MACHINING

Level - III

Learning Guide 15

Unit of Competence: Lead Small Teams

Module Title: Leading Small Teams

LG Code: IND MAC3 15 0217

Instruction Sheet	**Learning Guide #1**

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

1. Provide team leadership
2. Foster individual and organizational growth
3. Monitor and evaluate workplace learning
4. Develop team commitment and cooperation

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**:

- Learning and development needs are systematically identified and implemented in line with organizational requirements.
- Feedback on performance of team members is collected from relevant sources and compared with established team learning process.
- Learning delivery methods are made appropriate to the learning goals, the learning style of participants and availability of equipment and resources.
- Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 26.
3. Read the information written in the information "Sheet.
4. Accomplish the "Self-check.
5. Do the "LAP test.

Information Sheet	LO1: Provide team leadership

1. **Provide team leadership**

   1.1. **Systematically identify and implement Learning and development needs**
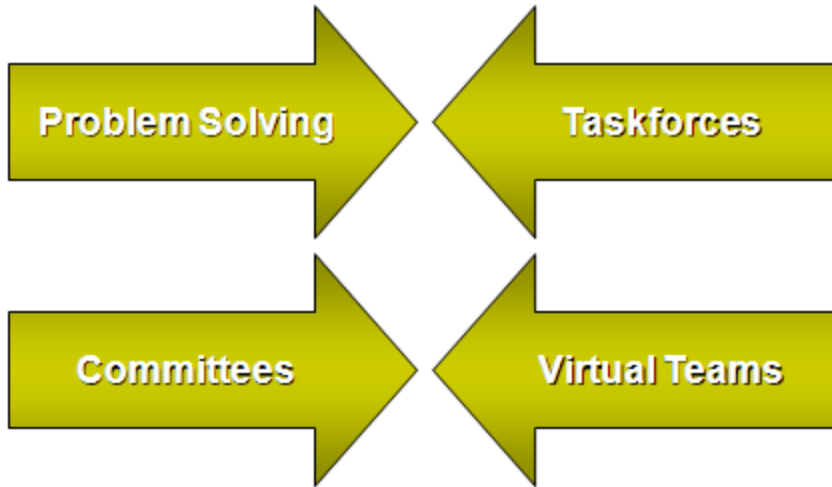
   🐾 Team

   ↳ a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable

   🐾 The essence of a team is *common commitment*

   🐾 Without it, groups perform as individuals; with it, they become a powerful unit of collective performance

Types of Workplace Teams

Problem Solving	Taskforces
Committees	Virtual Teams

From Business Communication Today, Prentice Hall, 2003

Overview of Teams

Advantages	Disadvantages
▪Information & knowledge	▪Groupthink
▪Diversity of views	▪Hidden agendas
▪Acceptance of solutions	▪Free riders
▪Performance	▪High costs

From Business Communication Today, Prentice Hall, 2003
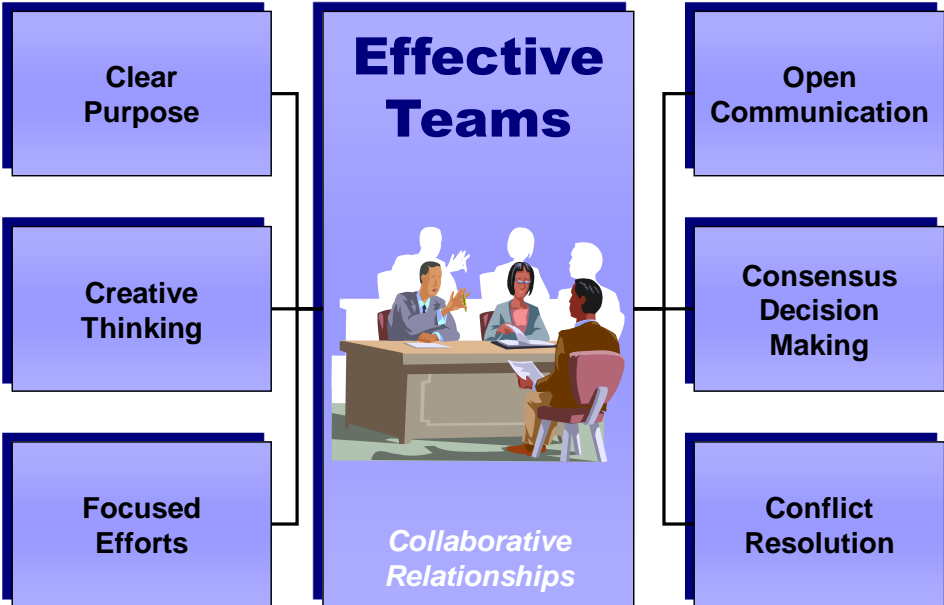
From *Business Communication Today*, Prentice Hall, 2003

