POULTRY PRODUCTION

NTQF Level - II

Learning Guide -04

Unit of Competence: - Work in Team Environment

Module Title: - Working in Team Environment

LG Code: AGR PLP2 M02 LO1-LG-4

TTLM Code: AGR PLP2 TTLM 1219v1

LO1: Describe team role and scope

Instruction Sheet	**Learning Guide- 04**

This learning guide covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team and cover the following topics:

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 7.
3. Read the information written in the "Information Sheets 1 and 2 in page 3 and 11 respectively". 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 and 2 " in page 10 and 15 respectively
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answers only after you finished answering all Self-checks).
6. If you earned a satisfactory evaluation proceed to "next Information Sheets". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #04.
7. Submit your accomplished Self-check. This will form part of your training portfolio

Information Sheet-1	Identify roles and objectives a team	3

1.1. What is a team?

The label is often used interchangeably with 'group' and yet team as we understand it has a very specific meaning. The difference very largely lies in the direction of action. A group can exist and yet not achieve much. A team, on the other hand, is action orientated. It has a clear purpose and it is a purpose which is shared by its members. 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. There are a number of features of a team which make it different from a group. In an effective team, members share a high level of commitment to achieving the common objective. Members of an effective team experience a high level of satisfaction from being part of and working with the team. In an effective team, members work well together in an integrated way, with a high level of awareness and appreciation of each other's' strengths.

Fig 1. Team member

An effective team shows a high capability for solving its own problems. The skills exist and there is a willingness to act. Most important from the organization's point of view is that an effective team is one producing high quality results. High quality results, it could be reasonably argued, are the outcome from the other characteristics of the effective team.

The qualities of an effective work team are, therefore, identifiable, quite specific and measurable. Although any group can possess any or all these characteristics, an effective team must display them all.

"A real team is made up of a group of people who share a passion for a common and collective goal"

- Adapted from J. Richard Hackman, *Groups that Work (and Those that Don't)*

Table 1. Difference between group and team

Particulars	Team	Group
Meaning	A group of persons having collective identity joined together, to accomplish a goal.	A collection of individuals who work together in completing a task.
Examples	Football team, cricket team, marketing team, engineering team etc.	Group of trees, group of animals, group of medicine, group of companies etc.
Leadership	More than one	Only one leader
Members	Interdependent	Independent
Process	Discuss, Decide and Do	Discuss, Decide and Delegate
Work Products	Collective	Individual
Focus on	Accomplishing team goals	Accomplishing individuals goals

CRITERIA	TEAMS	GROUPS
SIZE	Limited in number	Large number of people
SELECTION	Selection criteria is crucial	Selection criteria is immaterial
LEADERSHIP	Leadership is shared or rotated from time to time	Single leader leads the whole group until the target has been met
PERCEPTION	Mutual knowledge and understanding happens throughout the course of the activity	Focus is on the leader as he or she assigns duties as to what the group has to do
STYLE	Role is spread across the whole team and is coordinated by all the members	Conformity is observed by the whole group, which is to follow the leader in attitude, behaviour and norms
SPIRIT	Dynamic interaction happens throughout the team	Togetherness and persecution of opponents is what drives a group

GROUP VERSUS TEAM

Group	Team
Group refers to a number of people who are connected by some shared activity, interest, or quality	Team refers to a number of persons associated together in work or activity
May not share a common goal	Share a common cause or goal
Specific roles and duties are not assigned to individuals	Specific tasks are assigned to each individual
Members are independent	Members are interdependent
Members may not know each other	Members are aware of each other's weaknesses

DIFFERENCES BETWEEN GROUPS AND TEAMS

Group	Team
has a designated, strong leader	shares or rotates leadership roles
individual accountability	mutual/ind. accountability
identical purpose for group and organization	specific team vision or purpose
performance goals set by others	performance goals set by team
works within organizational boundaries	not inhibited by organizational boundaries
individual work products	collective work products
organized meetings; delegation	mutual feedback, open-ended discussion, active problem-solving

1.2. 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.

