Nationally accredited training

BSBWOR502A
Ensure team effectiveness

Trainer/ assessor guide
Development

smallPRINT adopts a professional approach to ensure that its learning and assessment resources are current, accurately relate to competency standards and provide comprehensive, flexible assessment strategies.

We either employ or contract qualified workplace assessors and trainers with industry experience as writers to develop and upgrade our resources.

Feedback is regularly sought from our clients who are from both Registered Training Organisations and industry to validate the ongoing currency and accuracy of our resources. This feedback is acted upon to ensure that our resources meet ongoing industry and VET standards and requirements.

smallPRINT ensures that all its resources are in line with the appropriate training packages, according to information provided by the National Training and Information System.

We have procedures in place to ensure that we are aware of the ongoing review process for training packages. Our procedures ensure that we remain up to date with changes to packages/new packages as they are approved and implemented.

Our resources are subject to regular review and continuous improvement processes. All resources are reviewed every 12 months.

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Introduction

Purpose of the learning resource
This resource provides a theory and assessment framework to support the learning and assessment of competency based training within a collaborative relationship.

It supports and motivates self directed learning via a learning partnership between:
- the learner
- the trainer/ assessor
- workplace training supporters such as:
  - supervisors
  - peers
  - mentors

It can be used to support learners who are experienced workers seeking to gain formal qualifications, newly employed workers aiming to develop skills and obtain formal qualifications and those seeking training and/or qualifications to gain employment.

The resource is designed for self-paced learning and is also suitable for delivery in a workshop or classroom. Depending on the category of learner and the delivery method, these materials should be used differently.

For example:
- an experienced worker might use this resource to refresh their skills and knowledge, and as a tool for preparing to have their competency assessed
- a learner currently employed should be able to practise the skills in their workplace; this resource provides background information and a framework for assessment of competence
- for learners who are not currently in employment – where this resource is used in face-to-face delivery or in a distance mode – trainers should provide opportunities for learners to develop and practise their skills in a simulated workplace

Learners should be encouraged by their trainer/ assessor to undertake additional learning tasks.

This might include:
- research
- reading
- reflection
- drawing upon their knowledge in practice situations beyond what has been facilitated by the trainer

Trainers/ assessors should also provide supplementary information including interpretation of the contents of this resource. They should initiate with the learners discussion about the subject matter and should encourage learners to contribute their own experiences and interpretations of the material. It is not necessary to work through the guides in the order in which they are written; however this is at the discretion of the trainer/ assessor.

Structure of the learning resource
This resource consists of 4 parts:
1. Part 1 - Learning support materials
2. Part 2 - Assessment information
3. Part 3 - Assessment tools
4. Appendix - Competency review tool

Part 1 – Learning support materials
This part is organised so learners can, with the support of their trainer/ assessor, plan their learning and engage in activities. It is divided into sections which relate directly to the learning elements for each unit.

Part 1 contains:
- theory (information)
- learning prompts
- resources and references
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Theory is identified by this icon.
Theory provides information about the elements, performance criteria and essential knowledge that apply to this unit. This information will assist the learner to complete the assessment tasks required to achieve competency in this unit.

Learning prompts are identified by this icon.
Learning prompts are designed to encourage the learner to build upon the underpinning knowledge which they have acquired by reading and reflecting upon the theory provided. They may also encourage the learner to research additional information and to expand their practicing of skills.

Resources and references are identified by this icon.
Provides a list of resources from which this learner guide was developed. This list can also be used as additional reading material that can be accessed for further information.

Part 2 – Assessment information
This part provides the following:
- introduction to competency assessment
- unit information

Part 3 – Assessment tools
The assessment tools provided in this resource are:
- the assessment activities in the workbook
- the written/oral questions in the final assessment section of the workbook
- the project(s) in the final assessment section of the workbook
- supervisor/ third party or assessor demonstration report

Assessment activities are identified by this icon.
The activities should become part of a formative assessment. Trainers/ assessors should have processes in place to provide feedback and reinforcement to learners as they progress through the activities and the assessment processes. This is pivotal to the learning experience. Assessment activities are also part of the learning process, particularly interactive activities such as demonstrations, group work or case studies.

Please refer to the introduction to Part 3 – Assessment tools for more detailed information on competency assessment and the assessment tools included in this resource.

Appendix – Competency review tool
This appendix consists of review tools for:
- range statement
- elements and performance criteria
- critical aspects for assessments
- required skills
- required knowledge
- employability skills

These tools can be used for:
- assessing mapping and validation
- assisting the trainer to devise and facilitate learning activities and/or assessment activities which build upon the underpinning knowledge acquired by reading through, and reflecting upon, the text
- recognition of Prior Learning (RPL)
- evidence gathering and recording at any stage of the training
- the Appendix – Competency review tool can be used for collecting, recording and submitting a portfolio of evidence for RPL

Please refer to the introduction to Appendix – Competency review tool for more detailed information.

Recognition of Prior Learning (RPL)
The tools in this resource can be used by learners to identify their current competency and the evidence they have to support formal Recognition of Prior Learning (RPL). Learners might already have some or all of the skills required for this unit. If they believe they can demonstrate these skills, they should speak with their trainer/ assessor about applying for skills recognition.
Part 1: Learning support material

Section 1: Establish team performance plan

This section addresses the following performance criteria:

- Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives
- Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team
- Support team members in meeting expected performance outcomes

Learning prompt

Read through the material and look at the assessment activities.

After learners have read and understood the information provided they should take the opportunity to practise the skills referred to within this section prior to undertaking the assessment activities. Trainers/assessors should give guidance in this regard.

This will enable learners to build and improve their skills.

Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives

A team is a group of people who work together and are collectively responsible and accountable for a defined task/s, segment, process, product or service. Teams normally have members with complementary skills which, when appropriately harnessed, allows each member to maximise their strengths and minimise their weaknesses, thus generating synergy through a coordinated effort.