From *Business Communication Today*, Prentice Hall, 2003

Ethiopian TVET Program	STEP-GIZ	CT program for Remote Teaching Title: Machining L-3 Lead Small Teams	July 2020	Page 5 of 26
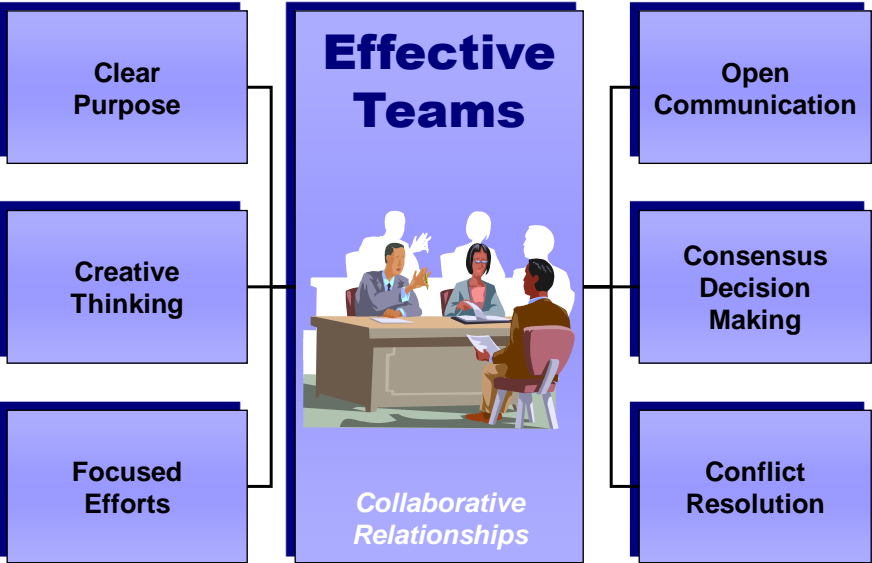
table 11–1 The Evolution of a Team

A work group becomes a team when
1. Leadership becomes a shared activity.
2. Accountability shifts from strictly individual to both individual and collective.
3. The group develops its own purpose or mission.
4. Problem solving becomes a way of life, not a part-time activity.
5. Effectiveness is measured by the group's collective outcomes and products.

table 11–2 Four General Types of Work Teams and Their Outputs

TYPES AND EXAMPLES	DEGREE OF TECHNICAL SPECIALIZATION	DEGREE OF COORDINATION WITH OTHER WORK UNITS	WORK CYCLES	TYPICAL OUTPUTS
Advice Committees Review panels, boards Quality circles Employee involvement groups Advisory councils	Low	Low	Work cycles can be brief or long; one cycle can be team life span.	Decisions Selections Suggestions Proposals Recommendations
Production Assembly teams Manufacturing crews Mining teams Flight attendant crews Data processing groups Maintenance crews	Low	High	Work cycles typically repeated or continuous process; cycles often briefer than team life span.	Food, chemicals Components Assemblies Retail sales Customer service Equipment repairs
Project Research groups Planning teams Architect teams Engineering teams Development teams Task forces	High	Low (for traditional units) or High (for cross-functional units)	Work cycles typically differ for each new project; one cycle can be team life span.	Plans, designs Investigations Presentations Prototypes Reports, findings
Action Sports teams Entertainment groups Expeditions Negotiating teams Surgery teams Cockpit crews Military platoons and squads Police and fire teams	High	High	Brief performance events, often repeated under new conditions, requiring extended training or preparation.	Combat missions Expeditions Contracts, lawsuits Concerts Surgical operations Competitive events Disaster assistance

A General Typology of Work Teams

- Advice teams
  - created to broaden the information base for managerial decisions
- Production Teams

↳ responsible for performing day-to-day operations

  🐾 Project Teams

    ↳ require creative problem solving, often involving the application of specialized knowledge

    ↳ time is critical

  🐾 Action Teams

    ↳ High specialization is combined with high coordination

    ↳ best exemplified by a baseball team

1.2. Collaboratively develop and implement Learning plan to meet individual and group

Cooperation

  🐾 Individuals are said to be cooperating when their efforts are systematically *integrated* to achieve a collective objective.

