Natural Resources Conservation and Development

Level II

Learning Guide-5

Unit of Competence: Work In Team Environment

Module Title: Working In Team Environment

LG Code: AGR NRC2 LO2-LG-5

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LO 2: Identify own role and responsibility within team

Instruction Sheet	Learning Guide #5

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

- Identifying Individual role and responsibilities
- Identifying and recognizing roles and responsibility of other team members
- Identifying reporting relationships within and external team

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

- Identify Individual role and responsibilities
- Identify and recognizing roles and responsibility of other team members
- Identify reporting relationships within and external team

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information "Sheet 1, Sheet 2, and Sheet 3"
4. Accomplish the "Self-check 1, Self-check t 2 and Self-check 3" **in page -6, 9, and 11** respectively.
5. If you earned a satisfactory evaluation from the "Self-check" proceed to "Operation **in page -.**
6. Do the "LAP test" **in page –**(if you are ready).

Information Sheet-1	Identifying Individual role and responsibilities

2.1. Identifying Individual role and responsibilities

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 behaviours expected of people in a group. Some roles will feel natural - "I'm always the one who . . . " There will be other roles, however, which may be difficult, eg Chairperson or Presenter. Try and gain experience in at both natural and difficult roles in the group.

There are four main types of roles:

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

Task roles

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

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

Functional roles

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

You may find yourself taking on such roles as:

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

Maintenance roles

As well as the functional roles that assist the group to achieve its tasks there are group maintenance roles which help the team grow and strengthen. These roles support and maintain group life and activities. You may find that your personal skills lend themselves to one or more of the following maintenance roles:

- Encourager: is friendly and sincere; praises others; is warmly responsive to others, and their ideas; is accepting when people offer contributions.

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

Dysfunctional roles

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

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

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

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

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

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: 3 points each

1. List the four main types of roles. (4pnts)
2. Unfortunately sometimes you may find either yourself or other team members take on roles that are disruptive to genuine efforts to improve team effectiveness and satisfaction. List some Dysfunctional roles. (6pnts)

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

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

    1. _____

2. _____

_____

_____

_____

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

2.1.   Identifying and recognizing roles and responsibility of other team members

Responsibilities of and relationships among team members

As a leader, there are a number of elements that you must help to create in a team. Teams learn and demonstrate behaviors that are not exhibited by mere groups. These characteristics represent the essential elements of an effective team. Your team will not normally form on its own, rather there is almost always someone who was the catalyst for bringing the team together. This someone must be you. It's okay for you to be the focal point at the beginning, but at some point in time the ownership of the team needs to shift to the other members as a whole.

Common elements

A team goal - Although your team might have a number of goals, one of them must stand out. For example, "To produce 10% more widgets than last year without hiring additional personnel" A supporting goal might be, "To provide 40 hours of yearly training for each member." Everyone must know, agree upon, and be committed to accomplishing the team goal.

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

Trust - Openness in critiquing and trusting others.

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

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

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

Evaluation - The ability to self-correct.

Change compatibility - Being flexible and assimilating change.

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

It is important that every member of a team has a full understanding of the capabilities and roles of individual team members. Each must know his or her role, the role of others, and to who they may look for resources and support. Without this knowledge, the team will not achieve its performance potential. If the responsibilities of team members are clearly defined and documented, each team member will be accountable to each other and to the group for the fulfilling of their responsibilities. The ground rules established in the formation of the group should address responsibilities and tasks and likewise identify remedies and protocol when individual and group responsibilities are not fulfilled. In order for team members to "own" their role and responsibilities, they should document their perceptions of their role within the team. Only when team members have fully bought into the team's purpose and their role within it can they be held fully accountable.

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

The ideal way of building relationships with team members is to spend time together, face-to-face. As mentioned earlier, this can be difficult in virtual teams whose members may reside continents away. LaFasto and Larson suggest that it is even more important for virtual teams to connect in person on a regular basis: "For a group of regional managers spread across the country or around the world, ensuring adequate face time might mean meeting together every quarter to calibrate major activities, explore common challenges, and confirm relationships".