Teams have been in existence for as long as history has been recorded. Early cave people learned that if they lived in family groups, hunting and gathering food and fighting off predators was more effective than done by a single member.

In 1660, The Royal Society of London was formed to promote the free exchange of ideas and promotion of the 'truth in scientific matters'. Prominent members included Sir Isaac Newton, Christopher Wren (architect of St. Paul's Cathedral), Gottfried Leibniz (inventor of calculus), Edmund Haley (astronomer), Robert Hooke (steam engine) to name but a few. In 70 years the sciences of anatomy, zoology, chemistry, physics, astronomy, and botany were formed and the sharing of information between Royal Society members led directly to the industrial revolution, embryonic evolution theory, mechanical computation; and the understanding of planetary gravity.

In 1961 President of the USA, John F. Kennedy announced a goal of sending a man to the moon and charged NASA with creating a team to make it happen. This goal was accomplished on July 20, 1969 by Neil Armstrong and Buzz Aldrin during the Apollo 11 mission. The Apollo program, specifically the lunar landings, is often cited as the greatest achievement in human history – it would not have been possible without a high performing team.
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Group of individuals versus a team
A group of people does not necessarily constitute a team.

Teams:
- are chosen for specific functions
- have a shared purpose and goals
- have membership that enables all the necessary team roles to be filled
- have strong, shared leadership
- demonstrate support for members, other teams and the organisation
- have high levels of trust between members
- work together to achieve greater results than individuals working toward the same objectives
- regularly monitor, evaluate and review performance as an aid to improvement

Types of teams
The criteria used to classify teams can vary from: the makeup of its membership; whether the teams are temporary or permanent; their purpose and function within the organisation; the degree of technical multi-skilling given to team members; the complexity of tasks and skills required, and the degree of self-management and leadership devolved to the team.

Of particular importance is the distinction between independent and interdependent teams.

An interdependent team is when:
- no significant task can be accomplished without the help of other members
- within the team, members typically specialise in different tasks
- the success of every individual is inextricably bound to the success of the whole team

On the other hand, an independent team:
- involves members acting independently
- every person performs essentially the same actions
- the performance of one person has no direct effect on the performance of other team members

Some common types of teams include:
1. **Task force** – a temporary team assembled to investigate a specific issue or problem.
2. **Problem-solving team** – a temporary team assembled to solve a specific problem.
3. **Product design team** – a temporary team assembled to design a new product or service.
4. **Committee** – a temporary or permanent group of people assembled to act upon some matter.
5. **Work group** – a permanent group of workers who receive direction from a designated leader.
6. **Work team** (also called a self-directed work team or self-managed work team) – an ongoing group of workers who share a common mission who collectively manage their own affairs within predetermined boundaries.
7. **Quality circle** – a group of workers from the same functional area who meet regularly to uncover and solve work-related problems and seek work improvement opportunities.
8. **Virtual team** – a group of people who work interdependently and with shared purpose across space, time, and organisation boundaries using technology to communicate and collaborate.

Teams and organisational fit
In most cases, teams do not just happen – they require structures, sub-systems, support and processes that encourage development. Team building occurs over time.

When building and developing teams you need to determine the role teams will play in the organisation and how they will fit. What needs to be changed? How and when can these changes be initiated? Do current systems support team activities? How will teams be sustained? Are the current hierarchical structures likely to impede team development? Do current recruitment and selection processes take the needs of teams and team development into consideration? In other words, organisational plans – strategic and operational plans – need to incorporate suitable mechanisms for supporting team development.
Teams are, as Charles Handy (1990) points out, collections of differences. When selecting for team membership the objective is to utilise people who can, as a group, perform all the technical skills required for the task. A cricket team, for instance, would not be comprised of 11 bowlers. The point of a team is that each individual in the team brings a range of skills, knowledge, attitudes, aptitudes, personalities and priorities to the team. Each has a particular position in the team, or a particular role to play. No one in sports selects the top 11 or 15 players – they also have to select those who play best in certain positions. Many organisations make the mistake of assuming that a team of the brightest or of the most experienced people will automatically outperform any other. It will not. Diversity is the important factor in teams – plus the need for each of the positions or roles within the team structure to be filled by the appropriate personnel.

To fit teams into the organisation's structures, in most cases, changes to current practice and to workplace culture will be needed:
- redesign work – do not just create or add teams
- focus on a few strategic issues rather than trying to change everything at once
- organise around whole processes
- expand job responsibilities
- design for immediate feedback
- ensure resource, information and technical support
- redesign compensation
- redesign the information system
- design team appraisals as well as individual performance evaluations
- change Key Performance Indicators (KPIs) to emphasise teamwork
- keep teams small but create environments which encourage interaction
- support innovation and risk taking

To identify changes that need to be made, it is worth considering the differences between traditional and team-based organisations:

<table>
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<th>Team-based</th>
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<tr>
<td>Top-down leadership.</td>
<td>Leadership is shared amongst team members.</td>
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<tr>
<td>Information flow is limited/ controlled.</td>
<td>Information is freely and openly shared.</td>
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<tr>
<td>Layered/ individual structure – hierarchical.</td>
<td>Team structure reduces hierarchy.</td>
</tr>
<tr>
<td>Managers determine and plan, direct and control the work.</td>
<td>Facilitators and coaches take over from the management role.</td>
</tr>
<tr>
<td>Cross-training is viewed as inefficient.</td>
<td>Cross-training is the norm.</td>
</tr>
<tr>
<td>Managers plan, control and improve job process.</td>
<td>Teams plan, control and improve job processes.</td>
</tr>
<tr>
<td>Jobs are narrowly defined.</td>
<td>Jobs require broad skills and knowledge.</td>
</tr>
<tr>
<td>Training for non-managers focuses on technical skills.</td>
<td>Continuous learning – interpersonal, administrative and technical training for all – is emphasised.</td>
</tr>
<tr>
<td>Risk taking is discouraged and punished.</td>
<td>Measured risk taking and innovation are encouraged and supported.</td>
</tr>
<tr>
<td>People work alone.</td>
<td>People work together.</td>
</tr>
<tr>
<td>Rewards are based only on individual performance.</td>
<td>Rewards are based on individual performance and contributions to team performance.</td>
</tr>
<tr>
<td>Managers determine the best methods for everything.</td>
<td>Everyone works to continuously improve methods and processes.</td>
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The characteristics listed in the table for team-based operations are those demonstrated in high performance organisations.

