



Machining

Level-II

Learning Guide #07

**Unit of Competence: Work in Team
Environment**

**Module Title: Working in Team
Environment**

LG Code: IND MAC2 M03 LO07-LG07

TTLM Code: IND MAC2 M03 TTLM 1019v1

LO1: Describe Team Role and Scope



Instruction Sheet

Learning Guide #07

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

Describe Team Role and Scope

- **role and objective of the team**
- Team parameters, reporting relationships and responsibilities

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, **upon completion of this learning guide, you will be able to:**

- Identify the **role and objective of the team** from available **sources of information**
- Identify team parameters, reporting relationships and responsibilities from team discussions and appropriate external sources.

Learning Instructions:

1. Read the specific objectives of this Learning Guide #07.
2. Follow the instructions described in number 3 to 7.
3. Read the information written in the “Information Sheets 1.1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 1.1” **in page 7.**
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (only after you finished answering the Self-check 1.1).
6. If your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Guide #07.
7. If you earned a satisfactory evaluation proceed to the next “Information Sheet 1.2”; accomplishing the “Self-check 1.2” **in page - 10**, respectively.
8. If you earned a satisfactory evaluation from the “Self-check” proceed to the next Learning Guide #08.
9. Submit your accomplished Self-check. This will form part of your training portfolio.



Information Sheet: 1-1	Identifying role and objective of the team
-------------------------------	---

1.1 Introduction

Teamwork is defined as "a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group." This does not mean that the individual is no longer important; however, it does mean that effective and efficient teamwork goes beyond individual accomplishments. The most effective teamwork is produced when all the individuals involved harmonize their contributions and work towards a common goal. Most companies realize that teamwork is important because either the product is sufficiently complex that it requires a team with multiple skills to produce, and/or a better product will result when a team approach is taken. Therefore, it is important that work in a team environment.

Teamwork is rewarded and recognized. The lone ranger, even if she is an excellent producer, is valued less than the person who achieves results with others in teamwork. Compensation, bonuses, and rewards depend on collaborative practices as much as individual contribution and achievement.

1.1.1 Role and Objective of the Team

Team role: team roles describe your "soft product" contribution to team discussions and interactions. For example, when a team meets to resolve a team problem, each team member contributes a different type of perspective to the discussion, and tries to achieve a different effect. One person may want to clarify the problem being discussed; another may suggest ideas for resolution; a third may try to analyse the situation and produce an explanation of how the problem came about.

Action Oriented Roles	Shaper	Challenges the team to improve.
	Implementer	Puts ideas into action.
	Completer Finisher	Ensures thorough, timely completion.
People Oriented Roles	Coordinator	Acts as a chairperson.
	Team Worker	Encourages cooperation.
	Resource Investigator	Explores outside opportunities.
Thought	Plant	Presents new ideas and approaches.



	Monitor-Evaluator	Analyzes the options.
	Specialist	Provides specialized skills.

1. Action Oriented Roles

➤ **Shaper:**

Shapers are people who challenge the team to improve. They are dynamic and usually demonstrative people who enjoy stimulating others, questioning norms, and finding the best approaches for solving problems. The Shaper is the one who shakes things up to make sure that all possibilities are considered. Shapers often see obstacles as exciting challenges and they tend to have the bravery to push on when others feel like quitting.

➤ **Implementer (IMP)**

Implementers are the people who get things done. They turn the team's ideas and concepts into practical actions and plans. They are typically conservative, disciplined people who work systematically and efficiently and are very well organized. These are the people who you can count on to get the job done. On the downside, Implementers may be inflexible and can be somewhat resistant to change

➤ **Completer-Finisher (CF)**

Completer-Finishers are the people who see that projects are completed thoroughly. They ensure there have been no errors or omissions and they pay attention to the smallest of details. They are very concerned with deadlines and will push the team to make sure the job is completed on time. They are described as perfectionists who are orderly, careful, and concerned.

2. People Oriented Roles:

Coordinators are the ones who take on the traditional team-leader role and have also been referred to as the chairmen. They guide the team to what they perceive are the objectives. They are often excellent listeners and they are naturally able to recognize the value that each team members brings to the table. They are calm and good-natured and delegate tasks very effectively.

➤ **Resource Investigator (RI)**

Resource Investigators are innovative and curious. They explore available options, develop contacts, and negotiate for resources on behalf of the team. They are enthusiastic team members, who identify and work with external stakeholders to help the team accomplish its objective. They are outgoing and are often demonstrative, meaning that others are often interested to them and their ideas



3. Thought Oriented Roles:

➤ Plant (PL)

The Plant is the creative innovator who comes up with new ideas and approaches. They succeed on admire but criticism is especially hard for them to deal with. Plants are often introverted and prefer to work apart from the team. Because their ideas are so novel, they can be impractical at times. They may also be poor communicators and can tend to ignore given parameters and constraints.

➤ Monitor-Evaluator (ME)

Monitor-Evaluators are best at analyzing and evaluating ideas that other people (often Plants) come up with. These people are sharp and objective and they carefully weigh the pros and cons of all the options before coming to a decision.

Monitor-Evaluators are critical thinkers and very strategic in their approach. They are often perceived as detached or unemotional. Sometimes they are poor motivators who react to events rather than initiating them

➤ Specialist (SP)

Specialists are people who have specialized knowledge that is needed to get the job done. They pride themselves on their skills and abilities, and they work to maintain their professional status. Their job within the team is to be an expert in the area, and they commit themselves fully to their field of expertise.

This may limit their contribution, and lead to a worry with technicalities at the expense of the bigger picture.

