

# ***DEFINING TEAM ROLES AND RESPONSIBILITIES***



**INSTRUCTOR GUIDE  
HALF DAY COURSE**

**HRDQ<sup>®</sup>**

***DEFINING TEAM ROLES AND RESPONSIBILITIES***

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# Instructional design and learning philosophy

We are committed to providing the best core skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

## Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

## Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

# Course timing

## Module One: Setting yourself up for success

	Why Teams?	15
	Teams vs. Groups	5
	Task oriented vs. team oriented behaviors	10
	Team positioning	10

## Module Two: Creating the Road Map

Type of Activity	Segment	Time
	Defining team direction	15
	Steps to the mission	30
	Creating a mission critical action plan	10
	Unconditional commitment	10



Reading



Written  
Exercise



Facilitate



Group  
Activity



Reading



Written Exercise



Facilitate



Group Activity

### Module Three: Establishing Team Guidelines

Type of Activity	Segment	Time
	Team operating guidelines	15
	Team norms	15
	Operational values to ground rules	30

### Module Four: Defining Team Roles

Type of Activity	Segment	Time
	Productive team member roles	15
	Destructive team member roles	15
	Team accountability	10
	Monitoring team progress	15
	Create your team identity	20

# Contents

Licensing agreement.....	iii
Instructional design and learning philosophy .....	iv
Course timing .....	v
Course objectives .....	ix

## Module One: Setting Yourself Up for Success

Why teams?.....	2
Teams vs. Groups .....	3
Task Oriented vs. Team Oriented.....	4
Clarifying the team position .....	5

## Module Two: Creating the Road Map

Defining team direction .....	8
Steps to the mission .....	9
Create a shared purpose .....	10
Unconditional commitment .....	14

## Module Three: Establishing Team Guidelines

Team operating guidelines .....	16
Values clarification self-assessment.....	17
Team norms.....	19
Honesty, trust, and respect.....	20
Operational values to ground rules.....	21

## Module Four: Defining Team Roles

Clarifying team members' roles .....	24
Productive team member roles.....	25
Destructive team member roles.....	26
What role do you play? .....	27
All the right moves .....	28

Team accountability chart ..... 29

Reviewing team progress ..... 30

Our team motto and flag ..... 31

**Appendix**

Action plan ..... 33

Course review ..... 35

Course evaluation ..... 37

Solutions for every training challenge ..... 39

## Course objectives

Successful completion of this course will increase your knowledge and ability to:

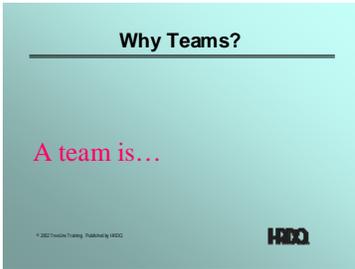
- Recognize the difference between teams and groups
- Understand the need for balance between task behaviors and team behaviors
- Take steps towards clarifying your team's position
- Create a team vision and mission statement
- Prepare a mission critical action plan
- Obtain unconditional commitment and accountability from team members
- Establish team guidelines
- Define effective individual team roles



## ModuleOne

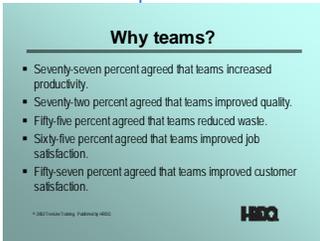


# ***SETTING YOURSELF UP FOR SUCCESS***



Once participants have settled in, have them divide into groups of 4-6 people. Let them know that they will remain in these groups (soon to form teams) for the rest of the day. Display the "A team is..." overhead and explain that they are going to complete this definition. Each person will be given a piece of paper with one word of the definition on it. Participants must move around and link with others to complete the definition. The objective is to be the first team to complete and announce the definition.

Definition: "A team is greater than the sum of its parts."



Of 230 companies surveyed by the American Society for Training and Development's Executive Survey\*:

Seventy-seven percent agreed that teams increased productivity.

Seventy-two percent agreed that teams improved quality.

Fifty-five percent agreed that teams reduced waste.

Sixty-five percent agreed that teams improved job satisfaction.

Fifty-seven percent agreed that teams improved customer satisfaction.

\*"Work Teams That Work," Training and Development. Anthony R. Montbello and Victor Buzzotta. March 1993, pp. 59-64.