Other characteristics of high performance organisations include:
- processes and systems are organised around cross-functional teams
- fewer levels of management
- flexibility
- policies make payment for performance a priority
- team goals link with organisational vision and goals
- customer focus is a priority

They out-perform traditional organisations by utilising a mix of cross-functional teams – work teams, improvement teams and integrating teams. Work teams design, manufacture and deliver a product or service for internal or external customer use. Improvement teams make change recommendations to improve quality, cost and/or timeliness of delivery. Integrating teams make sure that work is coordinated between work teams and improvement teams or any other teams involved in the business.

The implementation of team-based systems would normally be subject to the following phases:
- identify the need for change and the substance of the change
- identify and develop goals, objectives and relevant timeframes
- make plans and develop transition processes which include investigating and researching team-based organisations and other information sources to determine the best approach
- design a team-based system specific to the organisation
- develop an implementation plan incorporating evaluation and continuous improvement strategies

In the planning stages, organisations must identify external and internal influences and the extent of their impact. Identify your current positions and determine where you want to be.

Ask: How will we get there?

Identify the benefits your organisation expects to gain from implementing teams in the following areas:
- productivity improvements
- reduction in waste
- quality improvements
- more streamlined work operations
- greater commitment and shift in attitude and behaviour from all employees
- greater achievement of KPIs
- more flexible workforce
- a culture which supports cooperation and continuous learning

The transition to team systems involves a significant technical and social process. The technical issues involve such things as the design of structures, processes, and systems. The social issues involve helping people in the organisation to understand how a team-based system operates and how their roles will operate within it. Leaders in the organisation need to consider alignment of supporting structures, production systems and capabilities, leadership, staff, shared values and training requirements. Identify the incumbent organisational culture, identify a desirable team-based culture, define the changing roles and responsibilities of senior and middle level managers, supervisors, team leaders and team members, and possibly redesign jobs – use a systems approach.

A change strategy needs to be determined and support for the changes should be well planned in order to successfully link strategic and operational change (ie to make it happen on the shop floor). Change programs are associated with and linked to the business/ economic, political and social contexts in which organisations operate, and to internal contextual issues such as organisational culture, structure, resources and organisational politics. All employees must know and clearly understand the organisation’s vision, strategies, goals and objectives, and align their team goals with them. Effective communication and information sharing processes are vital, in order to gain support, agreement and commitment from all organisational members – from the CEO down.
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Organisational leaders/managers and team leaders alike need to adopt a collaborative, participative approach; one that involves developing trust and commitment with employees. Discuss and develop proposals with all relevant stakeholders and seek endorsement. Develop processes which give teams the necessary skills and decision-making responsibilities to efficiently perform their tasks.

Determining optimal team deployment
Organisations are configured with numerous sub-processes which work together to produce the products/services that are their core business. Process analysis can be used to determine the number and type of team configurations required. For example, in a manufacturing environment, raw material comes in, goes through a number of value-added processes such as cutting and stamping, possibly machining, coating, final assembly packing, storage, then distribution and sales to customers. Each process is dependent, to varying degrees, on the others. These processes can be broken down into a number of sub-processes which can then be used to identify the number of teams, types of teams which best suit their sub-processes, and team boundaries (with respect to team membership).

Analyze operations and determine:
- the best team deployment methods
- the types of teams and style in terms of autonomy, self-management etc
- team boundaries and authority
- roles and responsibilities – leadership/supervision
- support
- training

Once plans have been properly developed and all involved personnel understand their roles and the application of the team systems, the processes (discussed previously) of choosing team members and developing teams around organisational goals can be implemented, so that dynamic, systems-based teams are able to contribute to quality – to the maximisation of productivity and the minimisation of waste.

Defining the role of the team
Teams develop direction, motivation and momentum by collaboratively shaping a shared purpose. Although the primary reason for the team's establishment might have been a directive of executive management, the process of discussing and debating the role by the members of the team is a critical part in its development.

Encouraging members to question the purpose of the team, how it will operate and what it is expected to achieve serves to foster a deeper understanding of the team's role, and the role of each member that comprises it, than is possible if this information is simply relayed from an external source. Providing team members the opportunity to debate the role of the team allows them to shape their purpose and understand in common.

Processes that assist team members to debate their role can include:
- team meetings
- workshops
- values exploration exercises
- project scoping sessions
- imagining exercises

Allowing teams to self-develop their purpose is not to say that management should not have a steering hand in providing direction. Most teams evolve their role in response to a request made or a directive given from management. For example, the scientists at Xerox developed personal computing in response to their chairperson asking for ‘architecture of information’, the Apollo missions were the result of the NASA team response to President Kennedy’s vision to send a man to the moon. However, what is critical is that these roles are initially framed as a big picture vision and the scoping of the detail is left to the team members with guidance from management.

