VEHICLE SERVICING AND REPAIRING LEVEL II

Learning Guide-1

Unit of Competence: Working in Team Environment

Module Title: Working in Team Environment

LG Code: EIS VSR2 M03 L01-LG-08

TTLM Code: EIS VSR2 M03 TTLM 0919v1

LO2: Identify own role and responsibility within team

Instruction Sheet	**Learning Guide #2**

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

- Identifying roles and responsibilities f team
- Recognizing and identifying roles and responsibilities of other team
- Identifying relationship 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 –

- clear work area and dispose reused or recycled materials in accordance with legislation / regulations / code of practice and job specifications

- clean, check, maintain and store tools and equipment in accordance with manufacturer's recommendation and standard work practices

Learning Instructions:

1. Read the specific objectives of this Learning Guide.

2. Follow the instructions described in number 3 to 20.

3. Read the information written in the "Information Sheets 1". 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" in page __.

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 answer only after you finished answering the Self-check 1).

6. If you earned a satisfactory evaluation proceed to "Information Sheet 2". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #2.

7. Submit your accomplished Self-check. This will form part of your training portfolio.

8. Read the information written in the "Information Sheet 2". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.

9. Accomplish the "Self-check 2" in page __.

10. 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 answer only after you finished answering the Self-check 2).

11. Read the information written in the "Information Sheets 3 and 4". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.

12. Accomplish the "Self-check 3" in page __.

13. 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 answer only after you finished answering the Self-check 3).

14. If you earned a satisfactory evaluation proceed to "Operation Sheet 1" in page _. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #6.

15. Read the "Operation Sheet 1" and try to understand the procedures discussed.

16. You are provided with a CD containing lessons on how to clean and maintain equipment. Before you open the CD read the information written in the "Information Sheets 1-2" in pages ___. You will be also provided with additional reference reading materials regarding the cleaning of masonry handtools.

17. Request a desktop computer or laptop from your teacher. Make sure the unit is plugged to a power source before turning on the power O. Then insert the CD in the CD drive located in your computer. Access the information as described in the Operation Sheet 1 in page __.

18. Read all the contents of the CD and try to understand the procedures discussed.

19. Request access to the equipment and software described in the CD. Practice the steps or procedures as illustrated in your CD. Go to your teacher if you need clarification or you want answers to your questions or you need assistance in understanding a particular step or procedure.

20. Do the "LAP test" in page __ (if you are ready). Request your teacher to evaluate your performance and outputs. Your teacher will give you feedback and the evaluation will be either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work. But if satisfactory you can proceed to Learning Guide #8.

Information Sheet 1	Identify Individual role and responsibilities

Care Coordination

There will be comprehensive care coordination for all individuals in the People First Waiver. For the purpose of the work of the People First Design Teams, comprehensive care coordination is defined as a person-centered, interdisciplinary approach to integrating health care and habilitation and support services in which:

o A comprehensive care plan is developed based upon a standardized needs assessment that incorporates the person's strengths, needs, and preferences, and

o Services are managed and monitored by an identified care management organization.

This care coordination may be provided through the managed care organization or contracted to another provider through the managed care organization. The transition will likely take two to five years.

Individual Choice and Self-Determination/Self-Direction

is committed to ensuring that individuals have choices and opportunities to self-direct an individualized budget and staff within the new People First Waiver within a managed care environment. How this can be done will be explored through the work of Design Teams.

Fiscal Neutrality & Service Sustainability

The 1115 waiver is not a tool for implementing budget savings, nor will it shield the OPWDD service system from savings initiatives that may be undertaken in response to the fiscal crisis in New York State. Approval of New York's People First Waiver will be contingent upon the federal government's determination that the waiver is "cost neutral" (i.e., federal costs must be the same with or without the waiver). The design teams are, therefore, charged with making recommendations that enhance the ability of agencies to meet the needs of individuals and families at a lower cost.

