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-07

TTLM Code: EIS VSR2 M03 TTLM 0919v1

LO 1: Use and interact effective forms of communications

Instruction Sheet	**Learning Guide #1**

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

- Identifying role and objective
- Identifying team parameter, relationship and responsibilities from team discussion and external source

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 Ọ. 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	**Identifying role and objective**

What is a team?

Team: Two or more people working interdependently towards a common goal. Getting a group of people together does not make a "team." A team develops products that are the result of the team's collective effort and involves synergy. Synergy is the property where the whole is greater than the sum of its parts.

Team Building: The process of gathering the right people and getting them to work together for the benefit of a project.

What is an ideal work environment? Answer to this question may be very subjective. An ideal environment of a person may not be very comfortable for others because of different people who come from different backgrounds, ethnic races; languages,

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faiths, political views and most importantly have different psychological behaviors. So what kind of environment can an employer provide to employees which doesn't make the environment alien for them and eventually getting the best out of employees without having them to leave there comfort zone. This will make employees more focused on work rather than the issues caused due to work environment. Development of a professional working environment should be an evolutionary process. It is not just about the bookish human recourse management methodologies rather it should be based on problems and concerns of employees at the organization in real terms. By doing this employer will be able to develop realistic, practical and employee friendly methodologies which may eventually lead to better work environment for the mutual benefit of the employer and the employee.Do you consider yourself a team player? Do you work alone often and very rarely seek help or give advice to others? Many people prefer working alone and thus they never gain any additional knowledge from the experience of others. When you work in a team environment you have the opportunity to learn and help others. Therefore you will accomplish more.

You do not necessarily have to work as a "team" in the sense that there are five basketball players on the court or 11 football players on each side of the ball on the field. When you are applying the "team" concept, you can work with as little as one other person. No matter how many people you work with, 100 or 1, the point is that you collaborate with them as often as possible when needed.

When working in a team environment, people will have different opinions and ideas. You must be willing to express your own ideas while listening and accepting others ideas in a respectful manner. If you immediately shoot down a persons' idea because you feel it is a "stupid idea" or "doesn't make sense" then you are not being a team player. The most successful companies, regardless of which country they are located in or what they sell all must work as a team to achieve the ultimate goal, which is creating a profitable business and make it run as efficiently as possible.

There are different roles that those working in a team will undertake for the most part. When working in a team environment, one must understand what their role is. If everyone is doing the same job or trying to be the "leader" little will get accomplished. There are specific names for those working in a group dynamic such as the "specialist" - a team member who has the majority of the knowledge in a given subject, the "plant" - the creative innovator who strives to think of new ideas and ways to approach a situation, "shaper" - a team member who seeks to get the very best out of the team and tries to instill enthusiasm and confidence in the team.

Whether you are assigning your team members jobs or are doing a job yourself, it is important to understand what an individual can handle and what you can handle yourself. If you have a question then ask the question before you get started on your work. When a team is failing in one aspect, it may fail entirely.

Knowing what your team members are capable of will give you the advantage in succeeding. Why? If you assign a job that you know that person isn't ready for yet, they will struggle and fail to deliver the assignment. If you assign that assignment to someone who has experience in that particular field, then the work will get done in a

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timely fashion.

When working in a team environment, it is important to be willing to listen to people and be open to new ides. There is nothing a well-organized team can't accomplish. If you come across someone who isn't willing to work in a team environment, you must stress the importance of the team concept. Use old clichés like, "There is no I in team" in order to get your point across. The faster you are able to make them understand that the team is more important than one individual, the faster you can resume your own duties.

Following are the key factors of a good work environment.

- The work environment should be based on adaptability rather than an inflexible set of policies which may not be that effective so that if an employee joins a new work place he should get accustomed to it quickly to perform to his/her potential for the reason he/she was hired.

- All the employees should be considered at the same level when it comes to policies, this can make a huge impact on morale and performance of a worker who is a victim of discrimination.

- Even a smallest bit of harassment of any kind should be avoided.

- Relationship between employee and employer should be of such a kind that employee gets a feeling that employer cares for its workers.