The role of any given team can range from simple to complex. The higher the level of complexity, the greater the need to have the role or purpose documented. That is, taken from being tacit knowledge to explicit knowledge.
A team's role can be recorded in many forms, including:
- a charter
- mission/vision statement
- memorandum of agreement
- constitution
- role and responsibility statement

Refer to assessment activity 1
Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team

Organisational goals and team performance
The diagram below is a simplistic representation of the ways in which all organisations work. In every organisation, inputs (the raw products, time, energy, finances and the work generated by people etc) are transformed by processes (core processes and operations) into outputs (the end product/service generated by work). The outcome of work must be high levels of customer and stakeholder satisfaction. That is, organisations will be successful if their customers and stakeholders are happy with the end product (outputs) of the organisation.

THE INPUT /OUTPUT PROCEDURE

In order to make the organisation's processes work properly, management must:
- plan
- collect and analyse data and information
- monitor, assess, evaluate and record customer needs and expectations
- design and implement effective human resource management techniques
- develop efficient core process management procedures (controls)

Efficient and well constructed management techniques can mean the difference between business success and failure. Management quality – methodology, technique, approach and leadership ability – can therefore be used as a tool to assess and measure business viability.

Team structured workplaces contribute to the successful business outcomes by following the same procedures as for the organisation.

Each team will set goals that align with organisational goals and they will:
- plan
- collect and analyse data and information
- develop efficient core processes and process controls
- design and implement effective human resource management techniques for team members
- monitor, assess, evaluate performance and link performance measures to customer satisfaction

Team performance planning
Once team membership is decided, the team must determine, and agree on the major goal/s or objectives they aim to achieve, how they intend to achieve these goals and how they will measure the resulting outcomes. The team must establish a performance plan.

Goal setting
In order for a team to be truly effective, there must be clear, achievable and agreed goals. Without goals team efforts will be dispersed and without agreement there will be only minimal commitment.
As discussed previously, most teams will have been given a broad direction from an external source; usually senior management. As part of the process of understanding this broad direction, teams should break the direction down into smaller goals and then further again so that they have a set of actionable objectives.

Goals and objectives should be **SMART**. That is: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely.

**Dumb objective:** to evolve the concept idea.

**SMART objective:** to create a working prototype that can be shown to management by the end of the year.

Goals and objectives should also be teamwork products, as opposed to the work products of individuals that comprise the team. This requires the identification of outcomes that require significant contributions by the collaborative efforts of the team and results in an outcome that could not be achieved by any single member working alone.

By breaking a larger vision down into smaller components it becomes easier to see what needs to be accomplished by whom and by when. This in turn assists the team to stay on task and to be focused on activities that contribute to effectiveness rather than getting caught up in other tasks. Breaking a larger vision down into smaller components also becomes a useful mechanism for tracking and measuring progress against the overall aim.

**Methods and resources**

Using these objectives the team is then able to collaboratively develop action plans which attribute time-frames, resources and personnel to specific activities. Individuals should be empowered with the ability to determine their own responsibilities. Emphasis should be placed on practical activities, measurable results within realistic timeframes. Each team member's contribution should be valued and acknowledged.

Teams must be given responsibility for making improvements and innovation within their designated roles, in order to achieve the organisation's goals and objectives. They require access to the necessary resources, an agreed level of interdependence in the management of their daily work within agreed boundaries and cooperative relationships (networks) with the other teams that make up the organisation.

**Measuring performance**

The final component of a solid performance plan is to identify how the team will measure its success. How will it know if it has achieved its goal and how will it know how well it has performed? The team should, collectively, agree on the KPIs that will be used to measure each objective and then ascribe a standard that must be achieved.

For example, the prototype will have 100% functionality and be capable of operating for a minimum of 10 minutes.

Performance goals create a sense of urgency and challenge each member of the team to commit themselves. If the required results, measurement and evaluation methods, and review timetables are understood and agreed to by all team members, it creates a compelling drive to make success happen.

**Team and individual plans**

Once the team performance plan has been created it becomes the foundation for personal plans to be created for each of the team members. Each individual's plan should reflect their own personal contribution to the team's performance including what actions they specifically will take, by when and what they are responsible for producing.

Individual plans enable tasks to be shared according to skills set and experience and other resources allocated in order to achieve the optimal effectiveness. Personal plans also enable recognition of individual inputs as well as overall team success and are a vital part of retaining team energy.

*Refer to assessment activity 2*
Support team members in meeting expected performance outcomes

In their book *The Wisdom of Teams: Creating the High Performance Organization*, Jon Katzenbach and Douglas Smith (1993) discuss the concept that the way any group of people performs is as a direct result of the approach to being a team that is taken and how effectively it implements that approach. They depict this concept in what they call the team performance curve as shown below.

![Team Performance Curve Diagram]

The team performance curve
The curve depicts 5 types of teams in relation to how effective they are as a team and thus how well they perform. The 5 types of teams are:

Working group
This is a group that relies on the sum of individual efforts rather than genuine teamwork. The members interact primarily to share information, best practices, or perspectives and to make decisions to help each individual perform within their area of responsibility. There is no call for either a team approach or a mutual accountability requirement. Note that this is a different definition of a working group from that found in everyday business use.

Pseudo team
This is a group for which there could be a significant performance need or opportunity, but it has not focused on collective performance and is not really trying to achieve it. It has no interest in shaping a common purpose or set of performance goals, even though it might call itself a team. Pseudo teams are the weakest of all groups in terms of performance impact. In pseudo teams, the sum of the whole is less than the potential of the individual parts. They almost always contribute less to company performance needs than working groups because their interactions detract from each member's individual performance without delivering any joint benefits. For a pseudo team to have the option of becoming a potential team, the group must define goals so it has something concrete to do as a team that is a valuable contribution to the company.
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Potential team
There is a significant performance need and it really is trying to improve its performance. Typically it requires more clarity about purpose, goals, or work products and more discipline in defining a common working approach. It has not yet established collective accountability. There are many examples of potential teams in organisations. When a team (as opposed to a working group) approach makes sense, the performance impact can be high. The steepest performance gain comes between a potential team and a real team.