Team Roles and Conflict Managing Styles

Belbin's (1981) team role model was proposed after conducting a nine-year study on team building and team effectiveness with a multimethod technique combining personality, critical thinking inventories, and observational methods A team role was defined as a pattem of behavior characteristic of the way in which one team member interacts with another in order to facilitate the progress of the team as a whole. The team role model, proposes nine team roles to reflect the way in which individuals behave contribute, and interrelate with others in a work team. These team roles are named Plant (PL), Resource Investigator (RI), Co-coordinator (CO), Shaper (SH), Monitor

role preference and conflict management Evaluator (ME), Team worker(TW),Implementer(IMP), Completer-Finisher (CF) and Specialist (SP).

Belgian's understanding of the team role concept has both similarities and differences when compared to the classical psychosocial approach which defines arole as an expected pattem or set of behaviors Smoke, & usually associated with the position an individual occupies. In fact, the difference in Belgian's approach is that the expected behavior does not come solely from the position occupied by the individual, but from a constant negotiation process between team members. It reflects negotiation process between individual competencies and the team's needs that defines the way in which each team member adjusts to the team by displaying as specific team role. In this sense, Belbin's model constitutes a flattening of the group stmcture which gives individuals the scope and freedom to define their own team roles. Therefore, although organizational hierarchy tends to be replicated in teams, Belgian's team roles are not directly related to the position an individual occupies in the hierarchy, but are defamed by a constant communication process between team members in order to better integrate individual preferences with the way team objectives are tackled. By seeing the team as autonomous Belbin's team role model overcomes three classical distinctions derived from leadership styles proposed by Bales (1950).First, in the team role model task roles and socio-emotional roles are not separated but are jointly considered as necessary for the performance of the team. Second, group processes (typically linked with task fulfillment) and interpersonal processes (typically associated with socio-emotional conflict resolution) are also not considered separately. Thirdly, there is a joint consideration of active

roles (classically considered as the only roles contributing to task achievement) and passive roles (classically considered as impairing team objective achievement). If socio-emotional processes are separated from task processes then team development and capacity for innovation may be impaired as it is by negotiation and communication that teams can improve their ways of working. In this context, a person's team role, which refers to preferences regarding behavior with other members of a team while performing tasks, should be distinguished from their functional role, which refers to the technical skills and operational knowledge relevant to their job. Consequently, several people may
Have the same functional role but have markedly different team roles.
Table 1 illustrates the characteristics and the strengths and weaknesses ofthenine team roles. Some of these characteristics can be linked, at a basic level; with confronting or withdrawal behavior in problem solving situations (see discussion below).

Table 1
Team Role Descriptive Adjectives, Strengths and Weaknesses

Team Roles	Description	Strengths	Weaknesses
Completer Finisher (CF)	Anxious, conscientious. introvert, self-controlled. self-disciplined, submissive and worrisome.	Painstaking, conscientious, searches out errors and omissions, delivers on time.	Inclined to worry unduly and reluctant to relegate.
Implementer (IMP)	Conservative, controlled. disciplined, efficient. inflexible, methodical, sincere, stable and systematic.	Disciplined, reliable, conservative and efficient. turns ideas into practical actions.	Somewhat inflexible and slow to respond to new possibilities.
Team Worker (TW)	Extrovert, likeable, loyal. stable, submissive. supportive, unassertive. and uncompetitive.	Co-operative, mild. perceptive and diplomatic, listens. builds, averts friction. calms the waters.	Indecisive in crunch situations
Specialist (SP)	Expert, defensive, not Interested in others. serious, self-disciplined. efficient.	Single-minded, self starting, dedicated; provides knowledge and skills in rare supply.	Contributes on a narrow front and dwells on Technicalities.
Monitor Evaluator (ME)			Lacks drive and ability to inspire Others.
Co-coordinator (CO)		Sober, strategic and discerning, sees all options, judges accurately.	Can be seen as manipulative and offloads personal Work.

Resource Investigator (RI)	**Dependable, fair-minded. introvert, low drive, open to change, serious, stable and unambitious.**	**Mature, confident, a good chairperson, clarifies goals, promotes decision making, delegates well.**	**Over-optimistic and loses interest after initial enthusiasm**
Plant (PL)	**Dominant, trusting. Extrovert, mature, positive. self-controlled, self disciplined and stable.**	**Extrovert, communicative, explores opportunities, develops contacts**	**Too preoccupied to communicate Effectively.**
Shaper (SH)	**Diplomatic, dominant. enthusiastic, extrovert. flexible, inquisitive. optimistic, persuasive. positive, relaxed, social and stable.**	**Creative, unorthodox. solves difficult problems**	**Prone to provocation and tend to offend People's feelings.**
	Dominant, imaginative. introvert, original, radical minded, trustful and uninhibited.	**Challenging, dynamic. thrives on pressure, has drive and courage to overcome obstacles.**	
	Abrasive, anxious. arrogant, competitive. dominant, edgy, emotional. extrovert, impatient. impulsive, outgoing and self-confident.		