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.

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.

1.3. What is team Role?

Roles — Generally, roles are the positions team members assume or the parts that they play in a particular operation or process. 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.

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:

- ❖ Coordinator
- ❖ Shaper
- ❖ Plant
- ❖ Monitor-Evaluator
- ❖ Implementer
- ❖ Resource Investigator
- ❖ Team Worker
- ❖ Finisher

1. The Coordinator 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. He/she 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.

Fig 2. Team interaction

All of these roles have value and are missed when not in a team. 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, analyzing existing teams and their performance or behavior, using these team role concepts, can lead to improvements, i.e.:

❖ Underachievement demands a good coordinator or finisher

❖ Conflict requires a team worker or strong co-coordinator

❖ 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 analyzed 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.

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.

1.4.   Objectives 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.

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.

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

Directions: Answer all the questions listed below.

1. List role in working team environment (5pts)
2. Define team (5pts)
3. Write the two advantages of team work? (5pts)

Note: **Satisfactory rating - 10 points   Unsatisfactory - below 10 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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3. _____
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Information Sheet-2	Identifying and reporting team parameters, relationships and responsibilities

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.

2.1. Common/essential 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"   Everyone must know, agree upon, and are 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.

Fig 3. Team relationship

2.2. What conditions make a team effective?

Clear Objectives: The team's overall objective needs to be identified and defined in terms which allow each member to understand the same goal. The leader has an important role in communicating a clear picture of what the organization expects from the team. A style which encourages a questioning approach is likely to reveal any members' doubts, misunderstandings or resistances which need to be positively managed.
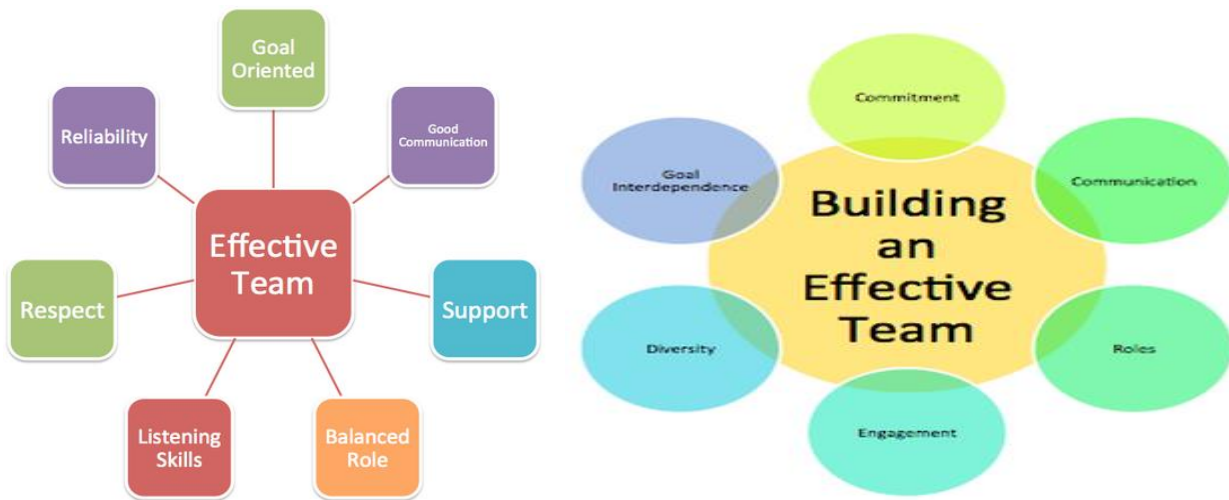
Appropriate Leadership: Leadership is a shared function based on the need of the task rather than through consideration of formal role or position-based power. This requires considerable flexibility in recognizing and allowing other team members to exercise real leadership when a member's skills are more appropriate to the team at that time. There is an important leadership function. It is one of using skills to develop the team and making sure that time is allocated appropriately for team-building activities.