  🐾 The greater the integration, the greater the degree of cooperation.

1. Cooperation is superior to competition in promoting achievement and productivity.
2. Cooperation is superior to individualistic efforts in promoting achievement and productivity.
3. Cooperation without intergroup competition promotes higher achievement and productivity than cooperation with intergroup competition

How to Build Trust

Communication
Support
Respect
Fairness
Predictability
Competence

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- Trust needs to be earned; it cannot be demanded.
- Trust is anchored to **credibility** —
  - "Developing the integrity, intent, capabilities, and results that make you *believable,* both to yourself and to others."
- **Cohesiveness**
  - a process whereby "a sense of 'we-ness' emerges to transcend individual differences and motives

Cohesiveness
Cohesive group members stick together for one or both of the following reasons:
1. they enjoy each others' company
2. They need each other to accomplish a common goal.

- **Socio-emotional cohesiveness**
  - A sense of togetherness that develops when individuals derive emotional satisfaction from group participation.
- **Instrumental cohesiveness**
  - A sense of togetherness that develops when group members are mutually dependent on one another because they believe they could not achieve the group's goal by acting separately
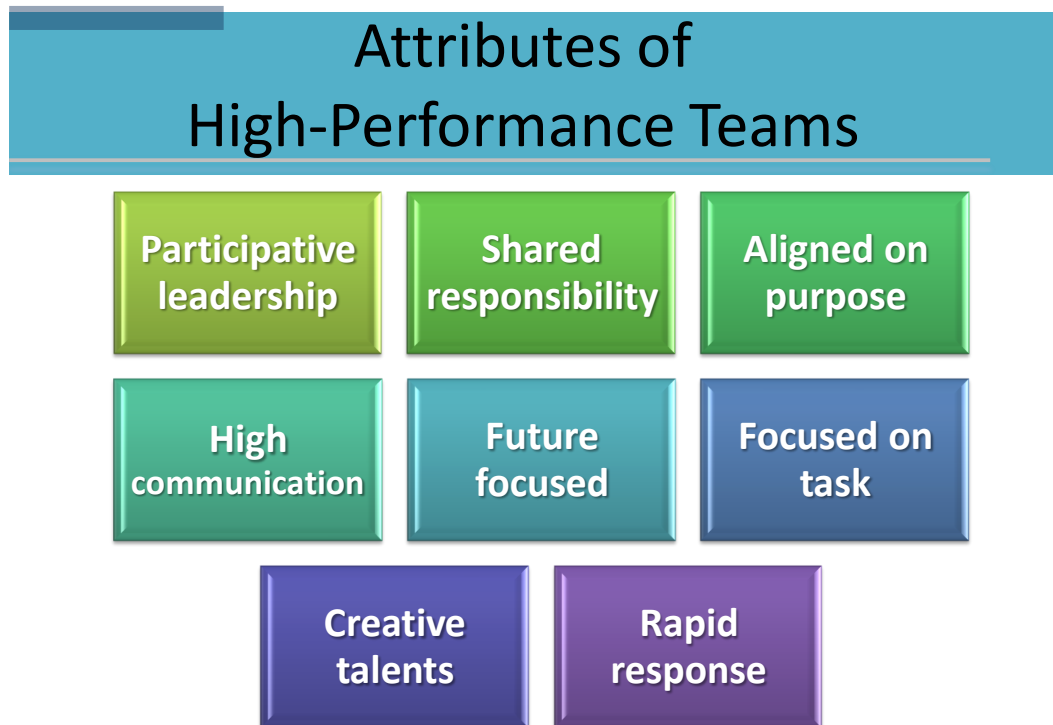
Virtual Teams

- Virtual team

↳ physically dispersed task group that conducts its business primarily through modern information technology

🐾 Virtual groups formed over the Internet follow a group development process similar to that for face-to-face groups

🐾 Internet chat rooms create more work and yield poorer decisions than face-to-face meetings and telephone conferences

🐾 Inspirational leadership has a positive impact on creativity in electronic brainstorming groups

🐾 Conflict management is particularly difficult for asynchronous virtual teams that have no opportunity for face-to-face interaction

Self-managed teams

🐾 Groups of employees granted administrative oversight for their work.