As team roles refer to the way in which individuals interact with one another while performing a task in a team, team building activities based on members 'team role preferences may determine the way in

which conflict is handled in a team and how successfully conflict is solved. Consequently, as conflict is unavoidable
in work teams, looking at the association between individual team role preference and conflict managing styles is a fundamental issue in our understanding of high performing teams.

Conflict Managing Styles

Because problems and conflict occur widely in team-oriented organizations the way in which conflict is managed may determine the success or failure of team outcomes. Organizations are constantly relying on teams to increase competitiveness and solve conflict and so team members must be able to manage intra group conflict effectively and constructively (Cohen & Ledford, 1994; Ilgen, 1999;Lovelace, Shapiro, & Weingarten, 2001).At a basic level, a conflict exists when confronting interests or incorruptible activities exist between the parties involved in social situations (Deutsch, 1973).Thomas (1992) en :q) laicized three basic themes underlying common definitions of conflict. First, a conflict exists only if it is perceived as conflict by the actors involved. Second, there is a level of interdependence between the actors such that they have the ability to influence each other. Finally, in any conflict, scarcity of resources (such as money, power, and prestige) may generate tensions among the actors. Different theoretical models have been proposed to analyze the way in which individuals approach and handle conflict. Taxonomies and meta taxonomies have
been anticipated using a one-dimensional approach of cooperation and competition styles (Deutsch, 1949; Tjosvold, 1998), a bidimensional approach involving four styles of conflict management behavior (Pruitt, 1983), a bidimensional approach involving five styles (Blake & Mouton, 1964; Braham & Boom, 1979), and even tridimensional model of moving away, moving toward and moving against (Horney,1945).

The most extended model is that of Blake and Mouton (1964) who proposed abidimensional grid for classifying the modes in which individuals handle interpersonal conflict. These two dimensions relate to the extent that individuals show high or low condemn "for production" and "for people." Later, Thomas and Kidman(1974) and Rahim (1983), using this theoretical approach, redefined the dimensions as "conked for self and "concem for others." The "condemn for self dimensionrefiects the degree in which an individual tries to satisfy his/her personal contemnor needs. The "concem for others" dimension has the same meaning but scented on others' needs or concems. Combining these two dimensions, five different
styles of managing interpersonal conflict are obtained as shown in Figure 1.

 The Dominating style involves high condemn for self and low condemn for othersreflecting win-lose behavior involving efforts to obtain favorable solutions for oneself regardless of others. The Integrating style involves high condemn for self and high condemn for others, reflecting a collaborating style between the parties in conflict where individuals seek to exchange intonation, examine differences, understand the problem, and show openness to each other. An integrative solution that is acceptable for both parties is sought in this style which echoes the problem solving strategy proposed by Van de Vliert and Euwema (1994) as well as the approach to integration in group dilemmas proposed by Trompenaars (2004). The
Avoiding style is related to low condemn for self and low condemn for others. This style is related with withdrawal behavior, hiding disagreement, and sidestepping confrontations with the other party involved in the conflict. The Obliging style reflects low condemn for self and high condemn for the other party in the conflict. This style is related to behavior that tries to satisfy the needs of others and make concessions during the course of the conflict. Both Obliging and Avoiding styles seek to reduce discrepancies between parties but in a very different manner. While obliging shows a high condemn for others and attitudes to accommodate and accept their wishes. Avoiding does not judge the other party as deserving any condemns and thus it may hide higher levels of aggressiveness. The Avoiding style may also bemuse when there is a lack of awareness of interdependency and it may hide a lack of

interest. Finally, Compromising depicts a moderate condemn for self and for others. It takes a middle ground in solving conflict where both parties should "give something" in order to "take something" (Rahim & Manger, 1995, p. 123). Thisbidimensional approach of five styles has been widely supported (Chain &Schemer, 1984; Goodwin, 2002; King & Miles, 1990; Lee, 1990; Rahim, Antonioni, & Psenicka, 2001; Van de Vliert & Kabanoff, 1990).