The main Role and Objective of the Team

- To solve problems in unconventional ways
- To provide a logical eye, make neutral judgments where required and to weigh up the team's options in a dispassionate way.
- To draw out team members and delegate work appropriately
- When the team was at risk of becoming isolated and inwardly-focused, Resource Investigators provided inside knowledge on the opposition and make sure that the team's idea will carry to the world outside the team.
- Implementers plan a practical, workable strategy and carry it out as efficiently as possible.

Sources of information

Communication is an active process in which information including idea, goals, feelings, work orders and so on is exchanged among team members. It gives an opportunity to



send their thoughts and feelings, and to have these thoughts and feelings received by someone else.

Team communication is any form of communication among members of the same group or organization that is crucial for a healthy and effective dynamic. Many frustrations, misunderstandings and questions can easily be addressed with the proper team communication.

Team communication is essential for a healthy team. When team members appear to be at odds with one another and lacking direction, it is due to the fact that effective communication is absent. Good communication creates an environment where all team members are inspired to reach a common goal. Effective communication within a team keeps everyone on the same page and allows for open expression and direct feedback.

Team communication is used to guide and direct the team as a whole. It is used to address general questions, issues and agendas in a group setting, either in a lecture or round-table format. Team communication is used to keep potential issues from arising and to avoid misunderstandings.

Specific communication required for team productivity will depend on the specific needs of the team's task. Just defining the team's task often requires considerable communication: any team's success depends on planning its action. Do NOT "jump right into the task" without spending the time it takes to figure out HOW to do the task. Instead, follow these steps: **Once the team has planned its work, productivity requires that the work be managed. This involves a whole series of communication events.**



Self-Check: 1-1	Written Test
------------------------	---------------------

Directions: say true or false

1. Shapers are people who challenge the team to improve.
2. To provide a logical eye, make neutral judgments where required and to weigh up the team's options in a dispassionate way.
3. Implementers plan a practical, workable strategy and carry it out as efficiently as possible.is not role and Objective of the Team

Note: Satisfactory rating - 2 points

Unsatisfactory - below 2 point

Score = _____
Rating: _____

Name: _____

Date: _____



Team Roles and Responsibilities

Team Roles and Responsibilities is an element of the high-performance team charter. Team Roles and Responsibilities are a summary of the team's main activities and what the team is intended to do, and describe the various functions the team plays in the organization. Roles and responsibilities should be consistent with the team's mission and its goals. Roles and responsibilities are further defined by goals and performance measures, and by business process Review and codification of Roles and Responsibilities are useful for all teams and essential for new project teams. Teams usually find this task fairly easy. Roles and Responsibilities are generally summed up by activities: what the team does on a day-to-day basis. A team brainstorming session can easily produce dozens of activities, if not more. The hard part comes when the team has to determine which are "core" or essential and which are less important, or priorities their daily work. People seem to take it personally when the work they are doing is assessed as having less value or importance than work others in the team are doing.



Self-Check: 1-2	Written Test
------------------------	---------------------

Directions: say true or false

- 1. Team Roles and Responsibilities is an element of the high-performance team charter.
- 2. Put team manager/coordinator name and the submission date at the top.
- 3. In a separate message, forward all the individual status reports (including your own).
- 4. Group Problems the progress report to the concerned body via email or any means of transmission by the due date stated in the Project Plan.

Note: Satisfactory rating - 2 points

Unsatisfactory - below 2 point

Score = _____
Rating: _____

Name: _____

Date: _____



Reference books and materials

1. Work in team environment LG -11 and TG
2. Scholtes, Peter, 1988. The Team Handbook: How to Use Teams to Improve Quality. Madison, WI, Joiner Associates, pp. 2-7.
3. Katzenbach, J., and Smith, D., 1993. The Wisdom of Teams: Creating the High-Performance Organization Cambridge, MA. Harvard Business School Press, p.45.



Machining

Level-II

Learning Guide #08

**Unit of Competence: Work in Team
Environment**

**Module Title: Working in Team
Environment**

LG Code: IND MAC2 M03 LO08-LG08

TTLM Code: IND MAC2 M03 TTLM 1019v1

**LO2: Identify Own Role and Responsibility
Within Team**



Instruction Sheet

Learning Guide #08

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

Identifying own individual role and responsibilities

- Role and responsibilities
 - within the team environment
 - individual and
 - team members
- Reporting relationships
 - within the team and
 - external to team

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, **upon completion of this learning guide, you will be able to:**

- Identify individual role and responsibilities within the team environment.
- Identify and recognize roles and responsibility of other team members.
- Identify reporting relationships within team and external to team.

Learning Instructions:

1. Read the specific objectives of this Learning Guide #08.
2. Follow the instructions described in number 3 to 7.
3. Read the information written in the “Information Sheets 2.1”. Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the “Self-check 2.1” **in page 17.**
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (only after you finished answering the Self-check 2.1).
6. If your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Guide #08.
7. If you earned a satisfactory evaluation proceed to the next “Information Sheet”; “Sheet 2.2 and Sheet 2.3” accomplishing the “Self-check 2.2 and Self-check 2.3” **in page – 22 and 25, respectively.**
8. If you earned a satisfactory evaluation from the “Self-check” proceed to the next Learning Guide #09.
9. Submit your accomplished Self-check. This will form part of your training portfolio.



2.1. Introduction

Contrary to popular belief, teamwork is not just a group process -- it's a personal responsibility and skill. Today all work is teamwork, and the challenge is to get something done with others over whom you have no authority.

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 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, e.g. Chairperson or Presenter. Try and gain experience in at both natural and difficult roles in the group.

