded collectively.
- The activity of leading a group of people or an organization or the ability to do this.

Leadership involves:

1. Establishing a clear vision,
2. Sharing that vision with others so that they will follow willingly,
3. Providing the information, knowledge and methods to realize that vision, and
4. Coordinating and balancing the conflicting interests of all members and stakeholders.

A leader steps up in times of crisis, and is able to think and act creatively in difficult situations. Unlike management, leadership cannot be taught, although it may be learned and enhanced through coaching or mentoring. Someone with great leadership skills today is Bill Gates who, despite early failures, with continued passion and innovation has driven Microsoft and the software industry to success.

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- The act of inspiring subordinate to perform and engage in achieving a goal.

1.2 Organizational requirements

Over the past two decades organizations have encouraged their employees to be career self reliant. They've been telling employees to "take charge" of their own careers and not rely on the organization to provide guidance.

While this worked to some extent, the changing expectations of employees in the workplace require greater collaboration. While I do believe that employees must take charge, the organization needs to help facilitate the process by providing clarity and opportunity.

In this new world, based on the work and research I have done in career management, I believe there are six key things that organizations can do to help facilitate career success:

1. Clearly communicate the strategy, direction of the organization

In order to ensure an employee's career goals are aligned with the company's goals, the company needs to be open about its strategy and future directions.

If the company plans on pursuing new opportunities which would make some skill sets obsolete, employees should know this up front and decide for themselves if it is time to move on or if they want to be on the forefront of developing new skills to help explore new opportunities. Employees can't be in charge of their career and make good career decisions if they don't understand where the organization is going.

2. Helping to learn about new opportunities within the organization

Many employees find it easier to leave their current organization to get new experiences and build their portfolio of skills than to take a new role in a different function within the current organization. In fact, it is common for managers to hoard good talent for their own personal needs than to look at what is best for the individual and the organization.

Senior management can help change this behavior by encouraging and facilitating internal transfers. Some organizations even help employees'

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broker relationships with people in other functions/divisions to help them explore new opportunities within the organization.

If employees value growth and learning, then we must find new ways for them to learn the business within the organization. Moving to different functions can help build a breadth of knowledge of the organization that will help individuals build leadership skills. Managers need to get better at looking beyond their own group for growth opportunities for their direct reports.

3. Proactively manage opportunities for high-potential employees

Most people learn through experience, so getting access to development opportunities is key for retaining top talent and keeping them engaged. However, more often than not access to new opportunities is either dependent on being in the right place at the right time, or being connected and hearing about the opportunity before others.

When we leave it up to managers to find development opportunities for their employees our results are often hit or miss.

When considering your most valuable employees it is important to be more purposeful in their development and to plan for key experiences that will help to develop the skills they need to become good managers or leaders. Some companies have taken the approach of creating a talent council where the most high-potential employees are discussed and their development needs identified. Then this council works to identify upcoming openings or special assignments that will help to build the skills or experiences needed for personal growth.

4. Help employees customize their own career

Employees have different cycles in their lives and the employers who are most able to attract them are those that will allow employees to ramp up or ramp down during their career depending on different events going on in their personal lives.

This allows the individual to integrate themselves with their work as opposed to choose work or family. For some organizations this may mean redesigning some roles to allow for individuals to be successful as they define success.

If organizations were better at customizing careers for individuals we would not see the type of mass exodus of women leaders that has

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historically been true. These women are not leaving the workplace because they don't want to work; they are leaving because it is impossible to manage their workloads from their personal and work lives. Although women may have been the proverbial "canary in a coal mine" we are now seeing these new expectations being held by all employees - men and women alike.

5. Clearly articulate expectations at different levels

Employees often get frustrated when they don't know how to get ahead and they don't understand how to develop themselves for the future. By being clear about performance expectations for the future, and at different levels of the organization, employees will be able to more accurately self-assess if they have what it takes to move ahead in the organization.

Many organizations have employees rate themselves and managers rate their employees as part of a performance management or career management conversation. Sometimes employees may have an inaccurate perception of their ability to advance in the organization, and having clear expectations will help managers with that very difficult conversation.

6. Managers are the key source for developmental experiences

Most organizations are stuck in the model of offering a laundry list of training courses for employees and believing that this suffices for the organization's responsibility in career management. But if you open up any article or text book on adult learning, it will say that 70 percent of our learning should come from on-the-job developmental experiences, 20 percent should come from learning from others, and only 10 percent from taking courses/reading books.

