



Natural Resources Conservation and Development

Level II

Learning Guide-6

Unit of Competence: Work In Team Environment

Module Title: Working In Team Environment

LG Code: AGR NRC2 LO3-LG-6

TTLM Code: AGR NRC2 M02 TTLM 0919v1

LO 3: Work as a team member



Instruction Sheet	Learning Guide #6
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Using effective forms of communications
- Making effective and appropriate contributions
- Observing protocols in reporting
- Making contribution to the development of team work plans

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:**

- Use and undertake effective and appropriate forms of communications and 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
- Protocols are observed in reporting using standard operating procedures.
- Contribute 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.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3, and Sheet 4 ”
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self-check 4” **in page -7, 10, 11 and 16** 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	Using effective forms of communications
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3.1. Using effective forms of communications

Effective communication is important so that

- team members understand and agree with team goals
- goals and tasks can be clarified
- team members understand how their tasks fit in with other people's tasks
- problems can be sorted out before they become too serious
- information that affects team goals can be shared
- The team can evaluate their progress and discuss ways to improve their work.

Communication may either be oral or written.

➤ Oral communication methods may include

- discussion: to share ideas to facilitate a job being completed on time
- debate: when two people do not agree so put forward their point of view in order to convince the other person
- negotiation: when people discuss their differences of opinion but are willing to compromise with each other in order to get a job done
- Speeches: for example, in a training session.

➤ **Written communication methods may include**

- instructions: to explain how a task must be completed in order to limit misunderstanding
- schedules: to prioritize tasks so that the most important is completed first
- Reports: often used as feedback or when evaluating a task/procedure.

3.1.1. Team structure

A **team-based organizational structure** groups employees who perform specific duties into project **teams** that perform specific functions. This type of **organizational structure** allows you to ensure the best coverage for activities such as product development, customer support and process-improvement initiative. An organizational structure defines how activities such as task allocation, coordination, and supervision are directed toward the

achievement of organizational aims. Organizational structure affects organizational action and provides the foundation on which standard operating procedures and routines rest.