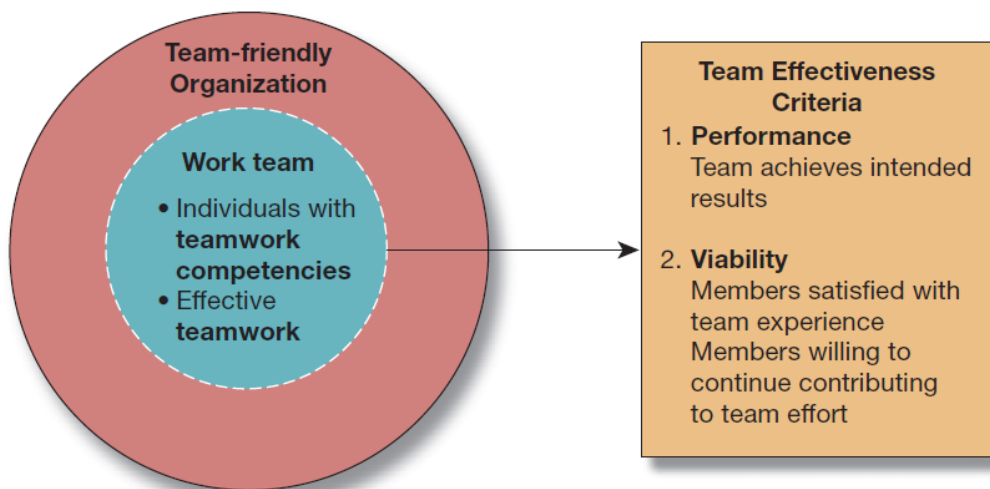🐾 Accountability is maintained *indirectly* by outside managers and leaders

Attributes of High-Performance Teams

Participative leadership	Shared responsibility	Aligned on purpose
High communication	Future focused	Focused on task
Creative talents	Rapid response	

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Effective Work Teams

figure 11–1 Effective Work Teams

Team-friendly Organization

Work team
- Individuals with **teamwork competencies**
- **Effective teamwork**

Team Effectiveness Criteria
1. **Performance**
   Team achieves intended results

2. **Viability**
   Members satisfied with team experience
   Members willing to continue contributing to team effort

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🐾 Team viability

↳ defined as team members' satisfaction and continued willingness to contribute.

Why Work Teams Fail

Characteristics of Effective Teamwork

- ↳ Clear purpose
- ↳ Informality
- ↳ Participation
- ↳ Listening
- ↳ Civilized disagreement
- ↳ Consensus decision
- ↳ Open communication
- ↳ Clear role and work assignment
- ↳ Shared leadership
- ↳ External relation
- ↳ Style diversity
- ↳ Self Assessment

1.3. Encourage Individuals to evaluate self performance and identify areas for improvement
Assessing the Effectiveness of Team Building

- Reaction
  - ↳ How did the participants feel about the activity?

- Learning
  - ↳ Did the experience increase knowledge or improve skills?

- Behavior
  - ↳ Did participants' on-the-job behavior improve as a result of the activity?

- Results
  - ↳ Did participants subsequently achieve better measurable results?

2. Foster individual and organizational growth

In order to drive growth, the focus must be on people and in cultivating the right mindset and the right culture.

Continuous, accelerated growth doesn't happen by itself. In order to keep growing as a company, you need to foster a "growth mindset". If you are able to create and foster a growth mindset in the midst of your company culture, you ensure all your employees are ready and willing to explore new opportunities without the fear of failure. On the other hand, a growth mindset means that there is a focus on delivering the best possible results at every step of the way.

Growth isn't about numbers; it's about people. Sure, numbers tell you how successful your team is, but it isn't just numbers you should be looking at when you are after growth, because it is people, not numbers, who do extraordinary things. To create a successful growth mindset, you need to push for both individual and team development and growth.

Focus on Learning Together

Teaching employees new skills helps them cope with quick changes, which often take place during rapid growth. Learning new skills also improves employee engagement and makes work more enjoyable: after all, up to 87 percent of millennials think professional development is important in a job.

Learning shouldn't happen in silos and only in short individual spurts. Instead, management should make learning a company-wide goal and encourage team-learning sessions. When people develop their skills together, they are able to learn faster and in a supportive environment. Group learning also fosters trust, builds

relationships and makes it easier for employees to lean on each other when they need help in the future.