Common Backgrounds

If high performing teams are to be built, the way in which conflict is handled in teams is of" fundamental importance. Highly interdependent contexts are defined by constant controversy. Controversy may be constructive or destructive depending on the cooperative or competitive goal stmcture of the team (Tjosvold, 1998).However, if other factors influencing behavior are considered, the way in which individuals manage conflict in a team may be determined by their personal preferences(Drenth, Thierry, Williams, & Wolf, 1984).From this point of view, previous studies have related team role preferences to the exercise of control in interpersonal relations. Fisher, et al. (2001) found that some team roles showed a higher propensity to exert control than others. Shapers and Resource Investigators, for *example,* displayed behavior related to attempts to control more so than accepting control. Similarly, team role preferences have been related to the cognitive styles that individuals possess while making decisions and solving problems (Aritzeta et al.,2005; Fisher et al., 1998). These studies, reported that team roles like Resource

Investigator, Shaper, and Plant showed a positive relationship with an innovative cognitive style. While solving problems, individuals high in innovative cognitive style tend to manipulate problems and challenge rules and do not need consensus to maintain confidence in the face of opposition. High innovators are defamed as abrasive, creating dissonance, impound, and who are prepared to shock their opposites (Kirton, 1989). On the other hand, team roles like Team Worker, Completer Finisher, and Irr^jlementer show a positive correlation with an adaptive cognitive style. This style is described as being methodical, prudent, disciplined, conforming, and dependable. Generally, a high adaptor is a person conceded with reducing

problems and seeking solutions in tried and understood ways. They are vulnerable to social pressure and authority and have a greater need for clarity.

Studies on control and cognitive styles show that different team roles can be differentially related to ways in which team members seek power in groups and approach problem solving. If a team role is related to exerting control behavior it is likely to be related to dominating conflict management behavior. Similarly, if controls accepted then avoiding conflict managing behavior will be more likely. The same can be said for different cognitive styles. As innovative cognitive style is defamed by abrasive and shocking behavior, dominating rather than obliging behavior should be expected. In the same way, as adaptive cognitive style is defined by being conforming and dependable, avoiding rather than dominating styles can be predicted. Therefore, as team roles have shown to be differentially related to control behavior and cognitive styles, it can be expected that different team r ole preferences will also show different correlations with conflict managementstyle.The theoretical background developed above shows that both team role preferences

and conflict management styles share common grimed regarding the ways in which individuals relate to one another in a work team context. As conflict will occur in any team and as individuals have preferences regarding the way in which they approach work and interpersonal relations, it should be possible to predict

how team role preferences relate to conflict managing styles.

Predictive Relationships between Team Roles and
Conflict Management Styles

As shown in Table 1, each team role is described using a list of seven adjective salon with its strengths and weaknesses. By analyzing the adjectives describing each team role, descriptors associated with

items referring to conflict management style can be identified. Therefore, to set up predictions, we looked at the

Correspondence between each team role's adjectives (Belting, 1993) and each confiictmanagement style item content (Rahim, 1983). Positive, negative, or negligible correlations were hypothesized for each team role with each conflict managing style (Dominating, Integrating, Conqiromising, Avoiding, and obliging). This method has support in the literature (e.g., Aritzeta et al., 2005; Fisher et al., 1998; Fisher et al., 2001). Predictions for the nine team roles and five conflict management styles are shown in Table 2.

As was shown in Table 1, the *Completer Finisher* team role is described as being *submissive* and *self-controlled.* Forceful behavior is not likely in this team role and so a negative correlation with the Dominating style is predicted. These two adjectives, together with *anxious, introvert* and *worrisome* echo items from the Avoiding and Obliging styles like "I try to stay away from disagreement" and "I usually accommodate to the wishes of;" therefore, a positive correlation is predicted with the Avoiding and Obliging subscales. No other descriptors could be found to fit the Integrating or the Comprotnise style and so a neghgible conelationwas predicted with these two styles.