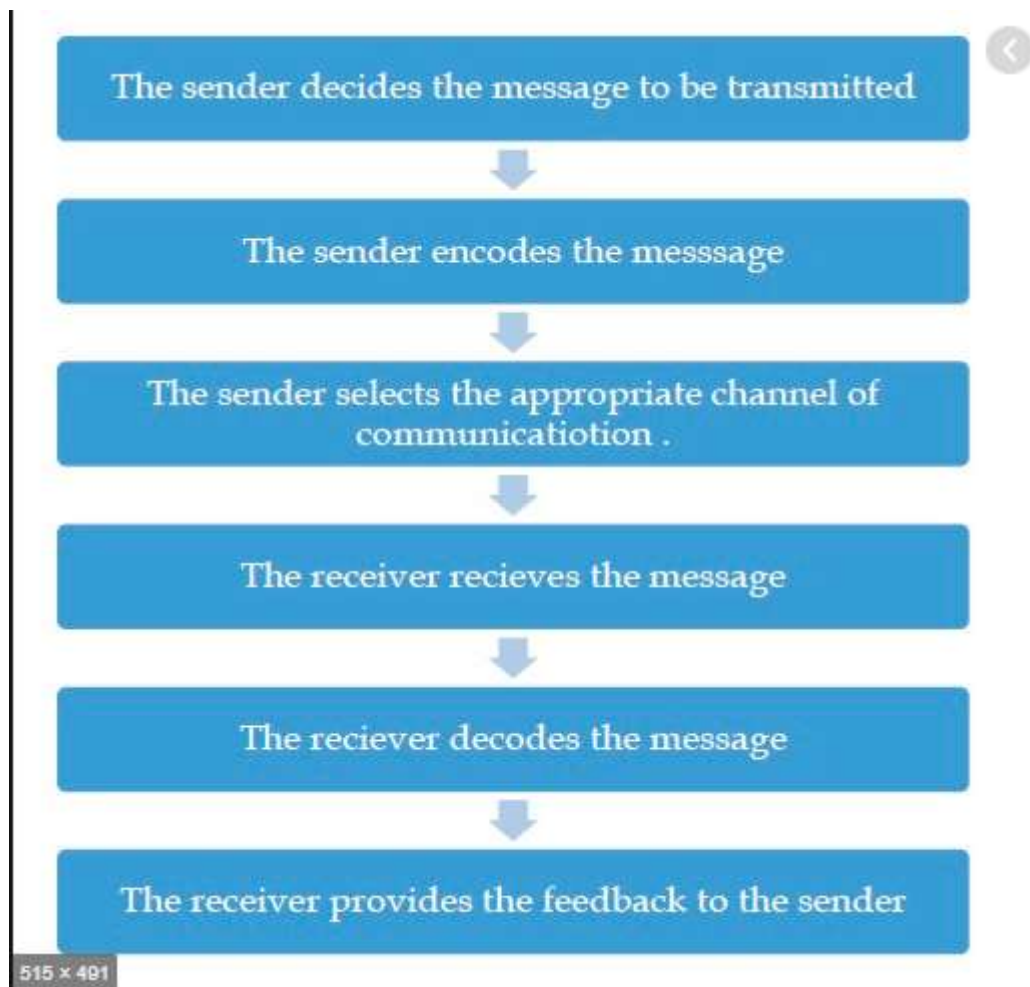


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3.1.2. Communication process

The **process of communication** refers to the transmission or passage of information or message from the sender through a selected channel to the receiver overcoming barriers that affect its pace. The **process of communication** is a cyclic one as it begins with the sender and ends with the sender in the form of feedback.





3.1.3. Interactions undertaken with team members

The first rule of **team** building is an obvious one: to lead a **team** effectively, you must first establish your leadership with each **team member**.

8 tips on how to best interact with your team members

1. Schedule regular open meetings.
2. Use appropriate body language.
3. Speak simply.
4. Utilize visuals.
5. Value every **team member's** ideas.
6. Establish ground rules for the **team**.
7. Encourage debate.
8. Show appreciation.

The team leader or facilitator must concentrate on the small central area in the model where the three circles overlap – the “action to change” area, and there are **three inter-related**, but distinctive, requirements of a **team leader**:

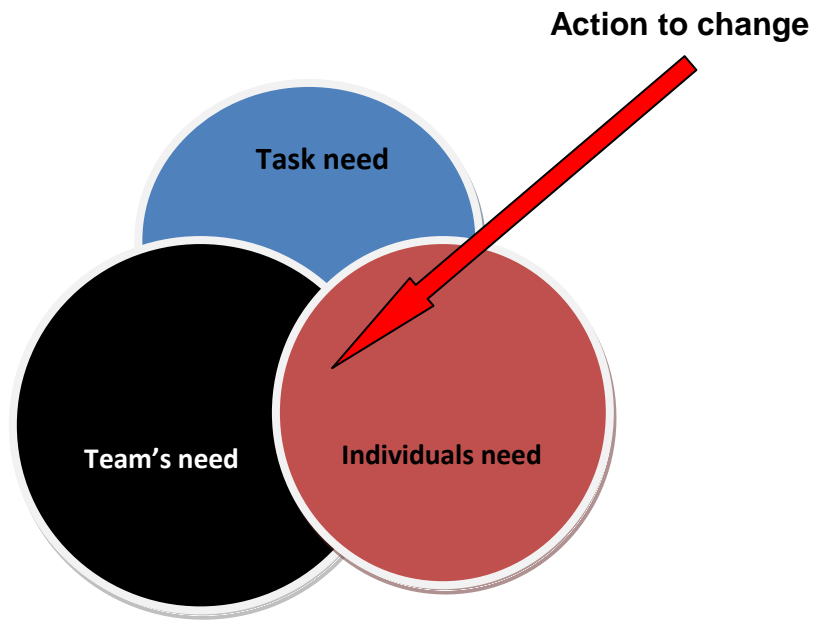


Figure 3. Intersection of task need, team's need and individual need.

