



High School

National FFA Organization

Lesson HS.68

DEFINING ROLES ON TEAMS

Unit. Stage Two of Development—WE

Problem Area. How Do We Play as a Team?

Precepts. **B5:** Participate effectively as a team member.

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify task-oriented roles in a team.
- 2 Identify human relations-oriented roles in a team.
- 3 Recognize roles to play on a team.



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Time. Instruction time for this lesson: 50 minutes.

Leadership Curriculum Guide . National Association of Secondary School Principals.

Maxwell, John C. *The 17 Indisputable Laws of Teamwork*. Nashville, Tennessee. Thomas Nelson Publishers, 2001.

✓ Tools, Equipment, and Supplies

- ✓ Plunger
- ✓ Pair of dice
- ✓ Scratch paper
- ✓ Projector
- ✓ Transparency of HS.68.TM.A
- ✓ One copy of HS.68.TM.B to cut up

 **Key Terms.** The following terms are presented in this lesson and appear in bold italics:

- ▶ Task-oriented roles
- ▶ Human Relations-oriented roles

Interest Approach

Hold a discussion about a common example where many people play a specific role in accomplishing a larger goal. The example provided here asks students to think about the roles required in preparing a school for the school day.

 Many people play a part in everything happening around us. It took a lot of hard work to make our day at school begin. People were here very early to get things going.

 In your mind, think of the different people who came to get the school ready for you today. Who did you name?

Elicit responses. Listen for: teachers; cooks; administrators; custodial staff; bus drivers

 Do you think of these people as a team? Why or why not?

Pause for a few seconds and then elicit responses.





Teams exist in many different forms - the group of people here this morning could be considered a team. When teams function effectively, there are roles team members play to get a job done. During today's lesson let's discover the different roles team members play in making a team work effectively. You'll be able to use this information to identify your fit on the teams in which you play a part.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify task-oriented roles in a team.

I. *Task-oriented roles* : roles in a team that are related to action.

- Contributor: suggests to the group new ideas or a changed way of doing things
- Information Seeker: asks for clarification of suggestions made about the problem being worked on
- Opinion Seeker: asks not for the facts of the problem, but for a clarification of the values pertinent to what the group is undertaking
- Information Giver: offers facts or generalizations that are authoritative
- Opinion Giver: states his/her belief about a suggestion and encourages his/her proposal to become the group's view
- Elaborator: spells out suggestions in terms of examples
- Energizer: prods the group to action and attempts to stimulate the group to greater or higher quality activity

Hand out a piece of scratch paper. Students will create a concept web of identifying the different tasks that need to be accomplished for a restaurant to function on any given day.





Draw a one-inch diameter circle in the middle of your paper and write the words “restaurant team” in it.

When you hear “map,” you will have one minute to draw circles that are connected to the middle circle. In each one, write the people required in order for the restaurant to function on any given day. An example that might go in the other circles would be hostess or cooks. What questions do you have? You have two minutes to think of at least four people. Map.

Give students two minutes to complete the task.

Have the students share their answers. When you point at a student, they verbally give one of the jobs they wrote down. Listen for: cashier; bus boy; janitor; owner; host or hostess; food supplier; truck driver; accountant

Capture their responses on a common writing surface so you have a range of answers that show the bigger picture of the employees needed for the restaurant to be successful.



What is similar among all of these roles on the restaurant team? <I>Elicit responses.<I*>

If not pointed out by a student, note that all of these roles have some specific task associated with them.



The roles that you mentioned are important to the restaurant's success. They are part of a team. Many are related to certain tasks that must be done for the team to be successful. Write down the following Task-Oriented Roles as we discuss them in your notes. As you write the information, think about examples when you have been in these types of roles in teams.

Show them the types of task-oriented roles on HS.68.TM.A. Briefly discuss each of the roles listed. Ask students to connect this information with the roles they identified for the restaurant team. Students capture the roles in their notes.



Who in our list created for the restaurant fits this task-oriented role on the restaurant team?

Elicit responses. Create examples if not on the original list.

Follow-up on the request to apply the information with the following question.



Who will be the first to share an example from your own experiences where you've been in one of these seven roles?

Elicit responses from students.

Objective 2. Identify human relations-oriented roles in a team.



II. Human Relations-oriented roles: roles in a team that relate to working together.

- A. Encourager: praises, agrees with, and accepts the contributions of others.
- B. Harmonizer: mediates the differences between other members, attempts to reconcile disagreements, and reduces tension.
- C. Compromiser: operates from within a conflict in which his or her idea or position is involved, and offers a common ground.
- D. Gatekeeper: attempts to keep communication channels open by encouraging participation of others.
- E. Standard Setter: expresses ideals for the group to attempt to achieve, or applies standards in evaluating the quality of the group's process.

Bridge between task-oriented roles and human relations-oriented roles.



In your notes you now have seven roles that members might assume in a team. They are task-oriented, or based upon getting things done. Think of the teams you have been involved with; what other roles besides these is there to play in making the team effective?

Use a Me-You-Us Moment to facilitate getting answers.

Use a Go Get It Moment to present the second category of roles within a team. The definitions for the roles can be found on HS.68.TM.B. Cut these apart and place around the room.



When you hear “go get it,” you are going to find the other five around the room. Move to each one, copy down the information and identify an example of someone you know who has played that role on a team you've been a part of or seen in action. Make sure to keep them in order by the numbers and not the order that you go to them. You will find out why later on today. What order will you put them in your notes?