Set Individual Goals

While learning should happen in teams and in groups, goals should still remain personal. In order for goals to be a part of a functional growth strategy, they need to be transparent and openly communicated. This doesn't mean everyone should know everyone's personal goals. It simply means each person should know what is expected of them and that the goals remain achievable while being ambitious.

After making sure everyone understands what is expected of them, make sure you provide individual support and coaching to every single employee. Don't assume some people need less support than others: instead, make sure those who seem to be excelling stay motivated and are met with new and exciting goals to reach.

Create an Open Communication Culture

In order to be successful, employees need to understand all aspects of their business. Salespeople working in fast-paced industries are much more effective when the lines of communication between product development and sales are open. By gaining and growing their understanding of the product and the needs it fulfills, salespeople can work on offering the best possible value to their customers. The same rule works both ways: with clear lines of communication, product development teams can understand the needs and trends of customers and prospects and improve their products much better. The same dialogue-driven nature needs to exist between all departments of an organization, with clear goals on what needs to be achieved through the dialogue.

Growth mentality only thrives in an organization where people are willing to share their own ambitions and realities. When people grow together but meet their personal goals individually, the culture enables true success stories to take place. With open lines of communication and a supportive and encouraging atmosphere, any company can build and foster a growth mindset.

Information Sheet	3. Monitor and evaluate workplace learning

3. Monitor and evaluate workplace learning

Monitoring and Evaluation (M&E) is a continuous management function to assess if progress is made in achiev-ing expected results, to spot bottlenecks in implementation and to highlight whether there are any unintended effects (positive or negative) from an investment plan, program or project ("project/plan") and its activities.

The processes of planning, monitoring and evaluation make up the Result-Based Management (RBM) approach, which is intended to aid decision-making towards explicit goals (see RBM). Planning helps to focus on results that matter, while M&E facilitates learning from past successes and challenges and those encountered during implementation.

Elements of an M&E system – which if developed together with all key stakeholders will encourage participation and increased ownership of a project/plan - are: (a) Result Frameworks or logframes ("RF"), which are tools to organize intended results, i.e. measurable development changes. RFs inform the development of the M&E plan and both must be consistent with each other (see RBM); (b) the M&E plan, which contains a description of the functions required to gather the relevant data on the set indicators and the required methods and tools to do so. The M&E plan is used to systematically organize the collection of specific data to be assessed, indicating roles and responsibilities of project/plan stakeholders. It ensures that relevant progress and performance information is collected processed and analyzed on a regular basis to allow for real-time, evidence-based decision-making; (c) the various processes and methods for monitoring (such as regular input and output data gathering and review,

participatory monitoring, process monitoring) and for evaluation (including impact evaluation and thematic, surveys, economic analysis of efficiency (see FEA); and (d) the Management Information System, which is an organized repository of data (often georeferenced) to assist managing key numeric information related to the project/plan and the analysis.

Components of M&E system

An M&E system refers to all the functions required to measure a project/plan progress and to assess the achievement of its results. The system is usually composed of a set of results, measured by indicators (together called the result framework) through monitoring tools and a manual that describes the roles and responsibilities related to its functioning.

Monitoring is a continuous process by which stakeholders obtain regular feedback on progress towards achieving the set milestones and results (often focusing more on process, activities, inputs and outputs).

Evaluation is the periodic review of the results of a project/plan (typically carried out at mid-term or at completion) towards its outcomes, development goals and impact (see Impact Evaluation).

Both monitoring and evaluation processes enhance the effectiveness of project/plan implementation and contribute to its ongoing revision and update. These processes also promote accountability, where implementers have clearly defined responsibilities, roles and performance expectations, including the prudent use of resources. For public sector managers and policy-makers for example, it includes accountability is to taxpayers and citizens. Through systematic collection of information, the M&E systems contribute also to provide evidence for the mid-term and the completion results assessments as well as beneficiary-level impact

analysis. M&E also enhances learning and encourages innovation to achieve better results and contribute to scaling up of projects.

M&E considerations at design stage

The design of an M&E system should begin at the same time as overall project preparation. As a general rule, the M&E system should be designed in close partnership with all relevant stakeholders as it contributes to ensuring that the project/plan objectives and targets, and how they will be measured are well understood and shared. This understanding can then potentially facilitate the establishment of new institutions to take on the M&E role. Adequate resources need to be allocated for implementation of M&E.