Here are **nine** keys for working responsibly with others no matter who reports to whom:

1. Develop your ability to respond

It's helpful to make a distinction between accountability and responsibility. Accountability is an agreement to be held to account for some result. Responsibility is a feeling of ownership. You can assign accountability between yourself and others, but responsibility can only be self-generated.

Responsibility means to completely own--rather than deny, blame, or rationalize--your situation. Think of the cause-effect equation. Instead of seeing yourself as the effect and something else as the cause, responsibility means seeing yourself as both cause and effect for your situation. Accept that your past choices place you in your current situation. Also accept that you are in complete charge of your learning, improving and growing in order to produce the results you want.

2. Retain your personal power

Individuals make huge differences in the dynamics of a team, however most of them don't accept their power to make or break a collaborative relationship.

3. Increase yours provoke ability



To apply this key for personal responsibility, first practice on yourself by becoming increasingly intolerant of the difference between what you say and what you do. Then, expect collaborators to act only in your collective best interest and to honor all agreements you've made with one another.

4. Experience judgments fully, and then let them go

When you completely understand where your judgment comes from, then and only then can it dissipate? Then you can release it. Let it go. Sometimes it helps to physically assist with the mental process of letting go.

5. Learn from every upset

High performers realize that an upset is an opportunity to learn. You can harvest value from an upset by asking yourself how your choices and actions landed you in this upsetting situation. Determine how you can change your behavior to strengthen the team. If you need to ask for new agreements with your teammates, do it.

The key is not to avoid, eliminate, or cover up mistakes and upsets, but to learn, correct, and improve each time.

6. Master your intentions

Clear intentions are the secret behind extraordinary performers. The key skill is simple enough to explain: Know and picture your outcome. Hear the desired sounds. Feel the intended feelings. And specify the results you expect to achieve. Such clear intentions guide your behavior to deliver the desired results.

Use this awareness to develop integrity in your relationships. Make your collaborative intentions known to your teammates.

7. Live and work "on" purpose

If mastering your situational intentions provides power, consider the power of a clear and sustained purpose in your life. By working with the conscious intention that comes from determining and knowing your purpose in life, not only will all of your actions be integrated, you will also attract individuals who will help you achieve your purpose and who are served by it.

8. Open a new relationship with a contribution

Heads of state always present gifts when calling on leaders of a foreign land. These gifts symbolize the diplomats' willingness to invest in the relationship before expecting a payoff. Consider how this is different from the instructions given to many task force



members by their superiors: "Listen politely, but don't share or commit to a thing." Even less responsible are those who approach a new relationship demanding an immediate answer to the question "What's in it for me?"

Responsible collaborators start a new relationship by contributing intention, information, energy, access, or resources.

9. Be a "present hero" by serving yourself and your team simultaneously

"Present heroes" are individuals like John who are mindful of the abundance they enjoy as members of their families, teams, and communities. They assume it's in their own self-interest to invest a little personal energy to help the group. To put this key to work for you, choose one of the dozens of annoyances that you've been wishing "someone" on your team would take care of—from confronting a teammate's difficult behavior to redesigning an inefficient work process—and take care of it yourself.



Self-Check: 2-1	Written Test
------------------------	---------------------

Directions: Answer all the questions listed below. Say true or False

- 1. All Individuals within a team have no unique skills and strengths.
- 2. Do not to avoid, eliminate, or cover up mistakes and upsets, but to learn, correct, and improve each time.

Note: Satisfactory rating – 1 points

Unsatisfactory - below 1 points

Score = _____
Rating: _____

Name: _____

Date: _____



Information Sheet: 2-2	Identifying roles and responsibility of other team members
-------------------------------	---

2.2. Introduction

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

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

2.2.1. What makes a team?

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

2.3. Role of the team

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

2.3.1. How to set objectives for a team

You can't get there, if you don't know where it is you are going. It all begins with a vision of how you want things to be. Establishing clear objectives begins with a vision, and then continues with goals and then objectives to meeting each of the goals.

Some refer to objectives as benchmarks, others call them targets, but regardless of how you refer to them, establishing objectives for a team, are steps that need to happen to meet each goal. The objectives identified should meet the following criteria. The acronym SMART can help you remember how to write goals, and objectives, to meet each goal.



- **Objectives should be SMART**

- ✓ **Specific** so that they are clearly understood and no misunderstanding is possible
- ✓ **Measurable** so that everyone knows whether they have hit them, or not
- ✓ **Achievable** because if they are simply pie in the sky they will be ignored and you, and any future process of objective setting, will lose credibility
- ✓ **Realistic** in the sense that they must logically fit within the broad picture and be a desirable way of proceeding
- ✓ **Timed** without clear timing they will become meaningless

2.4. Seven Key Elements to a Successful Team Coordination

One of the most exciting tasks for a leader is to achieve a successful coordination within her or his team.

There is a list of elements that every leader should take into account:

1. **Having a global picture of all the work that has to be done.** The leader must have a long term vision of the tasks that have to be performed. Her or his attitude should be more “visionary” in order to be ahead of the needs of the company and the team, in that way she or he can provide quick responses to changes and unforeseen aspects that can appear in the future.
2. **Setting a common goal.** There is no point in coordinating a team if we don’t know what we want to achieve.
3. **Knowing your team.** The members of a team are, in most cases, very different between them. Everyone has her/his own way of thinking or acting. That’s why, for a project leader, it’s very important to know each team member. It allows assigning tasks according to the strengths of each member, reinforcing their motivation and supporting their specialization in a direct and positive way.
4. **Defining team roles** is a task tightly linked to the previous point. Each team member plays a particular role within the organization and we can only create a strong and consolidated team if we achieve that each person has the role that better fits their flairs and skills.
5. **Planning.** Once the team is formed and the role of each team member defined, we should make a planning that includes all the tasks to perform, the estimated time and, where is needed, the available budget. Surely, this planning will have to be reviewed in the future according to the development of events.