Managers have not fully realized the critical role they play in understanding the career goals of their employees and crafting development opportunities that help them to achieve their goals.

To get work accomplished, we tend to ask people to do things they already know how to do. This is particularly true today when we have to

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do more with less and expediency is very helpful. But if our managers are not proactively thinking about special assignments or roles for team members with potential for advancement, then how will employees be able to continuously learn and grow?

Given the changing expectations of employees to fully leverage their talents, continuously develop, and blend work and life more effectively we must reexamine how we manage careers today. We have provided here six ways to help organizations manage the new career expectations; now it is up to you to develop new programs and policies that will provide smooth sailing into the future.

Self-Check 1	Written Test
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Name: _____ Date: _____

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

- 1. Define team leadership.**
- 2. Write the involvement of leadership.**
- 3. What are the six key things that organizations can do to help facilitate career success?**
- 4. In order to ensure an employee's career goals are aligned with the company's goals, the company needs_____.**
- 5. Write the reasons of the women are not leaving the workplace.**

Answer key of Self-Check
1:_____

Operation Sheet-1	Provide team leadership
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Purpose: Improve skills of team leadership.

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Condition and situation for the operation:

Equipment, Tools and Materials:

Procedure: Cd is available and sees the correct procedure in preparing the vehicle for minor inspection

LAP Test-1

Practical Demonstration

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions:

1. You are required to perform the following:

1.1 Before the training session start you are going to clean the work area.

1.2 Then the teacher observe the student if he/she perform preparation of workplace.

1.3 After training session end they are clean again the workshop.

2. Request your teacher for evaluation and feedback

List of Reference Materials

- 1, Table
- 2, Paper
- 3, Pen and pencil

LO 2: Foster individual and organizational growth

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Instruction Sheet	Learning Guide 2
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- 1.1 Job requirements, including method, process and equipment.
- 1.2 Job specifications and interpret following working manual.
- 1.3 OH&S requirements, including personal safety needs, throughout the work in accordance with safety rules.
- 1.4 Types equipment and tools and check for safe and effective operation.
- 1.5 Minimise task time based on work requirement.

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 –

- 1.1 Use work instructions to determine job requirements, including method, process and equipment.
- 1.2 Read Job specifications and interprets following working manual.
- 1.3 Observe OH&S requirements, including personal safety needs, throughout the work in accordance with safety rules.
- 1.4 Identify equipment and tools and check for safe and effective operation.
- 1.5 Determine procedures to minimise task time based on work requirement

Learning Activities

- 10. Read the specific objectives of this Learning Guide.
- 11. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask you trainer for assistance if you have hard time understanding them.
- 12. Accomplish the “Self-check”.
- 13. If you earned a satisfactory evaluation proceed to “another Information Sheet”. However, if your rating is unsatisfactory, see your teacher for further instructions.
- 14. Submit your accomplished Self-check. This will form part of your training portfolio.
- 15. You are provided with a CD containing lessons on how prepare work area
- 16. Read all the contents of the CD and try to understand the procedures discussed. Additional readings are provided in Operation Sheet.
- 17. 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.
- 18. Do the “LAP test” (if you are ready) and show your output to your teacher. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work.

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Strong leaders are very good at aligning individual interests, strengths, and goals with the work that needs to be done. To paraphrase Joseph Campbell's famous dictum, they help people follow their bliss. Peter Ducker once observed, "Whenever anything is being accomplished, it is being done, I have learned, by a monomaniac with a mission."

Strong leaders harness the passion of the monomaniacs on their team to bring about change. Even if this passion is against the leader's change, it is still valuable since a leader knows that resistance to change is far better than apathy. The stronger the resistance, the stronger the energy that's available. So leaders dig deeper to understand the source of the resistance and either rethinks the change based on the wisdom they uncover, or they harness and realign the energy of that resistance.

When a team member approaches the leader with an improvement suggestion (and this happens to leaders more frequently than to conventional managers), the leader will first probe to see how deep his or her passion might be for the change. If it's reasonably strong and the idea merits testing, the leader will often give the team member responsibility for trying out or implementing the change. This creates higher ownership and nurtures a team of people who get directly and actively involved in making improvements. This high-involvement leadership sharply contrasts with the traditional approach of frontline people making suggestions for management or other departments to implement — and then grumbling in the hallways that nobody ever acts on their suggestions.