Elicit a group response



What questions do you have? You have five minutes to capture the information. Go get it!

Follow-up on the request to apply the information with the following question.



What examples did you come up with for each role? Who will share first?

Objective 3. Identify the roles that students find themselves in when on a team.

III. Students identify roles that they currently see themselves in when on teams.

Students think about teams with which they are involved, and pick two roles out of their notes that they see themselves currently filling.





Think of a team you are currently a part of. It could be a school team, work team, class team, family, and etcetera. What roles would you be good at playing on that team. Look back through the list of 12 roles you have in your notes and place a star by two roles you believe you could play well.

Modify the Descartes Moment by having students write a letter to themselves using the following questions other than those noted in the e-moment: What will it look like for me to play those roles on the team? What will I need to do to

play those roles on the team? Why will it matter that I am playing those roles on the team?

Give students time to write their letter.



Review/Summary

Use a pair of dice to review the 12 roles that the students learned. Roll the dice and have the students stand up as quickly as they can and say the role that corresponds with the numbers showing on the dice aloud as a group. Then they find someone and recite the definition for the role to them.



How many roles are there that people can assume within a team.

Elicit the response



- Let's review those roles! Each time the dice are rolled, you will have a task. The task will be to find the corresponding numbered role in your notes. Then stand up as quickly as you can and say the role. Next find someone in the room to share the definition with and then return to your seat quickly before the dice is rolled again.

Roll the dice. Call the numbers out vocally. The number one cannot be rolled, so you will want to throw it in verbally sometime during the review.



Application

►Extended Classroom Activity:

Have the students pick a team that they are affiliated with, or that they have access to, and have them put together a report that discusses what roles each of the team members are portraying at a given time.



► FFA Activity:

At the next FFA meeting or a committee meeting, identify the roles that are needed and take on a role that is not common to you. Use the understanding that you now have about roles and find people that excel in these roles to help you be successful.

► SAE Activity:

In your SAE program, evaluate how many different task type roles go into making your SAE successful. Then evaluate the different human relations roles in which you see yourself. Finally, list the roles that others play in your SAE's success.

✓ Evaluation

A written test is provided to measure the objectives.

Answers to Assessment:

Part One: Matching

1. c.
2. f.
3. a.
4. e.
5. g.
6. b.
7. d.

Part Two: Matching

1. e.
2. a.
3. b.
4. d.
5. c.

Part Three: Short Answer

1. Answers will vary depending on the students' experiences.



DEFINING ROLES ON TEAMS

►Matching

Match the following terms with the correct definitions.

1. Contributor
2. Information Seeker
3. Opinion Seeker
4. Information Giver
5. Opinion Giver
6. Elaborator
7. Energizer

- _____ a. asks not for the facts of the problem, but for a clarification of the values pertinent to what the group is undertaking.
- _____ b. spells out suggestions in terms of examples.
- _____ c. suggests to the group new ideas or a changed way of doing things.
- _____ d. prods the group to action and attempts to stimulate the group to greater or higher quality activity.
- _____ e. offers facts or generalizations that are authoritative.
- _____ f. asks for clarification of suggestions made about the problem being discussed.
- _____ g. states his or her belief about a suggestion and encourages his or her proposal to become the group's view.

►Matching

Match the following terms with the correct definitions.

1. Encourager
2. Harmonizer
3. Compromiser
4. Gatekeeper
5. Standard Setter

- _____ a. mediates the difference between other members, attempts to reconcile disagreements, and reduces tension.
- _____ b. operates from within a conflict in which his or her idea or position is involved and offers a common ground.
- _____ c. expresses ideals for the group to attempt to achieve, or applies standards in evaluating the quality of the group's process.
- _____ d. attempts to keep communication channels open by encouraging participation of others.
- _____ e. praises, agrees with, and accepts the contributions of others.

►Short Answer

1. Explain two team situations you have been in and how you demonstrated one of the above roles in each of those situations.



TASK-ORIENTED ROLES: ROLES IN A TEAM THAT ARE RELATED TO ACTION

◆ **Contributor:** suggests to the group new ideas or a changed way of doing things.

◆ **Information Seeker:** asks for clarification of suggestions made about the problem being discussed.

◆ **Opinion Seeker:** asks not for the facts of the problem, but for a clarification of the values pertinent to what the group is undertaking.

◆ **Information Giver:** offers facts or generalizations that are authoritative.

◆ **Opinion Giver:** states his/her belief about a suggestion and encourages his/her proposal to become the group's view.

◆ **Elaborator:** spells out suggestions in terms of examples.

◆ **Energizer:** prods the group to action and attempts to stimulate the group to greater or higher quality activity.



HUMAN RELATIONS-ORIENTED ROLES: ROLES IN A TEAM THAT RELATE TO WORKING TOGETHER

◆ **Encourager:** praises, agrees with, and accepts the contributions of others.

◆ **Harmonizer:** mediates the differences between other members, attempts to reconcile disagreements, and reduces tension.

◆ **Compromiser:** operates from within a conflict in which his or her idea or position is involved, and offers a common ground.

◆ **Gatekeeper:** attempts to keep communication channels open by encouraging participation of others.

◆ **Standard Setter:** expresses ideals for the group to attempt to achieve, or applies standards in evaluating the quality of the group's process.