Suitable membership: For a team to be able to work productively, its members must display the range of skills, knowledge and experience and the right 'mix' of these for the task it is undertaking. Members are valued for what they can contribute and are encouraged to develop. Little time is wasted on considerations of what members cannot do. The emphasis is on strengths, on the positive.

Commitment to the team: Team members experience real strength from their membership and the sharing of goals. They are willing to invest considerable energy in the interests of the team. Membership is highly valued and member behavior is strongly influenced by considerations of team success.

A supportive team climate: The order of the day is participation and personal responsibility. Members are trusted to contribute in a mature fashion. Self-control replaces imposed control. Responsibility is widely shared throughout the team on a rational basis, given the skills and other strengths among members. Members are encouraged to contribute ideas, take risks and question the team and its activities openly without fear of censorship, disapproval or reprimand. The only condition is that the members' behavior is with the best interest of the team and its performance at heart.

Getting things done: The successful team not only knows where it is going, it knows when it has arrived. It sets performance targets and milestones and establishes ways in which the team's movement toward achieving the targets can be measured. It is important that performance targets are ones that represent something of a challenge to the team and its members without being unrealistic and consequently demoralizing. When the right performance standards are set, the team's energy is directed towards achieving results. Team performance is constantly being appraised, in order to identify any problems in the team's path or being experienced by members. This is an important responsibility for the team leader.

Working techniques: The team needs to invest time and effort into developing working techniques, methods, procedures and ground rules to move the team toward its goal in the most efficient way consistent with preserving those other qualities associated with effective teams. These include techniques for making decisions, solving problems and generally coping with anything which gets in the way of progress.

Learning: The team and its members learn from their experiences, including their mistakes. Mistakes made in good faith do not lead to heavy penalties, but are incorporated into expectations about the team and its members maturing over time.
Problems are analyzed for what they can contribute to the individual and collective maturing process. Constructive criticism, based on logic and rationality and intended to help the team and its members grow in competence is welcomed.
These places a premium on fact-to-face skills associated with coaching and giving feedback. They will be particularly highly valued skills when used effectively by the team leader.

New members: New team members are quickly integrated into the team, their strengths identified, and contribution defined. Every effort is made to help the new member prove his/her value to the team quickly.

Managing the group: Effective work teams recognize the importance of monitoring the team themselves and the way in which they are working. Understanding something of 'group dynamics' is an area of knowledge and skills which is highly developed in effective teams. Allocating time and energy to understanding and managing relationships is an important investment. The team leader should be able to display considerable competence in this respect. Responsibility for monitoring events is not invested in the team leader alone. It is shared among members, although some will be more competent than others and show preferences in the direction of 'team maintenance'.

Relationships with other teams: An effective team also invests time and energy into developing ground rules for managing its relationships with other teams in a positive and productive way. This includes identifying areas of work where collaboration would clearly help one or both teams achieve results more efficiently or effectively. It includes maintaining open contact and frequently reviewing tasks priorities. Resources are shared where this will help progress toward a broader, but understood and shared, organizational objective. Joint problem solving is widely adopted and the tendency to 'blame others' is replaced in effective team working with a direction of effort toward understanding problems and finding solutions.

Success: The effectiveness of a team grows. All the conditions set out above develop more extensively and readily to the extent that the team meets with early, continued and acknowledged success.

The cliché, "Nothing succeeds like success," is entirely applicable to the development of effective teams and in the process of developing and reinforcing the conditions underpinning demonstrated effectiveness.