Strong leaders engage people's hearts. They build ever-deeper passion and commitment. The key leadership word is "care." When we care about our work, we will often be harder on ourselves than anyone else would dare to be. When we really care about the customers we serve, we'll go out of our way to ensure that each "moment of truth" (contact with customers) is as positive as we can make it. When we care about making our organization successful, we'll go above and beyond our job to do whatever it takes to be part of a winning team. When we care about our products or services, we'll do whatever it takes to continue feeling proud of what we do. Leaders care deeply about the people in their organization. Team members feel their care and reciprocate it.

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“Of all the decisions a manager makes, none is as important as the decisions about people because they determine the performance capacity of the organization...the goal is to make productive the specific strengths and knowledge of each individual.

An old bit of Texas wisdom teaches us that “you can put your boots in the oven, but that don’t make them biscuits.” Leaders know that nothing kills passion and commitment in their organization more than bad hiring and promotion decisions. That’s why leaders spend a huge amount of time assessing new people they are hiring and everyone they’re considering promoting.

The average manager will interview someone once or twice before making a hiring decision. Strong leaders will put candidates through four to six personal, peer, and team interviews. A study by the Center for Creative Leadership found that when one individual made hiring decisions for management positions, the newly hired manager was judged to be successful just 35 percent of the time. When a hiring team of four or five made the decision, success rose to 55 percent. But when the small group included both customers and subordinates, success rates soared to 70 percent.

Self-Check 2	Written Test
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Name: _____

Date: _____

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

- 1. What is the job of Strong leaders?**
- 2. What is the key leadership word?**
- 3. When we care about our work,**
_____.
- 4. Why “Of all the decisions a manager makes, none is as important as the decisions about people?**
- 5. How many times will interview someone before making a hiring decision?**

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Operation Sheet-2	Foster individual and organizational growth
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Purpose: Maximize individual and organizational growth of leadership.

Condition and situation for the operation:

Equipment, Tools and Materials:

Procedure: Cd is available and sees the correct procedure in preparing the vehicle for minor inspection.

LAP Test-2	Practical Demonstration
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions:

1. You are required to perform the following:
 - 1.1 Before the training session start you are going to clean the work area.
 - 1.2 Then the teacher observe the student if he/she perform preparation of workplace.
 - 1.3 After training session end they are clean again the workshop.
2. Request your teacher for evaluation and feedback

List of Reference Materials

- 1, Table
- 2, Paper
- 3, Pen and pencil

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LO 3: Monitor and evaluate workplace learning

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

- 1.1 Job requirements, including method, process and equipment.
- 1.2 Job specifications and interpret following working manual.
- 1.3 OH&S requirements, including personal safety needs, throughout the work in accordance with safety rules.
- 1.4 Types equipment and tools and check for safe and effective operation.
- 1.5 Minimise task time based on work requirement.

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 –

- 1.1 Use work instructions to determine job requirements, including method, process and equipment.
- 1.2 Read Job specifications and interprets following working manual.
- 1.3 Observe OH&S requirements, including personal safety needs, throughout the work in accordance with safety rules.
- 1.4 Identify equipment and tools and check for safe and effective operation.
- 1.5 Determine procedures to minimise task time based on work requirement

Learning Activities

- 19. Read the specific objectives of this Learning Guide.
- 20. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask you trainer for assistance if you have hard time understanding them.
- 21. Accomplish the “Self-check”.
- 22. If you earned a satisfactory evaluation proceed to “another Information Sheet”. However, if your rating is unsatisfactory, see your teacher for further instructions.
- 23. Submit your accomplished Self-check. This will form part of your training portfolio.
- 24. You are provided with a CD containing lessons on how prepare work area
- 25. Read all the contents of the CD and try to understand the procedures discussed. Additional readings are provided in Operation Sheet.

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26. 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.

27. Do the "LAP test" (if you are ready) and show your output to your teacher. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advise you on additional work.

Information Sheet-3	Monitor and evaluate workplace learning
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Monitoring programs offer an established, proven best practice to enhance organizational and individual learning. Given the variety of units and classifications of staff at KU, we chose to experiment with different types of mentoring programs. This section presents two programs: a one-to-one program offered to the professional librarians as part of the university faculty mentoring program, and a group mentoring program offered to managerial staff.

At KU, the provost's office requires each not-yet-tenured library faculty member to have an assigned mentor (as are not-yet-tenured faculty in all departments and schools). The mentor serves a variety of purposes, but in essence is another resource person that the newer faculty member can turn to for advice and coaching on career and job issues, including the promotion and tenure process. In recent years, the KU Libraries has investigated best practices in mentoring and strengthened its mentoring program.