6. **Communicating.** As you can imagine, all the previous points will lose their sense if we haven't been able of transmitting them to the team. In order to achieve this, it will be necessary to hold meetings. It's important to make meetings as productive as possible, that's why one should clearly define their contents beforehand, so stalled situations or backwards steps are avoided.
7. **Finding the correct tools.** It's evident that we should make use of all tools that can make the work of coordination easier. In particular there are applications which let us define what tasks are to be performed, who is assigned to them and when they have to be finished. In addition, if we communicate the information to the team, we'll reduce unproductive and unnecessary meetings.

Following are the characteristics of a Good/Effective team:

- ✓ **A clear, elevating goal:** This is a goal which has been communicated to all.
- ✓ **A results-driven structure:** The goal has been jointly decided by all the team members. They are fully committed towards achieving it.
- ✓ **Competent members:** Each team member has the required skill set in order to achieve the team objectives.
- ✓ **Unified commitment:** There is nothing happening in silos. With the total commitment from team members, achieving organizational goals becomes easier.
- ✓ **A collaborative climate:** Commitment from team members and a good leadership leads to a collaborative team with a productive work environment.
- ✓ **Standards of excellence:** Quality orientation is vital to the success of any organization.
- ✓ **External support and recognition:** Appreciation as well as appraisal is required to keep the morale of the team high.
- ✓ **Principled leadership:** Leadership defines a team. An able-bodied leadership can chart the team's path to success.
- ✓ Each team member participates actively and positively in meetings as well as projects. This shows a person's commitment as well as understanding towards a project.
- ✓ **Team goals are clearly understood by all:** Communication is vital for achieving successful completion of any project.
- ✓ Individual members have thought about creative solutions to the team's problem. Thinking out of the box is vital in today's economic scenario.
- ✓ Members are listened to carefully as well as given a thoughtful feedback. Listening is an important skill for any team. Each team member is important. The thoughts and ideas of each team member have to be listened to, with respect, no matter how silly they may sound at first.



- ✓ Everyone takes the initiative in order to get things done. There is no concept of passing the buck. This is an indication of clear communication leading to understanding of individual responsibilities.
- ✓ **Each team member trusts the judgment of others:** Mutual trust and respect is highly important for the team. This is the only way to achieve the organization goals.
- ✓ **The team has to be willing to take risks:** Risk taking is an attitude which comes with confidence. Confidence on yourself as well as on the team, besides the ability to face all consequences.
- ✓ Everyone has to be supportive of the project as well as of others. A team is one unit. Unless these cohesive forces are there, the team will never be able to work efficiently enough.
- ✓ There is ample communication between the team members.
- ✓ Team decisions are made by using organized as well as logical methods.
- ✓ **Dissenting opinions are never ignored:** In fact, they are always recorded in order to be revisited in case the future situations dictate so.
- ✓ **Teams are given realistic deadlines:** External support as well as aid is vital to the success of any team.

2.5. Team Roles and Responsibilities

Team Roles and Responsibilities is an element of the high-performance team charter. Team Roles and Responsibilities are a summary of the team's main activities and what the team is intended to do, and describe the various functions the team plays in the organization. Roles and responsibilities should be consistent with the team's mission and its goals. Roles and responsibilities are further defined by goals and performance measures, and by business process Review and codification of Roles and Responsibilities are useful for all teams and essential for new project teams. Teams usually find this task fairly easy. Roles and Responsibilities are generally summed up by activities: what the team does on a day-to-day basis. A team brainstorming session can easily produce dozens of activities, if not more. The hard part comes when the team has to determine which are "core" or essential and which are less important, or priorities their daily work. People seem to take it personally when the work they are doing is assessed as having less value or importance than work others in the team are doing.



Self-Check: 2-2

Written Test

Directions: Answer all the questions listed below. Choose the best answer.

1. Which one is not characteristics of a Good/Effective team
 - A. A results-driven structure
 - B. Competent members
 - C. Unified commitment
 - D. None of the above
2. Team Roles and Responsibilities is an element of the high-performance team charter.
 - A. True
 - B. False

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____

Rating: _____

Name: _____

Date: _____



Information Sheet: 2-3	Identifying reporting relationships within the team and external to team
-----------------------------------	---

3.1. Introduction

What is a report?

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analyzed and applied to a particular problem or issue. The information is presented in a clearly structured format, making use of sections and headings so that the information is easy to locate and follow.

When you are asked to write a report you will usually be given a report brief, which may outline the purpose, audience and problem or issue that your report must address, together with any specific requirements for format or structure.

This guide offers a general introduction to report writing; be sure also to take account of any specific instructions provided.

3.2. What makes a good report?

An effective report presents and analyses facts and evidence that are relevant to a specific problem or issue. As with an essay, all sources used should be acknowledged and referenced throughout, in the format set out in the course referencing guide. The style of writing in a report is less of a continuous piece of writing than an essay, with a more direct and economic use of language. A well written report will demonstrate your ability to:

- understand the purpose of the report
- gather, evaluate and analyze relevant information
- structure material in a logical and coherent order
- present a report in a consistent manner according to the instructions provided
- make appropriate conclusions that are supported by the evidence and analysis of the report
- make thoughtful and practical recommendations where required

A team may have reporting relationships with its own member, other teams, staff and administrative organs.