Real team
This is a small number of people with complementary skills who are equally committed to a common purpose, goals, and working approach for which they hold themselves mutually accountable. The possible performance impact for the real team is significantly higher than the working group.

High performing team
This is a group that meets all the conditions of real teams and has members who are also deeply committed to one another’s personal growth and success. That commitment usually transcends the team. The high performance team significantly out-performs all other like teams, and out-performs all reasonable expectations given its membership. High performing teams are able to achieve what they do because major change is created through the shifting of organisational culture merging the business goals of the organisation with the social needs of the individuals.

The development stages of teams
So, if a high performing team achieves the highest performance impact, how do we support, encourage and foster groups of individuals to become high performing teams?

As teams grow and cohere, their members face 3 demands:
1. To come to terms with their individual tasks/ roles.
2. To come to terms with the team’s tasks/ roles.
3. To come to terms with one another.

All teams must go through specific developmental stages. You cannot simply throw a group of people together, tell them they are a team and immediately expect a high performance team result.

Once a team has been chosen the members must learn to work together. This learning process has several fairly distinct phases, and understanding them will help you to: a) facilitate teams, b) participate in teams more effectively, and c) anticipate the procedures necessary for developing good team networks within the organisation.

It is good to identify the different stages of team development and to determine where your team is at. This enables the team to identify development needs, assess the best strategies for overcoming weaknesses and determine the best methods for moving forward.
<table>
<thead>
<tr>
<th>Development stage</th>
<th>Characteristics</th>
<th>Development needs/ actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forming</strong></td>
<td>Teams are undeveloped; need to create their own identity.</td>
<td>Members operate as individuals, common goals are not yet established, disclosures are superficial and relationships are undeveloped. Anxiety levels are high, productivity is low. Members are hesitant and concerned with assessing each other; they need clear direction and purpose.</td>
</tr>
<tr>
<td><strong>Storming</strong></td>
<td>As members come to know each other they question and experiment.</td>
<td>There is some awkwardness between members as they examine their roles and those of others. Disclosure becomes more honest – less superficial. Individuals begin to assert themselves and challenge the shape or purpose of the team – some members will resist team structure. Frustration and anger might result. Members want to work but do not quite know how to get things accomplished.</td>
</tr>
<tr>
<td><strong>Norming</strong></td>
<td>The team is consolidating and settling into new ways of working.</td>
<td>Roles are clarified and members understand their purpose within the team. Performance measures are agreed. Members accept their roles and those of other members; they actively and cooperatively listen to other’s viewpoints/suggestions. Members become comfortable with the team situation and start to cooperate.</td>
</tr>
<tr>
<td><strong>Performing</strong></td>
<td>The team is mature, confident and can perform well. Consensus has been reached.</td>
<td>Team activities centre on tasks and the focus is on results. Members accept responsibility for their own work and internal politics is not an issue. Members review strengths and weaknesses and work together to overcome problems and make decisions. Conflicts are constructive and results oriented. Flexibility, trust and sharing are part of the team culture.</td>
</tr>
</tbody>
</table>
Forming, storming, norming and performing are the necessary stages for team development. Trust does not develop overnight. There must be opportunities for team members to learn about each other and to develop trust. Team members rely on each other to fulfill specific roles and achieve specific objectives. They need, therefore, to understand their own roles, those of the other members and to have confidence in their own and others’ competence. This happens over time and as members offer more information about themselves – disclosure.

Team development does not necessarily follow this format in a determined linear fashion. As circumstances change, they can affect the developmental stages of a team. For instance, a team might be operating at the performing stage and then lose or gain a team member thus taking it back to the norming stage.

How do you encourage a group of people to work together as a team?
As team members learn to work together they have personal, interpersonal and group needs to be accommodated. The model below shows how those needs interconnect. It is the team facilitator’s role to ensure that these needs are met.

(Based on Bruce Tuckman’s work, adapted by David Peters.)

In the forming stage of team development an investment must be made in people to build strong relationships based on trust and mutual risk taking; and to create a common understanding among team members on the compelling business reason for the team, the organisational dynamics that will support or inhibit the team, and the role that the team will play in relationship to management. In the forming stage people interact as strangers, and formalities between members need to be broken down. By identifying common goals, allowing members to ‘test the waters’ to determine boundaries and acceptable types of behaviour and encouraging honest communication regarding skills, strengths and weaknesses, team members will quickly move toward the storming stage.

In the storming stage the investment in people needs to be continued as interactions become more intense and the team strives to achieve consensus on, and organise around, its mission, goals and strategies, processes, structure, membership and leadership. Performance standards can be determined and agreed upon, but there will be some conflict and disruption as members accept the existence of the team but resist perceived constraints on individuality. There might be conflict over roles, control and decisions.

In the norming stage a return on the investment starts to be seen via increasing levels of openness and honesty among team members, which significantly enhances data flow and learning. Successful organisation reduces the tendency of teams to work on the wrong issues and creates a great deal of data flow. Strengths and weaknesses can be honestly appraised, opportunities exploited and threats can be overcome. This, in turn, creates the knowledge, understanding and cohesion that will empower the team to action.
In the performing stage the return on the investment in teams is maximised as the team’s knowledge and understanding is applied to finding creative solutions to problems, making decisions and exploiting opportunities. High performance teams are confident in their actions and will drive critical issues to resolution. They work in an open and trusting environment where flexibility is the key and all members are involved in decision making and ownership of decisions. Performance, role mix, structure, efficiency and cohesiveness are continually evaluated and mapped against plans. Mature teams really only need clear goals and motivation. They know, from experience, how to complete tasks, solve problems and act independently. They are results oriented and team energy is directed toward cooperation.