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

1. What is participatory leadership? (3 pts)

2. What is communication means? (5 pts)

3. Which of the following indicates openness in creating and trusting others? (2pts)

   A. Leadership   B. Thrust   C. Communication   D. Participatory

Note: **Satisfactory rating - 10 points   Unsatisfactory - below 10 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

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

1. _____
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   _____

2. _____
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   _____

3. _____

Reference

Bradley, J. H., & Frederic, J. H. (1997). The effect of personality type on team performance. Journal of Management Development, 16(5), p. 337-353. Critchley,

B., & Case, D. (1986). Teambuilding – At what price and at whose cost? In A.Mumford (Ed.) Handbook of Management Development. Gower Publishing Company

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POULTRY PRODUCTION

NTQF Level - II

Learning Guide -05

Unit of Competence: - Work in Team Environment

Module Title: - Working in Team Environment

LG Code: **AGR PLP2 M02 LO2-LG-5**

TTLM Code: **AGR PLP2 TTLM 1219v1**

LO2: Identify own role and responsibility within team

Instruction Sheet	**Learning Guide-05**

This learning guide covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team and cover the following topics:

- Identifying individual roles and responsibilities within the team
- Identifying and recognizing roles and responsibility of other team members
- Identifying and reporting relationships within team and externals

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 roles and responsibilities within the team
- Identify and recognize roles and responsibility of other team members
- Identify and report relationships within team and externals

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 7.
3. Read the information written in the "Information Sheets 1, 2 and 3 in page 3, 10 and 13 respectively". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the "Self-check 1,2 and 3 " in page 9, 12 and 15 respectively
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answers only after you finished answering all Self-checks).
6. If you earned a satisfactory evaluation proceed to "next Information Sheets". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #05.
7. Submit your accomplished Self-check. This will form part of your training portfolio

Information Sheet-1	Identify individual role and responsibilities within the team environment

Roles are predetermined behaviors expected of people in a group. 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. There are four main types of roles:

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

1.1. 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 capitalize 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.

Fig 1. Task roles

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

1.2. 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 precision of the ideas.
- Decision pusher: helps the group to come to closure; makes sure that decisions are reached.
- Planner: prepares timelines and schedules; organizes.
- Spokesperson: speaks on behalf of the group.
- Troubleshooter: asks the 'what if ...? Questions.
- Diagnoser: determines sources of difficulty; decides where to go next; eliminates block

1.3. 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.

Fig 2. Maintenance roles

You may find that your personal skills lend themselves to one or more of the following maintenance roles:

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

o Gatekeeper: makes sure that every member of the group has a chance to be heard.

o Standards setter: expresses standards for the group to use in its discussions; reminds the team to avoid actions which don't fit these standards.

o Consensus tester: checks for agreements, e.g. 'I think we are all feeling the same way'.

o Mediator: conciliates; harmonizes.

o Tension reliever: helps eliminate negative feelings.

o Listener: is able to listen empathically and hear what others have to say.

o Volunteer: offers whatever is needed.

1.4. 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:

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

Roles Played by Team Members

Dysfunctional Roles
- Blocker
- Attacker
- Recognition-seeker
- Joker
- Withdrawer

Dysfunctional Roles

- Dysfunctional roles are behaviours intended to distract the team from its purpose or to inhibit the team's progress towards its goals. Examples:

1. Blocker – raises irrelevancies or argues a point for too long.
2. Pessimist – negative about task and/or group; gloomy.
3. Aggressor - criticises or blames others in a hostile manner.
4. Rebel - breaks team norms and attacks authority.
5. Show-off -draws attention away from the team's purpose.
6. Lobbyist- puts personal goals ahead of team's goals
7. Recognition seeker - themselves ahead of needs of team.

When group members take on dysfunctional roles, this can lead to very ineffective team behaviors. Examples of these behaviors 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.

Fig 3. Dysfunction roles

Such behaviors inevitably cause team conflict, which needs to be addressed quickly and effectively to get the group back on track to working effectively and in a collaborative way. 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.