When relationships between team members are built and confirmed on an ongoing basis, a culture of trust will exist even when members are working virtually with one another. The way a group behaves and performs affects individual members. When trust is present and group

behavior is positive, so too will be team member's evaluation of the experience. An individual's positive evaluation of the team leads to greater trust and ongoing participation.

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

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

Self-Check -2	**Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Responsibilities and relationships among team members are identified from _____ and _____ (2 pts)

Note: **Satisfactory rating - 1 points**   **Unsatisfactory - below 1 points**

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. _____**and**_____.

Information Sheet-3	Identifying reporting relationships within and external team

1.3.   Identifying reporting relationships within and external team

Report - is a statement of the results of an investigation or of any matter on which definite information is required. The following stages are involved in writing a report:

- ❖ clarifying your terms of reference

- ❖   planning your work

- ❖ collecting your information

- ❖ organizing and structuring your information

- ❖ writing the first draft

- ❖ Checking and re-drafting

What works in an organization in reaching its goals is not an individual, but properly integrated teamwork. The main reason is that considering the vastness and the very nature of the work that an organization engages in it is not possible for any one individual to even think of taking the entire load upon his own shoulders. And their complex nature, work necessarily has to be first broken down into compartments in organizations known as **departments**. Even that is not sufficient, so to enable handling by individuals it is broken down into modules and sub-modules that can be handled manageably by **each different employee** within each separate department. The special characteristic of sub-modules and modules is that somebody has to continuously manage the work **interfaces** between them. Unless these interfaces are properly and continuously paid attention to, there is always the possibility that the wrong output or a delayed one is sent from one sub-module into another waiting to receive the correct and timely input. Therefore, an individual responsible for one sub-module needs to always be in touch with another who manages a sub-module which has an interface with it.

Naturally, the work relations between two such individuals can affect the overall target required to be reached by an organization, sometimes in a most significant manner. If the two concerned individuals jell with each other and understand each other's requirements

perfectly, they will take sufficient care that the transmission of not only the correct output takes place from one to the next, but it also takes place in a very much timely manner.

Such work interaction that takes into consideration the sensitivities and requirements of different interfacing work modules and of the individuals responsible for them is known as real teamwork. **Working as part of a team never can be learnt in a day.**
It requires many factors to simultaneously be developed. They include continuous commitment to the overall goal of the organization. An important factor is relationship management. Another two factors are talent and perseverance of team members.

Most of all the development of teamwork requires the experience of working together for a considerable period to iron out all the issues between different employees from different backgrounds and their different work ethics. Concerted coordination between team members forms the watchword in the development of teamwork in an organization and therefore the team coordinator's role becomes paramount.

An organization that succeeds in reaching its targets therefore necessarily has to inculcate the culture of teamwork in its human resources. Without teamwork and mutual understanding between teams of employees, the organizational juggernaut can never grind its wheels like a well-oiled machine in perfect symbiosis between the different subsystems that comprise it.

Self-Check -3	**Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: say true or false (2pts each)

1. Work interaction that takes into consideration the sensitivities and requirements of different interfacing work modules and of the individuals responsible for them is known as real teamwork.
2. Report is a statement of the results of an investigation or of any matter on which definite information is required.

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

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____   Date: _____

Short Answer Questions

      1. _____   **2.** _____

Reference:

DuFrene, D. D. and Lehman, C. M. (1996), "Achieving Self Directed Work Team Skills through Cooperative Learning." Proceedings of Annual Meeting of the Southwest Educational Association Convention

Strijbos, J. W., Martens, R. L. and Jochems, W. M. G. (2004), "Designing for interaction: Six steps to designing computer-supported group-based learning." Computers & Education, Vol. 42, No. 4, pp. 403–424.