- Define and achieve the job or **task**, e.g, process improvement
- Build up and co-ordinate a **team** to do this
- Develop and satisfy the **individuals** within the team

3.1.4. Contribution to team activities

Here are nine ways you can contribute more effectively to make the projects you work on more successful, regardless of your specific role.

- Understand the end goal.
- Identify clear roles.
- Collaborate.
- Recognise interdependencies.
- Ask questions.
- Communicate.
- Break it down.
- Look at the past.



Self-Check -1	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: 3 points each

1. What is the important Effective communication?
2. What do we mean Interactions undertaken with team members?
3. Discuss the team structures.

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. _____



Information Sheet-2	Making effective and appropriate contributions
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3.2 Making effective and appropriate contributions

3.2.1 Individual skills

Skills for a Healthy Group Climate

To work together successfully, group members must demonstrate a sense of cohesion. Cohesion emerges as group members exhibit the following skills:

- **Openness:** Group members are willing to get to know one another, particularly those with different interests and backgrounds. They are open to new ideas, diverse viewpoints, and the variety of individuals present within the group. They listen to others and elicit their ideas. They know how to balance the need for cohesion within a group with the need for individual expression.
- **Trust and self-disclosure:** Group members trust one another enough to share their own ideas and feelings. A sense of mutual trust develops only to the extent that everyone is willing to self-disclose and be honest yet respectful. Trust also grows as group members demonstrate personal accountability for the tasks they have been assigned.
- **Support:** Group members demonstrate support for one another as they accomplish their goals. They exemplify a sense of team loyalty and both cheer on the group as a whole and help members who are experiencing difficulties. They view one another not as competitors (which is common within a typically individualistic educational system) but as collaborators.
- **Respect:** Group members communicate their opinions in a way that respects others, focusing on “What can we learn?” rather than “Who is to blame?” See Constructive Feedback in the process section for more details.

As an instructor, you can use several strategies to encourage students to develop a healthy climate within their small groups:

- Assign students into diverse groups so that they encounter others with different backgrounds and interests.



- Design activities that break the ice, promote awareness of differences within the group, encourage reflection on the stresses of working within a group, and point out the demands of working in a group.
- Have students participate in trust challenges. For example, try the Trust-Fall, in which individual group members fall backward off a table and are caught by their fellow group members. Or blindfold individual students, and have their group members guide them orally through an obstacle course.
- Encourage students to participate willingly and ask questions of others. To encourage listening skills and ensure that everyone in the group speaks, try the “Circle of Voices” exercise. See CTE Teaching Tip “Group Work in the Classroom: Types of Small Groups.”
- After students have worked in their groups for a couple of weeks, have them fill in a “Are we a team?” checklist individually, then discuss their answers within their group. Have them repeat this exercise when they have completed their task. See Appendix B for an example of this checklist.

3.2.2 Competencies and workplace context

Skills for an Effective Group Process

Besides knowing how to develop a healthy group climate, students also need to know how to function so that they are productive and accomplish their tasks effectively. An effective process will emerge as students’ exhibit these skills:

- **Individual responsibility and accountability:** All group members agree on what needs to be done and by whom. Each student then determines what he or she needs to do and takes responsibility to complete the task(s). They can be held accountable for their tasks, and they hold others accountable for theirs.
- **Constructive Feedback:** Group members are able to give and receive feedback about group ideas. Giving constructive feedback requires focusing on ideas and behaviours, instead of individuals, being as positive as possible, and offering suggestions for improvement. Receiving feedback requires listening well, asking for clarification if the comment is unclear, and being open to change and other ideas.



