



Natural Resources Conservation and Development

Level II

Learning Guide-4

Unit of Competence: Work In Team Environment

Module Title: Working In Team Environment

LG Code: AGR NRC2 LO1-LG-4

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LO 1: Describe team role and scope



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| Instruction Sheet | Learning Guide #37 |
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Identifying the role and objective of the team
- sources of information
- Identifying team parameters, reporting relationships and responsibilities

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 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.
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 9, 12, and 13** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet **in page -.**
6. Do the “LAP test” **in page –(if you are ready).**



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| Information Sheet-1 | Identifying the role and objective of the team |
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4.1. Identifying the role and objective of the team

Concepts and Definition of team

“Coming together is a beginning, keeping together, is progress, and working together is success.”

- *Arabian Proverb*

Teams are groups of individuals who work together to perform tasks and achieve common purposes. In other words, when one person can't accomplish something that needs to be done and several people must cooperate to get it done, a team is formed. Effective work-teams, as well as project-teams, have several common characteristics. They have a goal or a specific reason for working together. They are interdependent; that is, they depend on each other to attain the team's goals. By working together, teams are able to accomplish things that would be hard, and maybe impossible, without the team. And they are accountable to management for their actions and results.

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. (John Adair, 2004)

“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)

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.

Teams vs. Groups

If you take a moment you can spot teams everywhere, working together to accomplish common goals. Some teams function more effectively than others because they have clearly defined responsibilities and goals. For an outsider any group of people working together may appear like a team, but there are some critical differences between teams and groups.



| Teams | Groups |
|---|--|
| Chosen for a specific purpose to contribute to a clear goal or mission. | Loosely formed with no mission statement and few common goals. |
| Emphasis on open communication and working together. | Members are usually independent and tasks relate to specific job roles outside the group. |
| Contribute to end goal and develop the process in which to reach that goal. | Members are told what to do by management. They have little say in what the process for completion looks like. |
| Members have equal accountability and contribution within the team. | Clearly defined hierarchy for moving forward on projects. Suggestions are not encouraged. |

When to use teams?

There are several types of teams. The choice of type depends on the task to be performed, the organizational context and the resources available. Is a team the best organizational structure for what an organization sets out to accomplish? Not necessarily. Given the potential weaknesses and threats associated with teams, they should only be used in situations where their strengths and the opportunities they offer are critical. That is when

- The problem is relatively complex, uncertain, and holds potential for conflict.
- The problem requires inter-group cooperation and coordination.
- The problem and its solution have important organizational consequences.
- There are tight but not immediate deadlines.
- Widespread acceptance and commitment are critical to successful implementation of a response to a situation, condition, or issue.

In general Teams work best when:

- Members feel accepted and trust one another
- Goals are formed and tasks are clearly identified and accepted
- Roles are clarified and a clear process is agreed upon
- Members listen, communicate and participate actively
- There are no personal attacks
- Conflicts are resolved equitably



- Leadership is shared
- Members are mutually supportive and have control over their work
- Look upon your staff members not only as individuals, but also as team members, who can accomplish more as a team than as individuals.

Team typologies examples

| Dimension | Example of team typologies |
|-------------------------------|--|
| Goals and tasks | Problem solving/development /etc |
| Members | Single disciplinary team, multidisciplinary team, Functional/cross functional team Intra organizational team/inter organizational team |
| Size | Small 3-4 members Middle or large 8 or more members |
| Leadership | Manager led/team leader /self directed team work |
| Interaction | Physical presence/virtual/on line/mix of the two |
| Time or work cycle | Temporary/permanent |
| Decision making or techniques | Interacting groups, brain storming , nominal group, electronic meeting |

Teamwork has many advantages:

- A greater variety of complex issues can be tackled by pooling expertise and resources
- Problems are exposed to a greater diversity of knowledge, skill and experience
- The approach boosts morale and ownership through participative decision making
- Improvement opportunities that cross departmental or functional boundaries can be more easily addressed

The recommendations are more likely to be implemented than if they come from an individual Employees will not engage in continuous improvement activities without commitment from senior managers, a culture for improvement and an effective mechanism for capturing individual contributions.

Teamwork must be driven by a strategy, have a structure and be implemented thoughtfully and effectively. When properly managed and developed, teamwork improves processes and produces results quickly and economically through the free exchange of ideas, information, knowledge and data. It is an essential component of a total quality organization, building trust, improving communication and developing a culture of interdependence, rather than one of independence.



What exactly is a team Role?

A Dr Meredith Belbin defines a team role as "Our tendency to behave, contribute and interrelate with others in a particular way." Knowing everyone's role and being familiar with the responsibility of those roles create efficiency and flexibility. Ideas for clarifying roles of the team include:

- Review team members' roles frequently.
- Relate team member expectations to the team's overall purpose.
- Clarify responsibilities when action planning.
- Learn what others do on the team.
- Figure out ways to help each other.