# Why teams?

## ANSWER: PERFORMANCE

Companies across the globe are delegating more time and effort into establishing a team environment. Over and over studies have proven that employees working in teams:

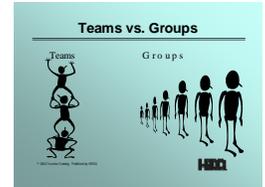
- Are more productive
- Practice better communication and interpersonal skills
- Produce higher-quality work
- Are happier employees
- Provide better service inside and outside the organization
- Are more adaptable

## Ask yourself:

Is your organization or team gaining all these benefits from teamwork?

# 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.



Explain to participants that the groups that they have divided into are just that—"groups". Members have their own agenda, values, and history about the development of teams. Many people in the room may have worked on teams, or are currently working on a team, and will have good or bad experiences that they have learned from.

Review the differences between groups and teams and ask any of the participants if they have ever experienced working on a group or a team with these types of clarifications.

Emphasize that working on a team does not mean "squashing" creativity or effectiveness of individuals. It simply maps out the road in which each person's talents can be directed.

Reiterate that the group that they are sitting with now will follow the steps to forming a cohesive team by the end of the day.

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.

Definition:

**Task oriented**

Focused on the outcome or finished product of the team. Generally people that are more task oriented:

- Focus on deadlines and budgets
- Focused on processes, procedures and systems
- Are results driven
- Enjoy working individually

**Task oriented:** Focused on the outcome or finished product of the team. Generally people that are more task oriented:

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**Team oriented**

Focused on the development and improvement of team communication and image. Generally people that are more team oriented:

- Focus on team participation and commitment
- Concentrate on cohesiveness and judge progress on how the team is working together
- Are people driven
- Enjoy working with others

**Team oriented:** Focused on the development and improvement of team communication and image. Generally people that are more team oriented:

- Focus on team participation and commitment
- Concentrate on cohesiveness and judge progress on how the team is working together
- Are people driven
- Enjoy working with others

Building a cohesive team means finding a balance between task-oriented behaviors and team-oriented behaviors. Some members on the team may lean more toward one direction or the other, but it is important to have both orientations on the team.

# Task Oriented vs. Team Oriented

The balance between task and team can be a difficult dilemma. Ideally your team wants to have both components working together to create a cohesive climate. Balancing the scales between project accomplishments and team development may seem insignificant, but if the equilibrium is off, the consequences can be overwhelming.

Behaviors of too much task	Possible consequence
Predominantly focused on the end product or project	Team members not feeling completely involved with the team process
Moving too quickly toward the result	Team dynamics gets put aside and team relations suffer
Pressure for deadlines and budget concerns	Project managers run meetings with little or no input from other participants. Creates a "Why am I here?" mentality.
Behaviors of too much team	Possible consequences
Meetings are consumed with personal issues	The goals get lost and the project suffers
Participants use project time to complain about the team or organization	Project focus becomes convoluted and action items are not completed
"Group think" or lack of consensus stalls decision making efforts	Timelines are delayed and deadlines are missed

## Clarifying the team position

When team members are unclear about their roles and responsibilities, even the best teams can find themselves off track or having continuous conflicts.

The five foundational steps to clarifying team member's roles include:

- 1) **Analyzing or reanalyzing the mission that needs to be accomplished**
  - Review your team's mission statement and goals
  - Discuss the key steps and tasks necessary to accomplish the team's goals
  - Define your team's strengths and weaknesses in regards to the goals and working together
  - Identify individual strengths and expertise
- 2) **Defining shared team roles and responsibilities**
  - Define tasks for which every team member will be responsible
  - Identify operating guidelines that all team members must know
- 3) **Defining individual roles and responsibilities**
  - Determine responsibilities based on the key steps and tasks identified for completion of the project
  - Analyze members expertise in both task and team related activities
- 4) **Learn other team member's roles and responsibilities**
  - Define, based on the needs of the team, how much each member needs to know about other's roles on the team
  - Decide on the most effective way to disperse information about roles and responsibilities
- 5) **Create a plan for review of roles and team progress**
  - Schedule regular team check-ups
  - Create a progress sheet that will help gauge the "team thermometer"



Clearly defining team members' roles and responsibilities is a crucial step that is often overlooked when a team is formed. Sometimes teams will recognize the symptoms of unclear roles and revisit the subject in the middle to the project. This can disrupt a team's synergy and cohesiveness, but it is a necessary step to finishing a high-quality project and reaping all the benefits of teamwork.

If teams do not notice the symptoms of unclear roles and responsibilities, members are often unsatisfied with the team's results and the overall experience of teaming. Explain that this can leave a bitter taste in their mouth and they may not understand why.

Review the five steps listed and explain that participants will be practicing each of these steps in detail throughout the day.

"Sometimes when I consider what tremendous consequences come from little things... I am tempted to think... There are no little things!"  
— Bruce Barton