- **Problem solving:** Group members help the group to develop and use strategies central to their group goals. As such, they can facilitate group decision making and deal productively with conflict. In extreme cases, they know when to approach the professor for additional advice and help.
- **Management and organization:** Group members know how to plan and manage a task, how to manage their time, and how to run a meeting. For example, they ensure that meeting goals are set, that an agenda is created and followed, and that everyone has an opportunity to participate. They stay focused on the task and help others to do so too.
- **Knowledge of roles:** Group members know which roles can be filled within a group (e.g., facilitator, idea-generator, summarizer, evaluator, mediator, encourager, and recorder) and are aware of which role(s) they and others are best suited for. They are also willing to rotate roles to maximize their own and others' group learning experience.

Self-Check -2	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: 3 points each

1. List and discuss individual skills in group.
2. What do we mean by Individual responsibility and accountability?

Note: Satisfactory rating - 3 points

Unsatisfactory – below 3 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

2. _____



Information Sheet-3	Observing protocols in reporting
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3.3. Observing protocols in reporting

Reporting using standard operating procedures

Fully Successful Standard: with few exceptions, written products include accurate data, detailed information, and are in the correct format, with only minor errors; and written reports are produced as requested, usually within the time frames established, and routinely meet the customers' needs.

Outstanding Standard: Meets Fully Successful standard plus: Written products are error free, reflect great attention to detail, and completely review all aspects of the subject matter.

Self-Check -3	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: 3 points each

1. What do we mean fully successful standard?

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____



Information Sheet-4	Making contribution to the development of team work plans
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3.4. Making contribution to the development of team work plans

3.4.1 Team's role and objectives

How do you begin teamwork? Meet with team members to agree upon protocol. Here is an example of team protocol:

- Begin by negotiating criteria for success
- Determine how much control the team has in the organization
- Plan what you intend to accomplish
- Plan how you will accomplish it
- Choose team leader/s
- Determine membership rules for the team

How do you begin teamwork?

Effective teams are not accidental. They are developed. But, before they can be developed, the organizational environment must be supportive of teamwork. There are a number of common characteristics of supportive environments.

First, there is awareness that managers don't have all the answers. Input is needed from those who are closest to the problems and the opportunities.

Secondly, employees have ideas about how their work could be done more productively, no matter what they do or where they work, and they are willing, and even eager, to share what they know with management. Finally, employees who are recognized for their contributions will take more pride in what they do. And those who are involved in making decisions will be more committed to carrying them out.

In organizations, there are many kinds of teams. Until recently, the term meant relatively permanent work groups composed of front-line employees and their immediate supervisors. Also, higher up the organizational ladder, elected councilors in local governments, together with their top administrative staffs, are sometimes referred to as teams, (e.g., *municipal leadership teams*). With the quality movement in Europe, Japan and the United States, other kinds of teams have begun to appear - more temporary in nature with the goal of coming together to accomplish a particular task and then to disband. Teams might be organized, for



example, when funds are received from a donor agency for a new project, when new functional units are formed as the result of a management reorganization decision, or when funding cutbacks make it necessary to merge two or more work units into one.

Team development is an intervention to ensure the effective and efficient functioning of new and existing teams. It is called for only when lack of effective teamwork is experienced or is anticipated, as with new teams. But team development is not the solution to every problem facing work units and teams. It is not, for example, an appropriate way to address intergroup problems (between work units or teams), technical difficulties or administrative foul-ups. Problems like these should be handled in some other way.

Learning-by-doing is emphasized in team development. It is expected that the team and its members will learn to cooperate and solve problems by experiencing themselves cooperating and solving problems, or not doing so, as they go about their team tasks. Generally, a trained facilitator is assigned or employed by the organization to guide the team learning-process. The facilitator's role in team development is three fold, to serve as:

- A planner who provides a suitable design for learning,
- An initiator who gets things going and helps team members learn all they can from it, and
- A resource that provides information and guidance from other team development experiences when needed by team members.