**Developing the team**

Enable people to get to know each other. Give them time to learn about each other. This can be done through both formal and informal activities – meetings, setting small cooperative tasks, exchanging information about skills, competencies and interests. Remember, however, that meetings should have objectives, agendas and time limits. A properly run meeting can achieve a great deal, but if meetings are not managed properly and/or do not result in actionable outcomes or practical decisions they are generally a waste of time.

Set clear, agreed goals and agreed performance measures which offer stretch components and are realistic. Ensure that personal, team and organisational KPIs and Key Results Areas (KRAs) are clearly linked and that everyone understands the linkages – particularly as they apply to customer satisfaction, safety and productivity.

Encourage and recognise contribution from everyone. Agree on the team’s norms, behavioural expectations and the procedures that will be used for problem solving and decision making.

Ensure that everyone understands their role and the roles of the others in the team. Performance systems and measures must recognise both individual and team contribution.

Ensure also that the team members understand the interconnections between their team and other teams in the organisation – that the intention is to develop cooperative not competitive networks.

**Activities**

Informally, after-work drinks, a luncheon or barbecue can help team members become more comfortable with each other.

Team building games and exercises can also be used. However, when using tools like these you need to be aware that you are creating fictional situations. People might behave differently in a real work situation than in a game situation. Also, whilst games might encourage camaraderie and closeness at the time, this does not necessarily carry over into the workplace. Having said this, there is still value to be gained from team building and team training games. Since teamwork involves participants interacting with one another, it makes sense that they should also learn in interactive situations, supported by games and team exercises.

Games can be directly linked to the skills training needs of individuals and of the group. When new groups are learning to become teams, there will be a strong training need – members will require new skills related directly to teamwork, but they might also need technical skills and cross-functional skills that will make the overall team more effective. Training is an ongoing need for individuals and for team groups. Training works best when it is fun.
An interactive experiential approach results in effective learning because:

- cognitive science research studies indicate that people often learn more effectively and apply newly learned knowledge and skills more effectively through games and experiential activities
- research on such diverse areas as stress, anxiety, creativity, and self-efficacy reinforce the generalisation that we need to play more in order to improve our learning
- recent studies on the nature of intelligence have eliminated traditional IQ measures as the sole indicator of effective performance, newer frameworks of intelligence emphasise that there are several avenues to learning other than the conventional use of language and logic, games and activities tap into alternative or multiple intelligences
- adults bring a rich store of knowledge, experience and understanding to team situations and to learning situations, team games can encourage collaboration and sharing of this knowledge
- boredom is not conducive to effective learning, games and activities that include appropriate levels of cooperation within teams add emotional elements, which aid knowledge retention, whilst at the same time introducing members to each other’s competencies
- learners cannot master new skills without repeated practice and feedback, games and activities provide opportunities for practicing interpersonal skills and for receiving immediate feedback from peers

Regardless of the type of activity used to encourage team cohesion, creating high performance teams requires an investment of time, money and effort in developing people and processes. Team building increases the ability of an interactive team to work together. The process of team building involves analysing the strengths and improvement opportunities in a team, building on the current strengths, reducing the ineffective practices, and preparing a plan for ongoing team effectiveness. The team, guided by a facilitator, should take responsibility for the development and implementation of the plan.

Refer to assessment activity 3
Section 2: Develop and facilitate team cohesion

This section addresses the following performance criteria:
- Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team
- Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- Provide feedback to team members to encourage, value and reward individual and team efforts and contributions
- Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed

Learning prompt

Read through the material and look at the assessment activities.

After learners have read and understood the information provided they should take the opportunity to practise the skills referred to within this section prior to undertaking the assessment activities. Trainers/assessors should give guidance in this regard.

This will enable learners to build and improve their skills.

Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team

Self-managing teams
Self-directed work teams represent an approach to organisational design that goes beyond traditional team approaches. These teams are natural work groups that work together to perform a function or produce a product or service. They not only do the work but also take on the management of that work – functions formerly performed by supervisors and managers. This allows managers to teach, coach, develop and facilitate rather than simply direct and control.

Originally based in manufacturing industries, self-managed work teams have now gained popularity as an effective methodology for all types of team scenarios.

Instead of organising work based on the traditional Taylor (1964) model of reducing a process to an individual step, in a self-managed team, work becomes restructured around whole processes. There must be interdependence and joint responsibility for outputs. Whereas the traditional system typically has the effect of reducing the required skill at every level of work, producing boredom in the bottom-level jobs, a self-managed team approach integrates the needs of the people with the work to be done and those closest to the jobs help design the job. Companies are redistributing power, authority and responsibility so that the people closest to the customer and the end-product or result have decision-making capability.

This concept – designing the work system with the full participation of the people doing the work – has contributed to productivity breakthroughs for a large number of organisations. Self-directed work teams are, on average, 30 to 50% more productive than their conventional counterparts.

The following are some examples of organisations that attribute major productivity results to the advantages of self-directed work teams:
1. AT&T – increased the quality of its operator service by 12%.
2. Federal Express – cut service errors by 13%.
4. Shenandoah Life Insurance – cut staffing needs saving $200,000 per year, while handling a 33% greater volume of work.
5. 3M’s Hutchinson facility – increased production gains by 300%.
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The major challenges organisations face in changing from a traditional team environment to a self-managing team environment includes:

- management learning to guide rather than direct
- providing training and support for team dynamics
- providing appropriate training to team members in how to take on the planning, decision making and management functions needed
- fostering a sufficiently high performing team

Teams go through several stages of increasing involvement on their way to self-management. This journey can take between 2 and 5 years, and is never-ending from a learning and renewal perspective.

Comprehensive training is critical to developing effective self-directed work teams. The training for these teams must be more comprehensive than for other types of teams, as not only must employees learn to work effectively in teams and develop skills in problem solving and decision making, they also must learn basic management skills so they can manage their own processes.