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

1. What are four main types of roles? (5pts)

2. Write the dysfunctional roles.(5 points)

Note: **Satisfactory rating 10 points   Unsatisfactory - below 10 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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2. _____
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Information Sheet-2	Identify and recognize roles and responsibility of other team members

## 2.1. The Importance of recognizing roles in a team

When managers assign people to a team to work on a group project, all the people on the team adopt specific roles. This is significant because the roles members of the team adopt influence how team members interact. People can take on specific roles by volunteering. Sometimes others within the group appoint one team member to serve a specific role. In some situations, managers may assign the roles to the team members.

Various models exist regarding the specific roles that emerge in groups and what responsibilities each role has. For example, a five major roles model is one. These include team leaders, facilitators, recorders, timekeepers and team members. Under this model, team leaders move others to accomplish tasks, while facilitators show group members how they can logistically meet objectives. Recorders keep documentation about the group's work, while timekeepers monitor how much time the group spends on specific tasks and helps develop a schedule. Team members are everyone else, contributing based on specific skills and fulfilling duties as assigned.

In a model by Dr. Meredith Belbin, there are nine distinct roles in a team. Shapers challenge the group to improve, while implementers turn ideas into practical plans. Completer-finishers check that everything actually is done as desired, reviewing the work of others. Coordinators are the equivalent of the team leader. Team workers support each other and keep everyone working together, while resource investigators look into the options the group has. Plants provide ideas, monitors analyze ideas from plants, and specialists contribute advanced knowledge. Knowing the roles present in a team and how each role functions within the group is significant because it allows managers to balance out the team. For example, if a manager has three very extrovert workers who all like to lead, he can assign those three individuals to three separate groups so that the leaders do not compete with each other and create conflict in one group. When roles are clear, task assignment also becomes easier, and ultimately, the group becomes more efficient.

People are multifaceted. They have multiple talents and even different sides of their personalities.

Additionally, individual dynamics can vary in each group. Subsequently, workers can take on different roles in different groups, and managers should not assume that the same worker will behave the same way for every project. 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.
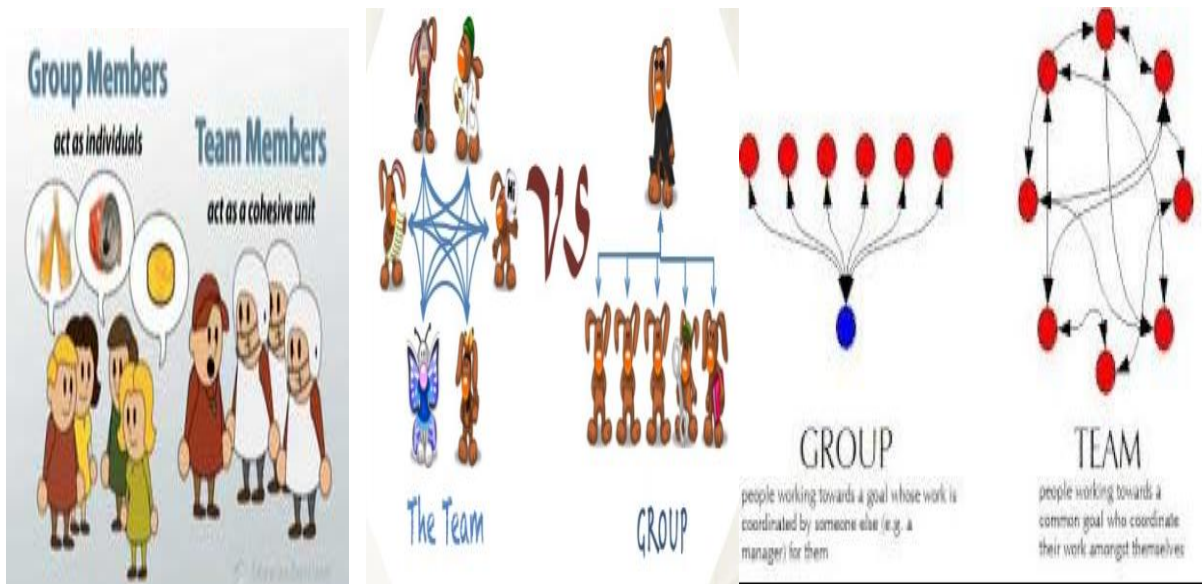
Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List the five major role models. (5pts)

2. How each role functions within the group is significant?(5 points)

Note: **Satisfactory rating - 10 points   Unsatisfactory - below 10 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

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

1. _____
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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 brought 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.