In 2002, the dean of libraries appointed a task group to recommend ways to improve the existing, rather informal mentoring program in the libraries. The group engaged in a process to learn more about mentoring programs at other research libraries with faculty status (a particularly good one at Louisiana State University was found), completed a literature search for relevant research, talked with colleagues at other institutions, and assessed the needs of the libraries' faculty.¹¹ The dean and the library faculty governance group accepted the task group's recommendations, and the revamped mentoring program debuted with a daylong retreat facilitated by an outside consultant with special expertise in library mentoring programs. Initial mentor-mentee assignments were made by a four-person. Mentoring Committee that recruited a pool of potential mentors for about a dozen

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untenured librarians and helped match mentee interests and needs with mentor interests and strengths.

During the first year of operation, the Mentoring Committee guided the program, met or communicated frequently with mentors and mentees, and made recommendations for improving the program. Improvements included giving supervisors, administrators, and the mentee more say in the selection of mentors; asking mentors and mentees to spend some time each year assessing how the relationship was working and whether it should continue; and identifying additional ways to stimulate discussions, both individual and group, between mentors and mentees. Plans for the third year of the program include an all-day session with our original outside facilitator to review our progress, explore ideas for further improvement, and improve coaching skills

. Another approach to mentoring, group mentoring, builds collaboration between mentors and mentees without the commitments required in one-on-one relationships. In 2002, KU began a group mentoring program for women within Information Services with the purpose of growing the professional skills of middle-level women managers.

The goal is to provide support for women professionals and empower them to progress in their chosen career paths with a focus on what they found useful. Mentoring activities have included open group discussions, educational presentations from faculty and staff experts, and individual mentoring meetings. The group meetings have provided the opportunity for the mentees to receive a diversity of views from the mentors and from their own peers. These meetings developed a lateral network of relationships for the participants that have decreased the time spent by the mentors but increased the range of coaching available to the mentees. Participants have found that the mentoring activities provide an important source of trust, strong relationships, and interpersonal support. Mentors are encouraged to take an educational approach to providing guidance and to share insights from their experiences. Mentees are encouraged to ask for the opportunities they need to grow their professional skills and to learn strategies for management of professional projects, employee issues, and interpersonal work relationships. The program is based on a curriculum focused on leadership and management skill sets, compiled with the assistance of KUHRPD.

Self-Check 3	Written Test
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Name: _____

Date: _____

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Directions: Say true or false

- 1. Monitoring programs offer an established, proven best practice to enhance organizational and individual learning.**
- 2. Initial mentor-mentee assignments were made by a three-person.**
- 3. Mentors are encouraged to take an educational approach to providing guidance and to share insights from their experiences.**
- 4. . In 2002, KU began a group mentoring program for children within Information Services with the purpose of growing the professional skills of middle-level women managers.**
- 5. During the first year of operation, the Mentoring Committee guided the program, met or communicated frequently with mentors and mentees, and made recommendations for improving the program.**

Operation Sheet-3	Monitor and evaluate workplace learning
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Purpose: To monitor and evaluate workplace learning

Condition and situation for the operation:

Equipment, Tools and Materials:

Procedure: Cd is available and sees the correct procedure in preparing the vehicle for minor inspection.

LAP Test-3	Practical Demonstration
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Name: _____ Date: _____

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Time started: _____ Time finished: _____

Instructions:

1. You are required to perform the following:
 - 1.1 Before the training session start you are going to clean the work area.
 - 1.2 Then the teacher observe the student if he/she perform preparation of workplace.
 - 1.3 After training session end they are clean again the workshop.
2. Request your teacher for evaluation and feedback

List of Reference Materials

- 1, Table
- 2, Paper
- 3, Pen and pencil

LO 4: Develop team commitment and cooperation

Instruction Sheet	Learning Guide 4
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- 1.1 Job requirements, including method, process and equipment.
- 1.2 Job specifications and interpret following working manual.
- 1.3 OH&S requirements, including personal safety needs, throughout the work in accordance with safety rules.
- 1.4 Types equipment and tools and check for safe and effective operation.
- 1.5 Minimise task time based on work requirement.