3.3. Relationships within team

Effective teams are rewarding and share many common characteristics. Respect for other team members is essential for team effectiveness. Valuing the strengths of teammates, while minimizing their weaknesses, promotes team cohesion. Cooperating as a team requires trust, focusing on—and believing in—the end goal, arguing less and exploring more.

At a minimum, there are five keys to a productive team: positive interdependence, individual accountability, promotive interaction, appropriate use of social skills and group processing. Positive interdependence is achieved when members of the team rely on each other to complete the project. They understand that their individual success is inherently linked with that of their other team members and with the success of the team as a whole. Group members focus on two objectives to achieve positive interdependence: maximizing their own productivity and working to maximize the productivity of all other group members.

Individual accountability means that each team member is held responsible for his or her contribution to the completion of the project. Team members do not “slack off” and allow other team members to assume their responsibilities.

Promotive (face-to-face) interaction implies that group members recognize the contribution of others in the team and give positive feedback for their accomplishments. They encourage and facilitate each other to achieve team goals, recognizing the tremendous motivational power of positive feedback.

Appropriate use of social skills is necessary because interpersonal and small group skills are critical to team success. Group communication skills contribute to building positive relationships between team members and promote higher achievement and productivity.

Through group processing techniques, team members reflect on how well their team is functioning and how well members are using their social skills to help all members of the team achieve collaborative success. The entire team is committed to team success and recognizes that effective teamwork does not just “happen”; it is the result of investment, commitment and continuous maintenance of the team.



Self-Check: 2-3	Written Test
------------------------	---------------------

Directions: Answer all the questions listed below. Chose the best answer

1. One is not included in group forming
 - A. Forming
 - B. Storming
 - C. Norming
 - D. None of the above

2. A well written report will demonstrate your ability to:
 - A. understand the purpose of the report
 - B. gather, evaluate and analyze relevant information
 - C. structure material in a logical and coherent order
 - D. All of the above

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____
Rating: _____

Name: _____

Date: _____



Reference books and materials

1. Work in team environment LG -11 and TG
2. Scholtes, Peter, 1988. The Team Handbook: How to Use Teams to Improve Quality. Madison, WI, Joiner Associates, pp. 2-7.
3. Katzenbach, J., and Smith, D., 1993. The Wisdom of Teams: Creating the High-Performance Organization Cambridge, MA. Harvard Business School Press, p.45.



Machining

Level-II

Learning Guide #09

**Unit of Competence: Work in Team
Environment**

**Module Title: Working in Team
Environment**

LG Code: IND MAC2 M03 LO09-LG09

TTLM Code: IND MAC2 M03 TTLM 1019v1

LO3: Work as a Team Member



Instruction Sheet	Learning Guide #09
--------------------------	---------------------------

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

Work as a team member

- Effective and appropriate forms of communications
- Team activities, objectives, roles
- **Workplace context**
- Protocols in reporting
- Team work plans

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, **upon completion of this learning guide, you will be able to:**

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide #09.
2. Follow the instructions described in number 3 to 7.
3. Read the information written in the "Information Sheets 3.1". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the "Self-check 3.1" **in page 34.**
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (only after you finished answering the Self-check 2.1).
6. If your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Guide #09.
7. If you earned a satisfactory evaluation proceed to the next "Information Sheet"; "Sheet 3.2, Sheet 3.3 and Sheet 3.4" accomplishing the "Self-check 3.2, Self-check 3.3, and Self-check 3.4" **in page – 38, 40 and 45**, respectively.
8. If you earned a satisfactory evaluation from the "Self-check" proceed to the next Learning Guide.
9. Submit your accomplished Self-check. This will form part of your training portfolio.



Information Sheet: 3-1	Using effective and appropriate forms of communications
-----------------------------------	--

1.1. Forms of communications

Communication: communication is an active process in which information including idea, goals, feelings, work orders and so on is exchanged among team members. It gives an opportunity to send their thoughts and feelings, and to have these thoughts and feelings received by someone else.

Team communication is any form of communication among members of the same group or organization that is crucial for a healthy and effective dynamic. Many frustrations, misunderstandings and questions can easily be addressed with the proper team communication.

Team communication is essential for a healthy team. When team members appear to be at odds with one another and lacking direction, it is due to the fact that effective communication is absent. Good communication creates an environment where all team members are inspired to reach a common goal. Effective communication within a team keeps everyone on the same page and allows for open expression and direct feedback.

Team communication is used to guide and direct the team as a whole. It is used to address general questions, issues and agendas in a group setting, either in a lecture or round-table format. Team communication is used to keep potential issues from arising and to avoid misunderstandings.

Specific communication required for team productivity will depend on the specific needs of the team's task. Just defining the team's task often requires considerable communication: any team's success depends on planning its action. Do NOT "jump right into the task" without spending the time it takes to figure out HOW to do the task. Instead, follow these steps: **Once the team has planned its work, productivity requires that the work be *managed*. This involves a whole series of communication events. No single person can make the project work well, not even a designated "team leader." Every member of the team will be communicating with others,**



WHAT ROLES DO TEAM MEMBERS PLAY

- Creator-innovator
- Explorer-promoter
- Assessor-Developer
- Thruster-organizer
- Concluder-producer
- Controller-inspector
- Upholder-maintainer
- Reporter-adviser
- Linker

1. Communicating with others in the group/ team

We have seen that there are many advantages to working with others in groups or teams, and when things go well there, work can be a pleasant experience. We have also seen that there are many disadvantages to working in groups or teams, and when such disadvantages inflict real outcomes, then working in groups or teams can be an unpleasant experience.

