



# Intermediate apparel production

NTQF Level – II

# Learning Guide#8

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

**Module Title:** Working in Team Environment

**LG Code:** IND IAP2 M03 0919LO3-LG03

**TTLM Code:** IND IAP2 M03 09 19 TTLM3 09 19v1

**LO2:- Identify own role and responsibility within team**



<b>Instruction Sheet</b>	<b>Learning Guide #8</b>
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- 2.1 Identifying individual role and responsibilities
- 2.2 Identifying and recognizing roles and responsibility
- 2.3 Identifying reporting relationships within team and external to 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:

- identified Individual role and responsibilities within the team environment
- identified and recognized Roles and responsibility of other team members
- identified Reporting relationships within team and external to team

**Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 2 to3.
3. Read the information written in the “Information Sheets 1” “Information Sheets 2”.
4. Accomplish the “Self-check 1” “Self-check 2” in page 8 and 11 respectively.
5. Submit your accomplished Self-check. This will form part of your training portfolio.



## Information sheet-1

## Individual role and responsibilities

### 2.1 Individual role and responsibilities

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.



<b>Self-Check -1</b>	<b>Written Test</b>
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Directions: Answer all the questions listed below.

1. What are the roles of individual in team work?



**Answer sheet**

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = _____
Rating: _____

**SELF CHECK-1 answer sheet**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1-----

2-----

3-----



## Information sheet-2

## Identifying and recognizing roles and responsibility of other team members

### 2.2 Identifying and recognizing roles and responsibility of other team members

The responsibilities of the sports team manager are many and varied and include the following:

- Providing a safe environment
- Encouraging and promoting fair play
- Being sympathetic to the needs and concerns of team members, particularly those who may need additional support
- Supporting and liaising with other key 'players'
- Liaising with external organizations
- Being knowledgeable about your sport and the rules of competition
- Providing effective and timely communication to all relevant organisations and individuals

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 organization of the material.
- Information seeker: asks for data; requests additional information or facts.
- Information giver: offers facts or generalizations, 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.
- **Summarizer**: restates suggestions after the group has discussed them; outlines related ideas or suggestions; provides a précis of the ideas.
- **Decision pusher**: helps the group to come to closure; makes sure that decisions are ached.
- **Planner**: prepares timelines and schedules; organizes.
- 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.



<b>Self-Check -2</b>	<b>Written Test</b>
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Directions: Answer all the questions listed below.

1. What are the four main types of roles in team work?



**Answer sheet**

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = _____
Rating: _____

**SELF CHECK-1** answer sheet

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- 1-----
- 2-----
- 3-----



### Information sheet-3

## Identifying Reporting Relationships Within And External Team

### 2.3 Identifying reporting relationships within and external team

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).

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, eg Chairperson or Presenter. Try and gain experience in at both natural and difficult roles in the grou



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<b>Self-Check -3</b>	<b>Written Test</b>
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Directions: Answer all the questions listed below.

1. Predetermined behaviors expected of people in a group.



**Answer sheet**

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

Score = _____
Rating: _____

**SELF CHECK-1 answer sheet**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**1**-----

**2**-----

**3**-----



## List of Reference Materials

- Clarke, K., M. Harts wood, et al. (2001). "Hospital Managers Closely Observed:  
Some Features of New Technology and Everyday Managerial Work." *J. of New Technology in the Human Services* **14**(1/2): 48-57.
- Clarke, K., M. Hartswood, et al. (2002). "Minus nine beds": Some Practical Problems of Integrating and Interpreting Information Technology in a Hospital  
Trust. *Proc. BCS Conf. on Healthcare Computing*, Harrogate, BCS.
- Clarke, K., J. Hughes, et al. (2003). 'When a bed is not a bed: The situated display of knowledge on a hospital ward'. *Public and Situated Displays. Social and interactional aspects of shared display technologies*. K. O'Hara, M. Perry, E. Churchill and D. Russell. Amsterdam, Kluwer.