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). 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.

Fig 5. Effective work relationship

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

1. _____Group members are willing to get to know one another (3 pts.)

   A. Closeness   C. Local resources

   B. Openness   D. Services

2. Define, what is trust and self-disclosure mean?(5 pts)

Note: **Satisfactory rating - 4 points   Unsatisfactory - below 4 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

Bradley, J. H., & Frederic, J. H. (1997). The effect of personality type on team performance. Journal of Management Development, 16(5), p. 337-353. Critchley,

B., & Case, D. (1986). Teambuilding – At what price and at whose cost? In A.Mumford (Ed.) Handbook of Management Development. Gower Publishing Company

Limited, University Press Cambridge Fisher, S. G., Hunter, T. A., & Macrosson, W. D. K. (1997). Team or group? Managers' perceptions of the differences. Journal of Managerial Psychology, 12(4), 232-242.

POULTRY PRODUCTION

NTQF Level - II

Learning Guide -06

Unit of Competence: - Work in Team Environment

Module Title: - Working in Team Environment

LG Code: **AGR PLP2 M02 LO3-LG-6**

TTLM Code: **AGR PLP2 TTLM 1219v1**

LO3: Work as a team member

This learning guide covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team and cover the following topics:

- Using effective and appropriate forms of communications to contribute to team
- Making effective & appropriate contributions to complement activities and objectives
- Observing protocols in reporting
- Making contribution to development 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 effective and appropriate forms of communications to contribute to team
- Make effective and appropriate contributions to complement activities and objectives
- Observe protocols in reporting
- Make contribution to development team work plans

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 7.
3. Read the information written in the "Information Sheets 1, 2, 3 and 4 in page 3, 7, 12 and 14 respectively". 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, 2, 3 and 4 " in page 6, 11, 13 and 16 respectively
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answers only after you finished answering all Self-checks).
6. If you earned a satisfactory evaluation proceed to "next Information Sheets". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #06.
7. Submit your accomplished Self-check. This will form part of your training portfolio

| Information Sheet-1	Using effective and appropriate forms of communications to contribute team activities

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
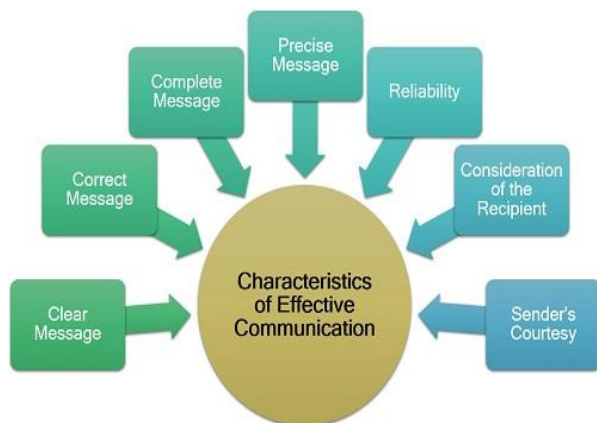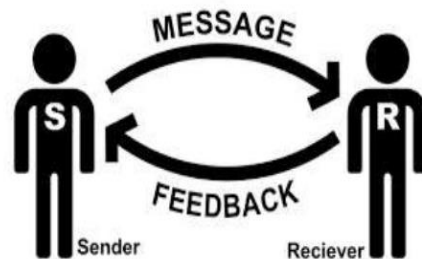
Effective communication is an essential part of any successful team. As the leader you are responsible for ensuring that all relevant information is distributed to team members. Without effective communication there can be no leadership.