Nevertheless, much of life consists of living and working with others, so it makes sense to take what we have learnt in this chapter (and other chapters) and apply it to ensure that the pleasant experiences outweigh the unpleasant ones. Here are some suggestions for doing just that:

Become aware of the reasons why people join and leave groups (security, task complexity, social interaction, propinquity and exchange).

Be aware of the preconditions for social loafing, and strive to change things to reverse those preconditions.

Strive for an ideal balance of task and socio-emotional role-playing behaviors in your groups and teams. Expect such a balance from others, but set an example yourself. Pay attention to not only the verbal behavior of others but also the non-verbal behavior. Act and speak to reinforce healthy formal and informal norms, and challenge unhealthy ones.

Be on the alert for groupthink effects in groups and teams, and assertively speak out against such causes of bad decisions.

Be aware of the stages of group/team development, and work actively to move your group/ team to the performing stage.



Be aware of the strengths and weaknesses of teams, and be ready to speak out when weaknesses surface. For example, if you feel that some viewpoints or values are not being properly considered, and someone tries to silence you by accusing you of 'not being a team player', be ready to rebut the charge and explain why.

When communicating with team members via technology rather than face to face, be aware of the pitfalls as well as the advantages of virtual team communication.

- ✓ Learn and practice communication skills such as assertiveness, feedback, questioning, listening and reframing.
- ✓ Learn and practice the verbal skills of speaking
- ✓ Learn and practice negotiation and conflict resolution skills
- ✓ Learn and practice leadership skills
- ✓ Learn and practice meeting and group skills such as brainstorming and nominal group technique
- ✓ Learn and practice sensitivity to intercultural and gender communication styles
- ✓ Learn and practice logical, persuasive and influential skills

Generally, the forms of communication in the team seem like the followings:

- **Verbal**

Verbal communication is anything spoken directly from the mouth of the leader or members of the team. This can include statements, presentations and feedback. Verbal communication is the No. 1 way most teams attempt to understand one another and be understood.

- **Nonverbal**

Nonverbal communication is anything that sends a message without words. For example, if your boss verbally communicates that she is happy with your performance and then starts to decrease your hours at work, the nonverbal communication contradicts her verbal statement. Nonverbal communication can produce a lot of confusion, frustration and misunderstanding if it isn't consistent with the verbal communication.

- **Feedback**

Feedback is an opportunity for those involved in the team to express their ideas, frustrations and praise. Teams that permit feedback have a much healthier culture and team dynamic. Feedback can be either formal or informal. For example, formal feedback is when a leader of a team asks team members to fill out a comment form. Informal feedback is when team members voluntarily give advice, opinion or suggestions.



- **Presentation**

A less common type of team communication is the presentation. A presentation is when a smaller group within the team collaborates to create an explanation or argument for education or change. This is commonly seen in large businesses where a department will create a presentation to share with leadership.

- **Debate**

Debate is a healthy form of team communication that encourages members to disagree and challenge various issues and norms. This enables the members to explore new ideas and provides time for expression, feedback and healthy change. Debate is used primarily in brainstorming sessions.



Self-Check: 3-1	Written Test
------------------------	---------------------

Directions: Choose the best answer.

- 1. What roles do team members play?
A. as innovator B. as inspector C. as promoter D. all

- 2. Which one of the following is the forms of communication in the team
A. Verbal B. nonverbal C. feedback D. presentation E. all

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____
Rating: _____

Name: _____

Date: _____



Information Sheet: 3-2

Making effective and appropriate contributions to team

2.1. Characteristics of Good Work Team Members

Today, most workers are part of a work team. What are the qualities of good team members?

- **Honest and Straightforward.** A good team member is up front. He/she doesn't play games, or lead others on. You can count on a good team member to tell you what's what, whether it is good news or bad news.
- **Shares the Load.** A good team member does his or her fair share of the work. There is a sense of equity and fairness, which is critically important for team members' collective [motivation](#).
- **Reliable.** The good team member can be counted on. She or he meets deadlines and is on time.
- **Fair.** A good team member takes appropriate credit, but would never think of taking credit for someone else's work.
- **Complements Others' Skills.** An important characteristic of effective work teams is the shared capacity: Every member has areas of strength and some weak spots. A good team member provides some unique skills and/or knowledge that moves the team forward.
- **Good Communication Skills.** [Teamwork](#) is social, so good team members need to be skilled, and tactful, communicators.
- **Positive Attitude.** No one would follow a pessimistic leader, and the same goes for team members. A positive, can-do attitude is critical for the good team member.

Ten (10) qualities of an excellent team player

Every organization relies on good teams. Effective teamwork in the workplace helps drive the organization toward success. Here are a ten qualities that can make a team player outstanding in the workplace:

1. Show Genuine Commitment

Team players are genuinely committed to their cause. Good team players might make sure they are in the office when needed, but great team players will make "seat" time worth it and contribute as much as possible. They strive for excellence.



2. **Be flexible**

Instead of sitting on the bench watching the rest of the crew perform, an outstanding team player wants to see the magic happen through his or her efforts as well. They are flexible to the situations thrown their way, and they participate and tackle challenges without showing too many signs of stress or pressure.

3. **Don't stay in the shadows**

It is not in your interest to just sit quietly and get your work done. It's a good thing to involve others, as long as you aren't bothering people with questions you should know the answer to. Great team players come to their teammates having prepared their ideas clearly.

4. **Be reliable and responsible**

An excellent team player will be reliable and responsible. They complete the tasks in order of priority, not necessarily in order that they're given. When you're not sure of what should take priority, ask your manager.