Implementers

are defined as being *sincere, reliable, controlled,* and *systematic,* but they also are described as being *inflexible* and *conservative.* In^lementerstypically oppose new ideas and if tensions arise due to new risk taking ideas, they will not try to find integrative solutions to such tensions. Taking into account the Nature of our sample which is likely to be exposed to less contextual pressure thanmanagers (Kirton, 1989), which may affect cognitive styles (Aritzeta et al., 2005),it seems less likely that students will propose risk taking irromovative ideas. ThusInplementers, based on the first four adjectives, will show a propensity to search for joint solutions and will try to make an effort to understand the problems at work and so a positive correlation with the Integrating style is predicted. Similarly, Implementers, being *sincere* and *reliable* look for open negotiation and will propose middle courses to solving problems, which relates to a Compromising style. These adjectives are negatively related with "striving to defeat others" and "egoistically pursuing one's own goals." Consequently, we expect to find a negative correlation between Implementers and the Dominating style. The practical orientation of Implementers - turning ideas into actions, being efficient, systematic and disciplined with performing tasks- will help them to avoid conflict that might delay finishing the job on time. Therefore, a positive correlation with the Avoiding style

is hypothesized. Finally, none of the adjectives or strengths describing the Implementer role reflects an Bonging style, thus a negligible correlation with this subscales predicted. Descriptors of *Team Worker* such as *uncompetitive, unassertive,* and *submissive*

Adjectives contradict items like "I sometimes use my power to win a competitive

Situation" from the Dominating style. Therefore, a negative correlation is pre-dieted with this subscale. If Team Workers are *uncompetitive, unassertive,* and *submissive* they would be expected to behave by satisfying the needs of others as well as avoiding directs confrontation. Rather than trying to focus on a problem and find a fair solution for both parties. Team Workers will withdraw and prefer to adapt to what others want. Therefore, a positive correlation with the obliging and avoiding styles is predicted. Finally, as there are no specific adjectives associated with the Integrating style and none of the descriptors reflect Compromising style, negligible correlation with these subscales is predicted.

Specialists are defined as being *defensive, not interested in others,* and *single-minded.* These adjectives are associated with maintaining one's opinion regardless of others and so a positive correlation with the Dominating subscales ishypothesised. As Speciahsts are interested in their own specific area of knowledge and as they are described as *not interested in others, self disciplined, efficient,* and *dedicated* they will focus on the task in hand avoiding any conflict that may be a

Source of distraction and time wasting. Thus, a positive correlation with the Avoiding subscale is hypothesized. Similarly, Specialists may also show Avoiding

Behaviors when the task in hand is not related to their area of knowledge. In those circumstances, they choose to keep apart from the team. In this sense. Specialists may passively make concessions and go along with other team members' suggestions. Thus a positive correlation with Obhging style is predicted. No other adjectives could be identified to reflect Integrating or compromising styles, thus a negligible correlation with these two subscales is predicted.

The *open to change, discerning, sees all options, fudges accurately zed fairminded*descriptors of the *Monitor Evaluator* team role are related to behavior seeking to understand problems, exchange intonation and, "bringing all concemsout in the open so that issues can be resolved in the best possible way." Thus, appositive correlation with the Integrating style is hypothesized. Similarly, *discerning sees all options, and judges accurately* are seen as characteristics that actively look for middle grounds to solve problems and so a positive correlation is expected with the Compromising style. Monitor Evaluators have been related to behavior trying to build bridges between opposing team roles (Fisher et al., 1998). Their

approach of being *discerning, seeing all options, and fudging accurately* is contrary to behavior reflected in items like "I accommodate or give in to the wishes of others "and a negative correlation with the Obhging style is predicted. Monitor Evaluators who are generally committed to building bridges between, for exanq)explants and Implementers, may decide to avoid conflict if one of these two team roles dominates over the other. However, the natural tendency of Monitor Evaluators is to be involved in the team and, being *discerning,* and *seeing all options,* they will show a negative correlation with the Avoiding style. The *dependable, unambitious*and *low drive* adjectives are negatively related with Dominating style and so negative correlation is predicted.