Frontline and middle management can either enable or stifle employee involvement, empowerment and self-directed work teams. They must be actively involved in the transition. The pragmatic, day-to-day skills in managerial functions that the team will assume currently resides in the supervisors and managers. They need to learn to guide the work group in its transition, development and empowerment. They need to learn when to hold on and when to let go. This requires planning, training, facilitating and team-building skills. Supervisors should also learn to provide ongoing coaching support, linking the team’s role with the rest of the organisation.

Upper management also has a vital role to play in the implementation of self-directed work teams. Senior managers need to strongly champion and sponsor the teams and the process. This commitment must be constantly visible and ongoing. It also should be reinforced with sufficient resources, including time. Team successes must be acknowledged and rewarded appropriately, whilst efforts that fall short of expectations should be reviewed in a supportive light and with a view to continual improvement.

Ways to increase team member participation
In order to increase the participation of their team members, organisational leaders/managers need to focus on developing new ways of working with people. They need to create structural flexibility which will enable employees to be more productive. In order to solve problems, to respond effectively to change, and, more importantly to pre-empt change, managers need employee commitment to both short- and long-term organisational objectives. Managers/leaders must, therefore, be prepared to invest in their personnel and to take calculated risks at both the personal and organisational levels. Team-based work systems increase flexibility; open up more options for improvement and, when properly initiated, managed and supported can lead to higher profitability.

The flexible, team oriented workplace is more able to cope with problems, such as:
- fluctuations in product, service or supply
- demographic change
- technological innovation
- the need for new products, services or processes in order to compete in the marketplace
- the need to develop and manage change strategies so that problem solving and improvement activities cause minimum disruption in the workplace

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Employees are a storehouse of ideas but, to take advantage of their knowledge and creativity, you must first get them to participate. People have different (natural) levels of desire and willingness to be participative. However, there are a number of things you can do to encourage those employees who tend to hold back.

For example:
1. Remove any real or perceived penalties for participating, eg do not always give the person who is most capable the last minute and difficult challenges that cause them stress.
2. Deal with participation blocking behaviours independently, discreetly and fairly, eg if there are people in your environment who always put others down, speak with them in private about their behaviour and the impact it is having on the team.
3. Actively develop a sense of ownership. This is a self-fulfilling prophecy for participation, ie the more participation can be encouraged, the greater the sense of ownership which, in turn, reinforces greater participation. It can be encouraged by giving team members guidance and goals relating to tasks and leaving them to design how they can and should be achieved.
4. Actively seek participation, eg ask to hear from those that have not yet had an opportunity to contribute, ask a particular team member if they will consider taking on a task.
5. Build confidence by letting it be known that you are always available to talk in private, you can then give someone feedback on their idea and, if appropriate, encourage them to take it to the rest of the group.
6. Break large tasks down into smaller, more manageable parts.
7. Always explain in detail the nature of the contribution required and what is involved, eg 'We need someone to go and talk with the marketing department to find out what their needs and issues are'. This person will then take responsibility for ongoing liaison with the marketing department.
8. Allow co-contributions where possible, eg you might need a report written but there is no single person who feels able to take on the task – asking 2 members of the team to work collaboratively might be less of a burden on their time and make the task less daunting.
9. Always give people who contribute positive feedback.
11. Have fun. By making being a member of the team an enjoyable experience, you are fostering commitment and a sense of belonging which, in turn, makes people more willing to participate.

Refer to assessment activity 4
BSBWOR502A: Ensure team effectiveness

Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities

As we have previously discussed, in order to function effectively teams must have clear goals and a mutual understanding of how these goals are to be achieved. The structure of the team is vital in creating a situation whereby each person has a clear and defined role to play, whilst also actively contributing to the overall team objectives.

In 1981 Meredith Belbin identified 9 clusters of behaviour, termed team roles. Each team role has its particular strengths and allowable weaknesses, and each has an important contribution to make to a team. According to Belbin, in order for a team to operate with maximum effectiveness, each of these roles must be filled.

<table>
<thead>
<tr>
<th>Overall</th>
<th>Belbin roles</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing/ acting</td>
<td>Implementer</td>
<td>Well-organised and predictable. Takes basic ideas and makes them work in practice. Can be slow.</td>
</tr>
<tr>
<td></td>
<td>Shaper</td>
<td>Lots of energy and action, challenging others to move forwards. Can be insensitive.</td>
</tr>
<tr>
<td></td>
<td>Completer/ finisher</td>
<td>Reliably sees things through to the end, ironing out the wrinkles and ensuring everything works well. Can worry too much and not trust others.</td>
</tr>
<tr>
<td>Thinking/ problem solving</td>
<td>Plant</td>
<td>Solves difficult problems with original and creative ideas. Can be poor communicator and might ignore the details.</td>
</tr>
<tr>
<td></td>
<td>Monitor/ evaluator</td>
<td>Sees the big picture. Thinks carefully and accurately about things. Might lack energy or ability to inspire others.</td>
</tr>
<tr>
<td></td>
<td>Specialist</td>
<td>Has expert knowledge/ skills in key areas and will solve many problems here. Can be disinterested in all other areas.</td>
</tr>
<tr>
<td>People/ feelings</td>
<td>Coordinator</td>
<td>Respected leader who helps everyone focus on their task. Can be seen as excessively controlling.</td>
</tr>
<tr>
<td></td>
<td>Team worker</td>
<td>Cares for individuals and the team. A good listener who works to resolve social problems. Can have problems making difficult decisions.</td>
</tr>
<tr>
<td></td>
<td>Resource/ investigator</td>
<td>Explores new ideas and possibilities with energy and with others. Good networker. Can be too optimistic and lose energy after the initial burst.</td>
</tr>
</tbody>
</table>
Filling team roles
In some cases a team might comprise 5 or 6 people. This means that it is necessary for people to act in more than one role. There will also be other circumstances in which each of these team roles is not immediately catered for. There are several strategies a team can employ to compensate for an imbalance.