- Employer should try and make life easier for him if the employee is having problems getting along with the environment and keeping up with the organizations expectations.

- Expectations from employee should be realistic so that the employee works in a pressure free environment and delivers tasks timely and up to the standard and quality.

- It should be made sure that life-work balance is maintained and employee is not having problems keeping the balance due to his official commitments.

- Employee should feel a part of the company. Not just a working machine which times in at 9 in the morning and times out at 5 in the evening and whole day long he is thinking about when this miserable day is going to end.

Professional and friendly work environment plays an important role in order to make long term working relationships with people and for employee-retention as employers don't want to lose recourse on which employer has invested a lot in terms of time and money. So there should be a focus on developing and maintaining such an environment for betterment of organization as a whole.

Why work in teams?
There are several good reasons:

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- Engineers work in teams, so it's good to develop these skills as early as possible.
- Research shows that we all learn effectively from each other. Hence, your teams should be learning teams, with the focus on helping each other to learn.
- Teams are much more effective than individuals for work on complex projects.
- Teamwork develops your interpersonal skills in coping with conflict, in being a chairperson, in developing your interdependence and accountability and in developing your sense of self esteem. This aids your personal development and your non-work-related relationships.

Effective teams

Why do some groups accomplish very little, while others achieve much more? This difference stems very much from the **processes within the group** - its inner dynamics or workings. The features of an effective team include:
- combined group effort of all members
- Clear goals
- Group members focused on learning
- mutual trust and support
- open communication
- democratic processes.

Making the most of your team

There are many advantages of working collaboratively with other students. To make the most of your experience as a team member, remember to:
- Become actively. Don't wait for another team member to do all the work.
- Share - open communication and the contribution of ideas and information is essential for successful and highly performing teams.
- Learn to work cooperatively. The success of your team will depend on helping each other.
- Respect your fellow team members. Be aware that each team member will have unique talents and ways of learning. Not everyone learns by the same process.
- Use your time productively and effectively. Define clear goals - what needs to get done, by whom and why?
- Expect success - be enthusiastic and positive.
- Meet with your group members regularly.
- Ask your tutor for frequent feedback - that's the tutor's role.
- Maintain a sense of humour - keep things in perspective.
- Hang in there - developing a good team is hard work and demands commitment from all team members.

clarification of working instruction

what is the definition of work instruction?A document describing specific activities and tasks within the organization. It contains the greatest amount of detail.

Group development

There is strong evidence that groups pass through a sequence of five stages of development. These are sometimes defined as:

Forming, or coming together

Storming, or conflict

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Norming, or working out the rules
Performing, or getting the job done
Mourning, or breaking up.

The length of time different groups take to pass through each of these developmental stages will vary, but it is generally not possible to achieve high team performance until the group has passed through at least the first three stages. The duration of each stage will depend on factors such as individual and team maturity, task complexity, leadership, organizational climate, and external climate.

Forming ….. *Am I a member of this group?*

During this stage of group development new team members discover what being a member of this group means.

You may find that you and/or other group members need:
- clear goals and objectives
- definition of tasks and roles
- clear work plans
- to identify group behavior, standards and norms and ways to handle behavioural problems

You and/or other group members may:
- demonstrate excitement
- participate hesitantly
- show tentative attachment to the group
- discuss problems peripheral to the task
- be uncomfortable and anxious about the new situation
- accomplish minimal work

This stage is complete when new members start thinking of themselves as part of a group.

Storming ….. *Who controls this group?*

During this stage of group development, team members may become hostile or overzealous as a way to express their individuality and resist group formation.

You may find that you and/or other group members exhibit:
- infighting, defensiveness and competition
- doubts about success
- low group morale
- polarization of group members
- concern over excessive work
- disunity and increased tension

You and/or other group members may:
- set unrealistic goals
- resist the task demands
- establish a pecking order
- criticise group leaders or other group members
- complain.

Many groups do not develop beyond this stage because they lack the ability to listen to each other and find mutually acceptable resolutions to the major issues.