3.4.2 Individual competencies of the members

Technical competencies are minimal requirements of any team. They include the substantive knowledge, skills, and abilities related to the specific tasks to be accomplished. Personal competencies refer to the qualities, skills, and abilities necessary for individual team members to identify, address, and resolve issues.

Process of team development

Team development is carried out in four steps with the assistance of a trained facilitator from inside or outside the organization.

Step 1: Sharing expectations



After introductions and a brief review of what is to take place, the facilitator asks members of the team to answer several questions about their expectations for the team and themselves. Generally, participants are asked to write down their answers and then to share what they have written with other participants. A summary of major concerns can be listed by the facilitator on a chart pad to encourage discussion. Among the questions about expectations the facilitator might ask are these:

- What concerns you most about working on this team?
- What would the team be like if everything went right?
- What would it be like if nothing went right?
- What actions do you think are needed to ensure positive results?

Step 2: Sharing levels of commitment

Members of a new team will vary in the amount of time and energy they are individually willing to commit to team activities. These commitments are influenced by how important they view the team's task, demands made on their time by other work priorities, how personally interested they are in the team assignment, and other considerations.

In order to reveal various levels of individual commitment to the team, the facilitator might draw the following diagram on a chart pad and ask team members to report orally where on the chart they would place themselves in terms of commitment. The facilitator would record individual ratings with check marks above the numbers on the scale.

Figure



When all ratings have been reported and recorded on the chart pad, individual team members are given an opportunity to explain their ratings. The team as a whole, based on the combined levels of commitment shown on the scale, can then decide on an appropriate level of time and commitment from the team as a whole. Individual commitment levels also



can be useful in assigning workloads to team members and avoiding feelings of resentment about some members doing more than others.

Step 3: Establishing goals and plans

As a starting point, the facilitator helps the team clarify and state in words the team's mission - its most fundamental reason for existing. The relevance of all subsequent plans and activities being considered by the team should be justified on the basis of their contribution to the team's mission. The creation of a written mission statement is followed by the development of specific goals to be achieved by the team on or before a specific date and a detailed work plan for each of the goals. Establishing goals and work plans provides focus and direction for the team and a convenient way of dividing up the work to be done among members of the team. For details on establishing goals and plans, see Organizational Goal Setting presented later in this volume.

Step 4: Developing procedural guidelines

To avoid the confusion about how things are to be done, a primary source of team conflict, the facilitator assists the team to develop guidelines on how various procedural matters are to be handled. Areas where guidelines will be useful to the team are shown as follows:

1. How decisions will be made - majority vote, a team consensus (all decisions made by the total group) or some decisions left to subgroups with specific work assignments.
2. What the basic method of work is to be - everything is done in the total group, individuals do things and submit their results to the total group, or initial work is done by subgroups for ratification by the total group.
3. How to ensure that everyone's issues are discussed - all members are invited to contribute items to the team's meeting agenda, open times are provided on the agenda for discussion of any topic, memos on topics of interest can be circulated by team members.
4. How differences are resolved - two-party arguments are resolved outside team meetings to avoid consuming meeting time, a third party is appointed to work out differences between the parties time limits are set on the open discussion of differences.
5. How to ensure the completion of tasks - setting realistic priorities and timetables, making assignments to people who are certain they have the time and energy to complete them, action summaries that describe progress, reminders of due dates issued by the team leader.
6. How to change things when not getting results - a periodic review and evaluation session focused on team progress, its successes and failures: What actions must we take to make our team more effective?



Self-Check -4	Written Test
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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page: 3 points each

1. Write the three fold of facilitator's role in team development.
2. Discuss steps in developing team?

Note: Satisfactory rating - 3 points

Unsatisfactory - below 3 points

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____

2. _____



Reference:

DuFrene, D. D. and Lehman, C. M. (1996), "Achieving SelfDirected 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.