As the leader of a team, some of the roles that you play are:

- ✓ coach
- ✓ mentor
- ✓ counselor
- ✓ Coach your team

As a leader, the way that you communicate with your team will determine the effectiveness of your roles. The ability to send and receive clear messages is the key to effective communication. Effectively communicating to others is a complex process.

If it was simply a matter of delivering our message and the other person automatically understanding and agreeing, there would be few if any conflicts or misunderstandings around us.

There are many facets to effective communication. It is a complex process that involves a:

- Sender: the person creating the message
- Receiver: the person that gets the message
- Channel: the medium used to transmit the message
- Message: the information that is to be shared
- Feedback: the receiver's response to the message
- Noise: any interference that could distort the message or feedback.
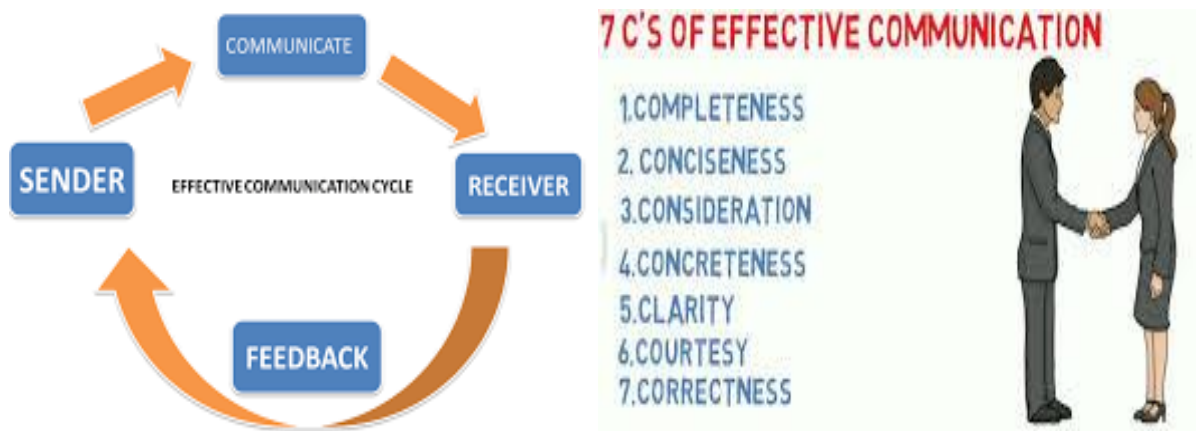
In addition to the elements of the communication process, you must also consider each person's:

- ✓ Self-concept
- ✓ Family and/or cultural background
- ✓ Language skills and physical abilities
- ✓ Attitudes and values
- ✓ Status or relationship to the other people in the communication.

Any or all of these elements have the potential to influence the effectiveness of the communication. Each party to the communication has a responsibility to ensure that a "shared or common meaning is achieved"

In addition to sound communication skills, your attitude is a major influencing factor on your effectiveness as a communicator.

Attitudes influence your communication in three ways.

1. Your attitude towards yourself influences how you conduct yourself when you communicate. A positive attitude towards yourself will be seen by others as self-confidence while, a less than positive attitude may be interpreted as being uncertain or

nervous. This will impact on the quality of the message and/or the receiver's attention to it.

2. Your attitude towards the receiver will influence the tone, structure and/or content of the message being sent. For example, you are likely to communicate differently to a person in a high position compared to someone in a similar position as you or a lower one.

3. Your attitude towards the subject matter will influence how you word your message and/or present it. If you have a positive attitude you may tend to 'gloss' over any negatives or focus only on positive aspects while, a negative attitude may have the opposite influence on how you present the information.

Another important aspect of your communication is the faith that your team has in your message. As with any relationship, trust is a critical factor. A frequent mistake made by inexperienced leaders is to not follow through on their statements. Some leaders promise to do something and never actually do it. This tends to devalue the communication and the relationship as a whole. Generally, your communications have maximum impact when the receiver sees you as credible, objective and knowledgeable.