5. **Actively listen**

You are only a team player if you respectfully consider the viewpoints and ideas of other people as well. This is why diverse teams have the potential to be so effective, and it all depends on active listening. Active listening is harder than you think. When you hear someone saying something you don't initially agree with, keep from interrupting and don't let your mind prepare any counter remarks. Just listen, and consider what they're saying and more importantly, *why* they believe that.

6. **Keep your team informed**

Share your opinion and ideas without trying to come up with a plan for taking credit for it. Transparency is key on a team, so keep your team members informed. Planning for your own success is important, but whether you get promoted may have a lot to do with how you communicated with your team members.

7. **Always be ready to help**

Even if it is not in your job description, be generous with pointers or tips to help your team members. For example, if a member of your team is having trouble with a technology tool that is easy for you, offer to sit down with him and show him what you know.



8. Support and respect others

It seems obvious that you wouldn't want to shut someone from your team out, or laugh at other people's ideas, but we do these things in a subtle way, without realizing it, all the time. It is important to become more self-aware of how you treat others. Remember, you'll receive respect when you give it to others. An ideal team player knows how to have fun, but he would never do it at someone else's expense.

9. Be a problem-solver

Your team leader may be working on solving problems, but there is no reason why you can't offer solutions yourself. Your teammates will appreciate your skills, and this may pay off later when your manager considers you for a promotion!

10. Recognize when you are wrong

A good team player will back off an idea when it becomes clear it's not the right path. If you believe strongly that your team is making a mistake, you can find a way to come back to the issue when the time is right, but being a stubborn stick in the mud is not a quality of a good team player.

**Self-Check: 3-2****Written Test**

Directions: Choose the best answer.

1. What are the qualities of good team members?
A. Honest B. Reliable C. Shares the Load D. Fair E. All
2. An excellent team player will be reliable and responsible
A. True B. False

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____

Rating: _____

Name: _____

Date: _____



Information Sheet: 3-3	Observing Protocols in Reporting
-------------------------------	---

3.1. Introduction

Protocols are an agreed upon set of steps or actions that govern team conversations, based on previously established norms. They are a vehicle for collaboration and ensure that the conversation is centered in meaningful learning. Protocols are the structure of deeper conversations and a guarantee that substantive, and collaborative work can be accomplished. There are many benefits to the use of a protocol when facilitating team dialogue. For instance, protocols:

- Ensure a safe, equitable, and trusting environment where team members are safe to ask questions of one another
- Ensure meaningful and sustained dialogue
- Structure the time during meetings
- Provide built in time to think and time to listen without the need for team members to continually respond
- Promote reflection by individuals and teams
- Help members gain differing perspectives and insights
- Focus the team's work on the issue at hand
- Prevent off topic conversations
- Prevent individual team members from dominating the conversation

3.2. Protocols for Collaborative Learning Teams

Protocols help facilitate sustained conversations that ensure every voice is heard in an equitable and balanced way. Protocols help to achieve trust, and create an environment where participants are comfortable taking risks and sharing ideas, successes, and challenges. Protocols help to build culture and trust among group members and ensure that substantive dialogue is occurring. Protocols also provide structures that make it safe for team members to share unique perspectives and ask challenging questions of each other.

Collaborative learning team discussions involve varying degrees of risk, trust, intensity, and time, as do the many different protocols available to teams. The protocols shared below move along a continuum from the least amount of trust required to those that require a greater degree of time, intensity, and trust. For instance, a team having a discussion on a shared text is a far different level of intensity and trust than is required by teams who are openly sharing their students' assessment data.



Self-Check: 3-3	Written Test
------------------------	---------------------

Directions: Choose the best answer.

1. Protocols are an agreed upon set of steps or actions that govern team conversations, based on previously established norms
 - A. True
 - B. False

2. Impossible to prevent individual team members from dominating the conversation
 - A. True
 - B. False

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____
Rating: _____

Name: _____

Date: _____



Information Sheet: 3-4	Contributing to the development of team work plans
-------------------------------	---

4.1. Development of team work

4.1.1. Group or team

We now have some basic ideas about the way in which groups develop. In many modern organizations, however, groups of workers are more likely to be called teams. Are ‘group’ and ‘team’ the same thing? Not necessarily. A team is probably (and the matter is still open for debate) a special case of a group:

A team is a collection of people who must work interdependently to achieve a common goal or output, whereas a group is a collection of people who work together, but individual members may achieve individual goals while another member may not.

Team members may differ from group members in that they are empowered or self-managing — that is, they may have decision-making power delegated to them, and thus not need leadership in the conventional sense.

Team members may differ from group members in that they may experience more open and honest communication, they may have a greater sense of trust, they may accept conflict as normal, and they may feel more of a sense of ownership for their jobs and unit because they are committed to goals they helped establish (Maddux 1992). We can very easily get stuck in wordplay here. ‘Teams’ has a very emotional, positive ring.

Yet the ‘empowered teams’ and ‘self-managing teams’ of the 1990s and 2000s are not all that different from job design innovations in the 1960s and 1970s, such as the ‘semi-autonomous work groups’ pioneered in Scandinavia in the socio technical job design experiments, and the ‘quality circle’ movements developed in Japan, both of which involved (or in some cases only appeared to involve) a transfer of decision-making power from managers and supervisors to work group members (Grenier 1989; Pruijt 2003).

‘Team building’ is a distracting term. Strictly speaking, you can build a house, but how do you build a collection of human beings? ‘Group development’ might be a more accurate term for a process of unifying a collection of people so that they pursue goals with effectiveness, but it certainly sounds less exciting. (Team-building exercises, such as outdoor survival and cooperation training, are commonplace in many workplaces today, and yet the success rate of such activities is still problematic (Williams, Graham & Baker 2003; Keller & Olson 2000; Robbins & Finley 2001; Schütz & Bloch 2006).