Budgets for M&E-related activities lie between 2-5% of the overall project budget, as a rough rule of thumb. When designing the initial budget, M&E expenditure should be distinct from other management costs and should provide detailed budget items for staffing, training, technical assistance, surveys and studies, workshops and equipment, allowances for participatory stakeholder's consultations, communication and publication. It should be remembered that often projects are essentially large scale experiments. M&E expenditures are essential to learn necessary lessons also for future policies and programs. This will translate into considerable savings for government budgets and investments if the analysis is done well and based on evidence.

A successful M&E system must allocate the following:

sufficient budget (for information management, participatory monitoring activities, field visits, surveys, etc.);

sufficient time (for a start-up phase that is long enough to establish the M&E system, conduct a baseline survey, train staff and partners, include primary stakeholders in M&E, monitor and reflect);

sufficient capacity and expertise (to support M&E development, skilled and well-trained people required for good quality data collection and analysis) for M&E. If appropriate, external expertise in design for a baseline study and an impact evaluation should be engaged;

sufficient flexibility in project design enabling the M&E system to influence the project strategy during implementation.

M&E considerations at implementation stage

Good practice of M&E during implementation requires that result indicators and target values have been well-defined and agreed upon in the result framework (see RBM). It is essential to establish a clear distinction at project design stage between outputs, outcomes and other higher level development objectives. This will ensure that selected indicators are appropriate to their respective level along the results chain and also help determine institutional responsibilities and timelines for M&E. For each selected indicator, M&E tools (means of verification) have to be defined. Examples are semi-structured interviews; focus group discussions; surveys and questionnaires; regular workshops and roundtables with stakeholders; field monitoring visits; testimonials; and scorecards. Frequency and responsibilities for applying the tools, for analyzing relevant information and for reviewing this information must be specified in an M&E plan.

Information Sheet	LO4: Develop team commitment and cooperation

4. Develop team commitment and cooperation

4.1. Use Open communication processes to obtain and share information by team

The Three Spheres of Leadership

1. **Lead Yourself**: Involves knowing who you are, what your strengths and weaknesses are, what your personal mission (or life purpose) is, why you get out of bed every morning, and what you need to do to stay motivated.

2. **Lead the Team**: Involves motivating and inspiring excellent performance, creating an atmosphere of trust and openness, and removing barriers and obstacles to success.

3. **Lead The Business**: Involves building a direction and strategy, communicating that direction, implementing the details through people and teams, measuring results, and responding to a changing environment.

- Of the 3 leadership spheres, the natural tendency is to focus primarily on Lead the Business, since this is where many of the more immediate and reputational surface issues and demand our attention.

- In actuality, the first 2 spheres (Lead Yourself and Lead the Team) have equally *important* issues that, if worked on and solved, lead to greater efficiencies, productivity, and profits in the Lead the Business sphere

- Therefore, this training focuses on the first 2 spheres of Lead Yourself and Lead the Team.

4.2. Reach Decisions by the team in accordance with its agreed roles and responsibilities

In many cases, the jobs that individuals perform at work are overly de¬fined. People are locked into ways of working that may not be optimal. When work teams are formed, they are viewed as a way in which to free peo¬ple from past constraints. However, teams will not be effective if

they sim¬ply are told to figure out what their jobs are. This gives teams less structure than they need to operate successfully.

Teams require structures that define their tasks and memberships. The limits of their authority should be explicitly stated. When they are given ap¬propriate structures, teams are able to focus on developing their internal processes and procedures for performing their tasks. When they are not given appropriate structures, teams can become mired in unfocused at¬tempts to create them. An enabling structure for a team has three components. First, a well¬ designed team motivates its members through meaningful work, enough au¬tonomy to perform the task, and feedback about results. Second, a well structured team has clear boundaries and includes members with sufficient skills and knowledge to perform the task successfully. Finally, a team needs a clear understanding of the extent and limits of its authority and account-ability. A challenging objective can provide direction and motivation for a team, but without sufficient resources to perform the task, the team eventually will stop being motivated by the goal. For the full potential of the team to be real¬ized, the organization must actively support teamwork. The types of support that the team needs include a reward system that recognizes team perfor¬mance, an education system that provides training and technical support, an information system that helps the team to make decisions and monitor per¬formance, and the material resources to complete the task.