It is important that feedback is a two way process. People with poor communication skills tend to make similar mistakes. One of the best ways to encourage feedback is to allow the other person the opportunity to ask questions and comment on the information you have provided. This will assist them to develop an understanding of your message and you have the opportunity to clarify if they understand the true intention of your message.

Self-Check -1	Written Test

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

1. What is the importance of effective communication? (3 Pts.)

2. _____is any interference that could distort the message or feedback. (3 pts.)

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

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

1. _____
   _____
   _____
   _____
   _____

2. _____
   _____
   _____

| Information Sheet-2	Making effective and appropriate contributions

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.

Here are among the questions about expectations the facilitator might ask:
- o What concerns you most about working on this team?
- o What would the team be like if everything went right?
- o What would it be like if nothing went right?
- o What actions do you think are needed to ensure positive results?
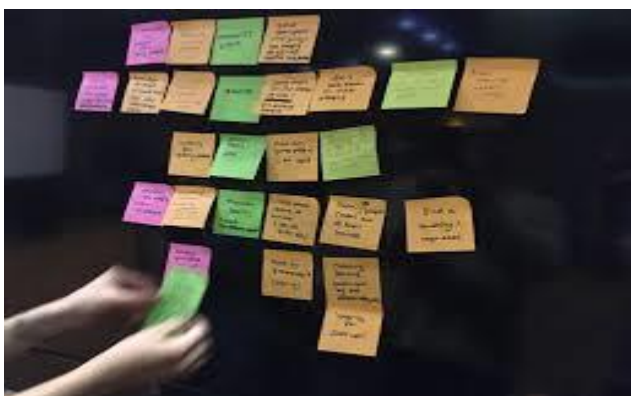
Step 2: Sharing levels of commitment

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.

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.

S	SPECIFIC	Your goal is direct, detailed, and meaningful.
M	MEASURABLE	Your goal is quantifiable to track progress or success.
A	ATTAINABLE	Your goal is realistic and you have the tools and/or resources to attain it.
R	RELEVANT	Your goal aligns with your company mission.
T	TIME-BASED	Your goal has a deadline.

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 -2	Written Test

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

1. _____ carried out in four steps with the assistance of a trained facilitator from inside or outside the organization. (3 pts.)

2. What are the questions about expectations the facilitator might ask? (5 pts.)

Note: **Satisfactory rating - 8 points   Unsatisfactory - 8 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____
   _____

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

Reporting using standard operating procedures

Having an established standard, measuring performance against those standards and then coaching team members to achieve competency is an effective way to develop the skills that contribute to your store's success. The two reporting standards are:

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.

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

1. Which of the following not an example of team protocol (5pts)

    A. Plan what you intend to accomplish
    B. Plan how you will accomplish it
    C. Choose team leader/s
    D. Local resources

2. What are examples of team protocol? (5 pts.)

Note: **Satisfactory rating - 10 points   Unsatisfactory - below 10 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-4	Making contribution to development team work plans

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*). 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
- Are source investigator that provides information and guidance from other team development experiences when needed by team members?

Fig 6. Facilitator roles

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

1. _____ is an intervention to ensure the effective and efficient functioning of new and existing teams. (3 pts.)

2. What are the three folds facilitator's role in team development(5 points)

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. _____

   _____

2. _____

   _____

   _____

   _____

Reference

Bradley, J. H., & Frederic, J. H. (1997). The effect of personality type on team performance. Journal of Management Development, 16(5), p. 337-353. Critchley,

B., & Case, D. (1986). Teambuilding – At what price and at whose cost? In A.Mumford (Ed.) Handbook of Management Development. Gower Publishing Company

Limited, University Press Cambridge Fisher, S. G., Hunter, T. A., & Macrosson, W. D. K. (1997). Team or group? Managers' perceptions of the differences. Journal of Managerial Psychology, 12(4), 232-242.

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