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 –

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- 1.1 Use work instructions to determine job requirements, including method, process and equipment.
- 1.2 Read Job specifications and interprets following working manual.
- 1.3 Observe OH&S requirements, including personal safety needs, throughout the work in accordance with safety rules.
- 1.4 Identify equipment and tools and check for safe and effective operation.
- 1.5 Determine procedures to minimise task time based on work requirement

Learning Activities

28. Read the specific objectives of this Learning Guide.
29. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask you trainer for assistance if you have hard time understanding them.
30. Accomplish the “Self-check”.
31. If you earned a satisfactory evaluation proceed to “another Information Sheet”. However, if your rating is unsatisfactory, see your teacher for further instructions.
32. Submit your accomplished Self-check. This will form part of your training portfolio.
33. You are provided with a CD containing lessons on how prepare work area
34. Read all the contents of the CD and try to understand the procedures discussed. Additional readings are provided in Operation Sheet.
35. 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.
36. Do the “LAP test” (if you are ready) and show your output to your teacher. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work.

Information Sheet-4	Develop team commitment and cooperation
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A focus on employee development has always been essential for any organization. In recent years we have been particularly challenged to find resources for professional development (PD) as major technology projects have taken a large share of the overall budget, and PD can be one of the first items cut. As Paul Gander and Cynthia Golden explained in a recent *EDUCAUSE Quarterly* article, however, there are many ways to design and implement PD programs that do not require a large investment of financial

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resources.¹⁴ One of the least expensive ways to fund a program is to take full advantage of the resources on your campus.

As KU began to develop the organizational learning infrastructure, clearly a major increase in monetary commitments was not realistic. Although we increased PD resources, much of the increase went to additional technical training and education in new technologies, which we considered a high priority. Therefore, we needed to find other ways of providing resources. Two strategies proved critical to our success: a partnership with the KU Human Resources Department Professional Development staff, and soliciting participation from faculty experts. We found common ground with the HR organizational development staff in their willingness to share their professional knowledge and offer customized programs for Information Services. They appreciated our willingness to learn and take a "train the trainers" approach to our programs so that the contact hours for their experts were reduced. This also provided great learning opportunities for members of the Information Services staff.

A somewhat unusual approach to resource allocation was our relationship with faculty experts. Mostly they were happy to donate their time as consultants because it gave them the opportunity to see their expertise applied in a functional setting. We also found that doing something meaningful for them in return turned out to be easy and fairly inexpensive. One of the most popular gestures was supplying a small grant for their travel in exchange for consultant time. We found this far less expensive than hiring outside consultants, and it had the additional benefit of developing faculty members' knowledge of Information Services work and our knowledge of their needs. We believe the future holds great promise for building on expertise found within the collaborative networks of the university, adding strength to our professional networks.

Successful organizations today know that teams make a big difference in achieving strategic goals. Teams that are strong, flexible, and productive can be the competitive edge needed to produce better results, achieve higher quality, lower costs for the organization and the customer. With active involvement, High-Performing Teams can help promote employees bottom line results, as well as their adaptability, quality, service, and safety. To achieve these objectives, teams have to start doing things differently. Team members and leaders need to communicate more effectively with each other, encourage more involvement, tap into one another's creativity, overcome the group's resistance to change, and renew team spirit. But this change can also create difficulty for some who may lack the knowledge, understanding, or a mind set that is conducive to teamwork.

Team Building for High Performance Teams is designed to provide skills

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and promote high levels of team performance and team member satisfaction.

The team building goal in this learning journey is to help participants develop increased awareness of team dynamics, practical skills for maximizing team performance, and developing a belief in the power of teamwork. Team building assists participants in planning specific improvements in the way the team operates. Participants will gain an integrated set of skills that can be applied anytime and anywhere, while enhancing their team performance, leadership abilities, and team unity. The result of applying these skills will be serious TEAMWORK - not teamwork in the ordinary sense, but something stronger, more committed, more productive, and more personal.

Self-Check 4	Written Test
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Name: _____

Date: _____

Directions: Say true or false

- 1. A focus on employee development has always been essential for some organization.**
- 2. Team Building for High Performance Teams is designed to provide skills and promote high levels of team performance and team member satisfaction.**
- 3. Successful organizations today know that teams make a big difference in achieving strategic goals.**
- 4. Mostly they were happy to donate their time as consultants because it gave them the opportunity to see their expertise applied in a functional setting.**
- 5. High-Performing Teams can help promote employees bottom line results, as well as their adaptability, quality, service, and safety.**

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Operation Sheet-4

Develop team commitment and cooperation

Purpose: To develop team commitment and cooperation.