Roles within teams

Following many years' research on teams, Dr Meredith Belbin identified a set of eight roles, which, if all present in a team, give it the best chance of success. These roles are:

- Co-ordinator
- Shaper
- Plant
- Monitor-Evaluator
- Implementer
- Resource Investigator
- Team Worker
- Finisher

1. The **Co-ordinator** clarifies group objectives, sets the agenda, establishes priorities, selects problems, sums up and is decisive, but does not dominate discussions.
2. The **Shaper** gives shape to the team effort, looking for pattern in discussions and practical considerations regarding the feasibility of the project. Can steamroller the team, but gets results.
3. The **Plant** is the source of original ideas, suggestions and proposals that are usually original and radical.
4. The **Monitor-Evaluator** contributes a measured and dispassionate analysis and, through objectivity, stops the team committing itself to a misguided task.
5. The **Implementer** turns decisions and strategies into defined and manageable tasks, sorting out objectives and pursuing them logically.
6. The **Resource Investigator** goes outside the team to bring in ideas, information and developments to it. They are the team's salesperson, diplomat, liaison officer and explorer.



7. The **Team Worker** operates against division and disruption in the team, like cement, particularly in times of stress and pressure.

8. The **Finisher** maintains a permanent sense of urgency with relentless follow-through.

All of these roles have value and are missed when not in a team; there are no stars or extras. An individual's team role can be determined by the completion of a Belbin questionnaire.

It is not essential that teams comprise eight people each fulfilling one of the roles above, but that people who are aware and capable of carrying out these roles should be present. In small teams, people can, and do, assume more than one role. In addition, analysing existing teams and their performance or behaviour, using these team role concepts, can lead to improvements, e.g: Underachievement demands a good co-ordinator or finisher

Conflict requires a team worker or strong co-ordinator

Mediocre performance needs a resource investigator, innovator or shaper

Different roles are important in different circumstances, e.g, new teams need a strong shaper to get started, competitive situations demand an innovator with good ideas, and in areas of high risk, a good evaluator may be needed. Teams should, therefore, be analysed both in terms of what team roles members can play, and also in relation to what team skills are most needed.

Despite having well defined roles within a team, the interaction between the different personalities of individuals can be a frequent source of friction.

Objective of a team

Team Building Objectives

All participants will engage in a meaningful and active exploration of the issues facing the group and how good team and leadership skills benefit all team members. Particular attention will be paid to objectives set out by the client; some examples are:

- Giving the team an opportunity to have some fun together.
- Emphasizing leadership skills as integral to great teamwork
- Exploring ways the team sees your organization's mission and values applied in their day-to-day work lives.

Thus, it is important to identify the role and objective of team from available sources of information.

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).

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| 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. Define what team is.
2. What do we mean by team role?
3. What are the important ideas for clarifying roles of a team?
4. List and discuss the common essential elements of an effective team.

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. _____



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| Information Sheet-2 | Sources of information |
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1.2. Sources of information

It is important to identify the role and objective of team from available sources of information. In general there are three type sources of information.

- ⇒ Primary
- ⇒ Secondary
- ⇒ Tertiary

Information can come from virtually anywhere –media, blogs personal experiences, books, journals and magazine articles, expert opinions, cyclopedias, and web pages and the type of information you need will change depending on the question you are trying to answer

When deciding whether to employ teamwork in a course, course content is a relevant factor. Team projects can involve different kinds of tasks and the task types determine the appropriateness of working individually or in a team. One important task feature refers to whether tasks are “shareable” among team members (Dillenbourg et al., 1996, p. 11). Teamwork is especially effective if tasks have several steps, a variety of information input, and can be performed by combining individual contributions (Strijbos, Martens and Jochems, 2004, p. 32). For design tasks and ill-structured tasks with several possible solutions and uncertainty relative to the rules or procedures used (e.g., software or Web engineering), collaborative learning and teamwork is especially suitable, since much interaction is necessary (Strijbos, Martens and Jochems, 2004, p. 32). Although courses including the implementation of software projects are destined for team projects, it is recommended that students should get familiar with software development, an important part of IS curricula, individually before working in teams (Humphrey, 2000a). For concept-learning tasks or learning of factual knowledge, the tasks employed most frequently are well structured tasks with one correct solution and few rules or principles to be applied. These conditions generate low interaction (Strijbos, Martens and Jochems, 2004, p. 32).



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| 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:

1. What are three type sources of information?(3pts)

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. _____
_____.

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|----------------------------|---|
| Information Sheet-3 | Identifying team parameters, reporting relationships and responsibilities |
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1.3. Identifying team parameters, reporting relationships and responsibilities

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.



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

Roles and Responsibilities

Workers are responsible for:

- Not placing themselves or others at risk of injury
- Participating in workplace inspections
- Using control measures as required and any other action taken, which is designed to protect health, safety and the environment.

Procedure

▪ **Function of Inspection**

- Identify hazards in the work environment
- Improve health and safety practices and procedures;
- Measure OHS legislative compliance;
- Maintain employee involvement and participation in Health and Safety activities.

▪ **Frequency**

All workplaces are required to carry out workplace inspections with regard to the level of risk of work practices in specific areas.

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| 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:

1. What the stage involved in writing a report? (8pts)

Note: Satisfactory rating - 8 points

Unsatisfactory - below 8 points

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



Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Short Answer Questions

1. _____



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.