Co-coordinators

are defined as finding middle ways to solve problems by combining *dominance* and *decision making* with at other times *trust, self-control* and ideas clarification. It follows that Co-coordinators, when necessary, may either "use their influence to get ideas accepted" or "bring all condemns out in the open so issues can be resolved in the best possible way" which reflect Dominating and Integrating styles respectively.

Self-Check 1	**Written Test**

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

     1. Describe Identifying roles and responsibilities of team?

2 Defined as finding middle ways to solve problems by -------------- and _____

Note: **Satisfactory rating - 25 points   Unsatisfactory - below 25 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 2	**Identify and recognize roles and responsibility**

Team Member Roles and Responsibilities

Objectives
• Develop an awareness of team member role differentiation
• Recognize leadership potential and roles
• Understand the principles of successful teamwork

Skills of Different Professionals on Teams

Team members from different disciplines bring a unique set of skills (Table 2.1)3. It is also
Important to recognize that skills overlap. Understanding the skills and education of various
Team members contribute to respect. By knowing the skills of other health professionals, team
members can also refer elderly clients appropriately to other professionals. It is important to recognize
that each profession trains its members in a culture that reflects a common language, professional
behaviors, values, and beliefs. Sometimes there is disagreement because the expectations and
language create confusion. Most professionals do not recognize the training of others and learn what
other professionals do only after they are practicing as professionals

 There can be many different reasons for working with other people. You might get together with one
other person or a group of friends, or you may be part of a more formal group or team. Some of these
working arrangements work better than others. What makes the difference? In this section you can think
about:
 .the different jobs involved when working in groups
 .why some groups seem to work better than others
 .the different roles people play in teams or groups
 .what makes a successful work team

 . how you can play a more effective role in your working relationships If you can, discuss the activities in
this section with some work mates, or a group of fellow students, so that you can share ideas and
experiences and learn from each other.

Self-Check 2	**Written Test**

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

2. Describe Roles and Responsibilities?

2 .the different jobs involved when working in groups?

Note: **Satisfactory rating - 25 points   Unsatisfactory - below 25 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1_____

_____

_____

2_____

_____

_____

Materials

Materials Management

Waste Reduction

Information Sheet 2	Identify report relationships within team and external to team

External Role of a Team Member
by Kevin Johnston
When you form a team at a small business, it is helpful to assign roles to the members so that all tasks are covered. One of those roles should be external liaison. This member not only participates in team meetings, but also communicates with groups and individuals outside the team. This vital role ensures that the team has the support of the company, and it helps the team have an impact on other teams.
Finding Outside Resources

According to Dr. Meredith Belbin, a prominent researcher on teamwork, teams need a resource investigator. This person seeks outside resources that can help the team with its work. This prevents teams from becoming too focused on their own abilities and resources and expands the amount of information the team has at its disposal. One team member should be assigned to seek resources, information and contacts that can benefit the team in its work.

Liaison between Teams

Your team may need to work with other teams. This requires a liaison who conveys the team's findings and questions to another group and gathers that group's input. This member may attend meetings of both groups. An example of this is when a marketing team consults a sales team to make sure that target sales goals are feasible in a marketing plan. The team member assigned to communicate with the sales team retrieves this information.

Liaison with Management

Your team may need to report to management. You don't have to take up meeting time to do this. Assign a member to meet with management and make the report. This person can bring management feedback to the next team meeting. This process ties your teamwork to management goals and values and prevents wasting time on projects or directions management will not approve. The team member

who speaks with managers can relay vital management input that may alter the team's approach to solving problems.

Communicating with the Press

If the team produces a project or makes a decision that management accepts, this can become material for release to media outlets. The team member charged with communicating with entities outside the team may take on the role of expert in presenting the team's work to the press. This can be through press releases or press conferences. This member summarizes and presents the team's work in a way that makes the story newsworthy.

SELF CHECK	External Role of a Team Member

Related Articles

1 What Characteristics Are Necessary to Make a Self-Directed Team Work?

2 Team Project: Perceptions That Build Work Relationships

3 5 Steps to Cross Organizational Collaboration and Teamwork

4 What Does a Vice President of LLC Board Meetings?