Condition and situation for the operation:

Equipment, Tools and Materials:

Procedure: Cd is available and sees the correct procedure in preparing the vehicle for minor inspection.

LAP Test-4

Practical Demonstration

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions:

1. You are required to perform the following:

1.1 Before the training session start you are going to clean the work area.

1.2 Then the teacher observe the student if he/she perform preparation of workplace.

1.3 After training session end they are clean again the workshop.

2. Request your teacher for evaluation and feedback

List of Reference Materials

- 1, Table
- 2, Paper
- 3, Pen and pencil

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LO 5: Facilitate accomplishment of organizational goals

Instruction Sheet	Learning Guide 5
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- 1.1 Job requirements, including method, process and equipment.
- 1.2 Job specifications and interpret following working manual.
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- 1.4 Types equipment and tools and check for safe and effective operation.
- 1.5 Minimise task time based on work requirement.

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 –

- 1.1 Use work instructions to determine job requirements, including method, process and equipment.
- 1.2 Read Job specifications and interprets following working manual.
- 1.3 Observe OH&S requirements, including personal safety needs, throughout the work in accordance with safety rules.
- 1.4 Identify equipment and tools and check for safe and effective operation.
- 1.5 Determine procedures to minimise task time based on work requirement

Learning Activities

- 37. Read the specific objectives of this Learning Guide.
- 38. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask you trainer for assistance if you have hard time understanding them.
- 39. Accomplish the “Self-check”.
- 40. If you earned a satisfactory evaluation proceed to “another Information Sheet”. However, if your rating is unsatisfactory, see your teacher for further instructions.
- 41. Submit your accomplished Self-check. This will form part of your training portfolio.

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42. You are provided with a CD containing lessons on how prepare work area

43. Read all the contents of the CD and try to understand the procedures discussed. Additional readings are provided in Operation Sheet.

44. 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.

45. Do the "LAP test" (if you are ready) and show your output to your teacher. Your teacher will evaluate your output either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work.

Information Sheet-5	Facilitate accomplishment of organizational goals
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There are a number of signals that indicate the work team is committed and cooperating. These include:

- maintaining or increasing quality
- reaching or exceeding production targets
- decreasing complaints from team members
- limited conflict between team members
- fewer workplace injuries.

At Disney, leadership is not defined by your title - it's defined by your actions. Our leaders proactively work to align their values with the Company's vision and the result is a motivated, innovative, and productive workforce. We believe every leader has the opportunity to serve as a role model for future generations and that the way you lead tells a story about your values and creates a leadership legacy. Think of this opportunity as the start of your very own leadership journey.

Course Benefits

Gain insight into time-tested Disney methods while embarking on your own leadership journey. Throughout this experience, you will learn the details of the Disney perspective on leadership and how to adapt it to your journey.

You will learn how to:

- Identify the personal and organizational values that drive you as a leader.
- Establish a vision for your leadership future.

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- Align processes and procedures with your personal and organizational values.
- Communicate values and vision to all members of your organization.
- Ensure sustained success through monitoring and measuring values-alignment.
- Establish a leadership legacy that inspires others to excel as leaders.

As a business owner, you depend on your team leaders to make sure your company remains the well-oiled machine it was when you were directly supervising the cleaners. In order to do that you must first coach your team leaders on how to be leaders, trainers, evaluators and mentors. Just because they were great at cleaning, doesn't mean they'll make a great team leader. This program is designed to help you, the business owner, groom your best employees for the next step in their career development.

Self-Check 5	Written Test
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Name: _____ Date: _____

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

- 1. Mention a number of signals that indicate the work team is committed and cooperating.**
- 2. At Disney, leadership is not defined by your title - its defined by _____**

Operation Sheet-5	Facilitate accomplishment of organizational goals
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Purpose: To facilitate accomplishment of organizational goals.

Condition and situation for the operation:

Equipment, Tools and Materials:

Procedure: Cd is available and sees the correct procedure in preparing the vehicle for minor inspection.

LAP Test-5	Practical Demonstration
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Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions:

1. You are required to perform the following:

1.1 Before the training session start you are going to clean the work area.

1.2 Then the teacher observe the student if he/she perform preparation of workplace.

1.3 After training session end they are clean again the workshop.

2. Request your teacher for evaluation and feedback

List of Reference Materials

- 1, Table
- 2, Paper
- 3, Pen and pencil

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