Norming ….. *What are the rules of this group?*

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During this stage of group development, members accept the team, the team norms, their own roles and the idiosyncrasies of fellow group members. Emotional conflict is reduced by patching up previously conflicting relationships.
You and/or other group members may:
- attempt to achieve maximum harmony by avoiding conflict
- develop a high level of trust and respect for others in the group
- discuss group dynamics constructively
- form friendships
- develop a sense of team cohesion with a common spirit and goals
- have high group morale
- establish and maintain group boundaries
- accomplish a moderate amount of work

During this stage, if the formally appointed leader is not effective, or there is no formal leader, a leader will emerge or should be agreed upon who can focus the group resources to solve problems.

Performing ….. *How high can this group go?*
Now that the team has established its interpersonal norms, it becomes an entity capable of diagnosing and solving problems, and making decisions. This stage is not always reached by all teams.
You and/or other group members may:
- be willing to sort through group problems
- develop high conflict resolution skills
- understand members' strengths and weaknesses
- undertake constructive self change
- identify closely with the group
- accomplish a great deal of work

Groups reaching this stage will be effective and will devote energy to maintain good group relations.

Mourning ….. *Where do we go from here?*
This final stage of group development applies more to temporary teams like task groups or committees. However these days, with reorganisations occurring frequently this stage is not uncommon.
You and/or other group members may:
- feel elated at the successful attainment of goals
- feel disappointed at unattained goals
- feel a sense of loss when the group is disbanded
- feel relief at the end of the process
- congratulate each other
- celebrate.

Self-Check 1	Written Test

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

1. Describe team role and scope?

Note: **Satisfactory rating - 20 points**   **Unsatisfactory - below 20 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	Identifying team parameter, relationship and responsibilities from team discussion and external source

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
Berlin'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 patted 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). Belbin'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 Snoek, & usually associated with the position an individual occupies. In fact, the difference in Belbin'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 a 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, Belbin's team roles are not directly related to the position an individual occupies in the hierarchy, but are defmed by a constant communication process between team members in order to better

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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).

The Dominating style involves high concem for self and low concem for othersrefiecting win-lose behavior involving efforts to obtain favorable solutions for oneself regardless of others. The Integrating style involves high concem for self and high concem for others, reflecting a collaborating style between the parties inconflict where individuals seek to exchange intonation, examine differences,underst and 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 concem for self and low concem for others. This style is related with withdrawal belhavior, hiding disagreement, and sidestepping confrontations with the other party involved in the conflict. The Obliging style reflects low concem for self and high concem 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 conked and thus it may hide higher levels of aggressiveness.

The Avoiding style may also bemused when there is a lack of awareness of interdependency and it may hide a lack of interest. Finally, Compromising depicts a moderate concem 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 & Magner, 1995, p. 123). Thisbidimensional approach of five styles has been widely supported (Chanin &Schneer, 1984; Goodwin, 2002; King & Miles, 1990; Lee, 1990; Rahim,Antonioni, & Psenicka, 2001; Van de Vliert & Kabanoff, 1990).

Common Backgrounds

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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(Drench, 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. Shapersand 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 (Artiste 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 defmed as abrasive, creating dissonance, im sound, 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 cognitivestyle. This style is described as being methodical, prudent, disciplined, conforming, and dependable. Generally, a high adaptor is a person consumed 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 deemed 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 role 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 groomed 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 confiict 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 adjectives along with its strengths and weaknesses. By analyzing the adjectives describing each

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team role, descriptors associated with items referring to confiict management style can be identified. Therefore, to set up predictions, we looked at the correspondence between each team role's adjectives (Belbin, 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 predictedwith 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 than managers (Kirton, 1989), which may affect cognitive styles (Aritzeta et al., 2005),it seems less likely that students will propose risk taking irmovative 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 disciplinedwith performing tasks- will help them to avoid conflict that might delayfinishing 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 Obhging 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 direct 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 A voiding 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 confiict 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 znd 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 concems out in the open so issues can be resolved in the best possible way" which reflect Dominating and Integrating styles respectively.

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 contributes 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:

1. Describe relationship and responsibilities of team?

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Note: **Satisfactory rating - 20 points   Unsatisfactory - below 20 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

16

Short Answer Questions

2. _____

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3. _____

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Materials

Materials Management

Waste Reduction

List of Reference Materials

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