A team-oriented organization is different from a traditional organiza¬tion, and the transition is not an easy one to make. The work systems and policies designed to support and control individual work does not change eas¬ily.

 Once teams have started, organizations sometimes just leave them alone. There are good reasons not to interfere too much with the internal opera¬tions of teams. However, a hands-off approach can limit teams' effective¬ness if its members do not have the skills and knowledge they need. Managers have an important role as coaches to help develop members' skills in working as teams. There is no one best way in which to lead or facil¬itate work teams; the needs of different types of teams and different matu¬rity levels of members are too variable. However, the value of coaching is not a substitute for other factors. Teams need structures, clear goals, and re-sources to succeed. When teams are failing because of a lack of these con-textual factors, coaching will not help.

4.3. develop Mutual concern and camaraderie in the team

Shared concern and camaraderie means team members support each other to complete the team's work. Your words and actions will do much to assist the development of this shared concern and camaraderie. Team members need to trust each other and you can act as a role model for this through your work with the team.

Team leaders build trust by:

- behaving consistently
- behaving with integrity
- sharing control by delegating
- including team members in decision making
- providing accurate, clear information
- explaining decisions
- respecting the team's diversity
- demonstrating consideration and sensitivity.

5. Facilitate accomplishment of organizational goals

5.1. participate Team members actively in team activities and communication processes

There are three ways team leaders can assist team members to participate in and facilitate work teams. They are by ensuring:

team members participate actively in team activities and communication processes

team members and teams take individual and joint responsibility for their actions

the team receives support to identify and resolve problems which impede its performance.

Workplace participation means that team members can:

- influence the outcomes of issues that directly affect their work
- accept delegation of responsibility
- be involved in cooperative approaches to conflict
- have shared understanding of objectives
- feel empowered.

As a team leader you are in a position to influence the ability of team members to participate in decision making through:

- ensuring the potential of all team members is used
- giving and receiving feedback
- establishing and maintaining productive relationships with team members
- matching communication processes to the needs of supported employees.

5.2. sustain Collaborative efforts to attain organizational goals

When a collaborative effort is launched, there's typically a lot of excitement about the new venture. There may even be dedicated funding or other resources to help get the collaboration off the ground. But what about a year or two down the road, once the newness has worn off? A collaboration at this later stage of development faces challenges a bit different from those it overcame to first establish itself. Turnover among the individuals leading the effort, disappointment in perhaps not meeting its initial goals, taking on too much or losing focus, and garden-variety burnout can all take a toll. Meanwhile, the original funder may seek to dial back

its investment in hopes that the work can attract broader support or become more self-sustaining. All these can threaten to derail a collaboration.

Although there is no simple recipe or formula for sustaining collaborations over time, we can point to six strategies to lend them greater resilience and staying power.

1. Formalize. Make it "official" by documenting mutual commitments, such as those regarding the collaboration's purpose, structure, values, policies, decision making processes, etc.

2. Lead. Plan for leadership turnover. Decide how you will replace members who leave. As an organization participating in a collaboration, keep collaborative skills in mind as you recruit and hire new staff for key positions. Within the collaborative, develop shared leadership by giving all members leadership opportunities, such as by rotating responsibilities for meeting facilitation and other key tasks.

3. Measure. Make data work for you and track progress toward key outcomes. The ability to measure success is critical to maintaining your momentum as well as in attracting resources and support from others to sustain the work.

4. Broaden. Cultivate broader involvement beyond the core group of individuals. Consider whether the collaboration might benefit from expanding involvement to more levels of the organization, such as senior management, line staff, etc.

5. Learn. Continually learn from what you're doing. Acknowledge successes as well as shortfalls, and adjust as needed. Look at the work of other collaboratives and what you can learn from one another.

6. Deepen. Build on your experience to keep deepening your understanding of the issue(s) you're addressing. Document lessons learned to prepare for outreach to new supporters and funders. Pay attention to needs or opportunities that emerge beyond those you've already planned for, and determine their implications for your work.

Consider different ways of funding your activities that you may not have been ready for or had access to when you first began (for example, has your success opened up the possibility of an earned income model, or of adding new partners with additional resources to bring to bear, etc.?).

All of these strategies contribute toward institutionalizing the collaboration within the organizations involved, beyond the initial group of individuals responsible for its early formation. This is key to sustaining momentum over time and continuing to deliver on the benefits of collaboration.