What people may mean when they use the term ‘team’ is simply ‘effective group’. If they



wish to use exciting terms like ‘teams’ and ‘team building’, and that excitement helps to motivate people to greater levels of effectiveness, then that should be okay. Groups and teams are sometimes seen as being more motivating, productive and emotionally healthy than the more traditional ways of organizing human beings, but remembers this is not always the case.

4.1.2. Group development

There is strong evidence that groups pass through a sequence of five stages of development. These are sometimes defined as:

- Forming, or coming together
- Storming or conflict
- Norming or working out the rules
- Performing, or getting the job done
- Mourning, or breaking up.

The length of time different groups take to pass through each of these developmental stages will vary, but it is generally not possible to achieve high team performance until the group has passed through at least the first three stages. The duration of each stage will depend on factors such as individual and team maturity, task complexity, leadership, organizational climate, and external climate.

- **Forming**..... *Am I a member of this group?*

During this stage of group development new team members discover what being a member of this group means.

You may find that you and/or other group members need:

- ✓ clear goals and objectives
- ✓ definition of tasks and roles
- ✓ clear work plans
- ✓ to identify group behavior, standards and norms and ways to handle behavioral problems

You and/or other group members may:

- ✓ demonstrate excitement
- ✓ participate hesitantly
- ✓ show tentative attachment to the group
- ✓ discuss problems peripheral to the task
- ✓ be uncomfortable and anxious about the new situation
- ✓ accomplish minimal work

This stage is complete when new members start thinking of themselves as part of a group.



- **Storming** *Who controls this group?*

During this stage of group development, team members may become hostile or overzealous as a way to express their individuality and resist group formation.

You may find that you and/or other group members exhibit:

- ✓ Infighting, defensiveness and competition
- ✓ Doubts about success
- ✓ Low group morale
- ✓ •Polarization of group members
- ✓ Concern over excessive work
- ✓ Disunity and increased tension

You and/or other group members may:

- ✓ set unrealistic goals
- ✓ resist the task demands
- ✓ establish a pecking order
- ✓ criticize group leaders or other group members
- ✓ complain.

Many groups do not develop beyond this stage because they lack the ability to listen to each other and find mutually acceptable resolutions to the major issues.

- **Norming** *What are the rules of this group?*

During this stage of group development, members accept the team, the team norms, their own roles and the idiosyncrasies of fellow group members. Emotional conflict is reduced by patching up previously conflicting relationships.

You and/or other group members may:

- ✓ attempt to achieve maximum harmony by avoiding conflict
- ✓ develop a high level of trust and respect for others in the group
- ✓ discuss group dynamics constructively
- ✓ form friendships
- ✓ develop a sense of team cohesion with a common spirit and goals
- ✓ have high group morale
- ✓ •establish and maintain group boundaries
- ✓ accomplish a moderate amount of work

During this stage, if the formally appointed leader is not effective, or there is no formal leader, a leader will emerge or should be agreed upon who can focus the group resources to solve problems.

- **Performing** *How high can this group go?*

Now that the team has established its interpersonal norms, it becomes an entity capable of diagnosing and solving problems, and making decisions. This stage is not always reached by all teams.



You and/or other group members may:

- ✓ be willing to sort through group problems
- ✓ develop high conflict resolution skills
- ✓ understand members' strengths and weaknesses
- ✓ undertake constructive self change
- ✓ identify closely with the group
- ✓ accomplish a great deal of work

Groups reaching this stage will be effective and will devote energy to maintain good group relations.

• **Mourning** *Where do we go from here?*

This final stage of group development applies more to temporary teams like task groups or committees. However these days, with reorganizations occurring frequently this stage is not uncommon.

You and/or other group members may:

- feel elated at the successful attainment of goals
- feel disappointed at unattained goals
- feel a sense of loss when the group is disbanded
- feel relief at the end of the process
- Congratulate each other celebrate.



Self-Check: 3-4

Written Test

Directions: Choose the best answer.

1. What are the rule of this group?
 - A. Performing
 - B. Nor m ing
 - C. Storming
 - D. forming
2. How high can this group go?
 - A. Performing
 - B. Norming
 - C. Storming
 - D. Forming

Note: Satisfactory rating - 1 points

Unsatisfactory - below 1 points

Score = _____

Rating: _____

Name: _____

Date: _____



Reference books and materials

1. Work in team environment LG -11 and TG
2. Scholtes, Peter, 1988. The Team Handbook: How to Use Teams to Improve Quality. Madison, WI, Joiner Associates, pp. 2-7.
3. Katzenbach, J., and Smith, D., 1993. The Wisdom of Teams: Creating the High-Performance Organization Cambridge, MA. Harvard Business School Press, p.45.



No	Name	Qualification	Region	E-mail
1	Wakweya Tolera	A	Oromia	Wakweya.tolera@yahoo.com
2	Mohammed Abdela	A	Dire Dewa	mahammedabdella49@gmail.com
3	Waliyi Bena	A	Oromia	waliyibena@gmail.com
4	Elias Zemenu	A	Somali	Elijahze26@gmail.com
5	Gurmu Mulatu	A	Adis Ababa	gurmumuulaatuu@gmail.com
6	Muluneh Negussie	B	Amhara	Muluneh3000@gmail.com
7	Teshome W/Yuhanis	A	SNNPR	Tesho1921@gmail.com
8	Solomon Aderaw	B	Amhara	Solo19@gmail.com