Some of the most commonly used strategies are listed below:
- give members a secondary role
- initiate training or coaching by members within the team
- develop supportive and cooperative networks for information and resource sharing with other teams
- develop one particular strength area, and utilise outside resources for other needs
- move members to other teams to increase skills and widen their experience
- hire consultants, experts or temporary staff members as needed
- alternate roles within the team to best utilise internal resources and multi-skill members
- concentrate on developing cross-functional teams

Charles’ theory
While Belbin’s theories on the required makeup for teams are widely accepted, Charles Handy (1990) believes that there are 4 imperative roles to be filled in teams.

These 4 types - key roles – are absolutely essential for high performance teams:
1. The **captain** (or leader), who provides direction and facilitates performance.
2. The **administrator**, who manages analysis, details and timetables to ensure task completion.
3. The **driver**, who pushes tasks through and enthuses others.
4. The **expert**, the person with the knowledge, ideas and thrust toward innovation and effective problem solving.

Handy believes that teams should be chosen on the basis of the personnel with the technical skills and expertise to get the job done, **but** amongst them there **must** be one person to fulfil each of these other important parts. Without a person in each of these roles the team will have no direction, no control and no management. There will be chaos rather than completion.

Skills mapping
Obviously it is necessary for team members to possess the technical and practical skills needed to complete team objectives.

Skills mapping is essential to the choice of team personnel. In order to determine the best makeup for a team and to accurately allocate tasks and utilise each team member’s skills, the competencies, qualifications, experience and interests of each member (or potential member) should be mapped against the performance requirements. This should be repeated at regular intervals, as team members develop new and differing skills.

Skills mapping involves aligning team members with their:
- qualifications
- experience
- current training activities
- previous team roles
- abilities, and
- interests with regard to the specific team goals

It might be of benefit to chart this information and display it to the team as a whole. In this way the team facilitator, in consultation/ discussion with the team members will be able to allocate tasks according to the available skills and at levels of difficulty compatible with those displayed by members. If individual members have access to the charts or information indicating the key skills and competencies of all members, they will be able to quickly understand where each member’s skills can be of value and how each member can contribute to the overall efficiency of the team.
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Through proper consultation with team members, regarding task allocation support for team objectives, the motivation levels of individuals will remain high. The consultation process should take into consideration the difficulty levels of projected tasks and align them with current competencies, so that members are neither over- nor under-worked. If allocated tasks are too difficult or too complex for a member’s skill level, both the individual and the team will, obviously, face completion problems. If tasks utilise too few of a member’s competencies, boredom might adversely affect performance levels.

Having allocated tasks in an efficient and effective manner, the team facilitator will then be able to rely on members to complete tasks according to the required standards. Team members can be trusted to monitor their own performance and to report honestly with regard to progress, issues, problems and adaptation or change requirements.

The skills map serves 2 other important purposes:
1. It can be analysed to determine team skills, resources or experiential gaps that require intervention, eg training, coaching, mentoring, or assistance from other personnel, departments or exterior sources.
2. It can be used to determine the personal and professional development needs of individuals in the team.

Defining teamwork processes
In his book, Making Teams Work: 24 lessons for working together successfully, Michael Maginn stresses the importance of taking the time to lay down the rules. By this he means that a high performing team needs to have clear and agreed policies and procedures that will govern the way in which they go about their work.

Defining the way a team works is beneficial in several ways, including:
- making routine tasks quicker
- enforcing mandatory standards
- aiding communication
- helping to prevent confusion
- facilitating adherence to required timeframes
- creating a sense of stability

A team can define their own work procedures such as how frequently to meet, rules of attendance, communication protocols, sign off paths, and chairing of meetings. It can also decide how to handle more complex matters before they become problems. For example, a team could agree on a process to mediate disagreement before it escalates into conflict.

The way that a team is expected to work can be documented in a variety of ways, including:
- values statements
- constitutions
- business process maps
- policies
- procedures
- work examples

Motorola’s connectors team
The connectors team at Motorola is a good example of a team that was able to increase its effectiveness by closely defining the policies and procedures that governed how it worked.

The connectors team is part of the parts supply chain for the Government Electronics Group and its performance goal is to get both internal and external customers the supplies and materials that they need, when they need them at the lowest possible cost. As the team went about its work it became evident that there was a level of conflict between two of the major expert groups – the engineers and the purchasers – that was threatening the team’s ability to perform. The engineers, who are responsible for specifying and inspecting the parts were of the opinion that the purchasers did little more than read catalogues and call suppliers. The purchasers, on the other hand, who ordered and paid for the goods, thought that the engineers had tunnel vision and routinely created unnecessary obstacles and paperwork. Not surprisingly the engineers and the purchasers had different ideas on how to go about achieving the team goal.
After 9 months of working together the team leader asked the team to reassess their goals and to come up with some practical processes for improving the way that they were working. Amongst a raft of strategies that they implemented were a set of 'rules' that dramatically helped the team, and each individual on it, to perform their work better.

Some examples of these rules are:

- everyone on the team had to nominate 2 other members who could fill in for them when they were away due to holidays or illness etc, in some instances this required engineers to take on purchasing roles and vice versa
- to eliminate the 'It's not my job' culture that had built-up it was agreed that whenever anyone requested help, the person asked had to respond, even if it was not in their area of expertise
- a peer appraisal system was instigated that gave everyone the opportunity to evaluate everyone else, and through the team leader, feed it back to the person concerned
- policies were changed to allow the connectors team to qualify certain suppliers for self-inspection giving them greater autonomy and a sense of commitment

Three months later the connectors team leader and members reported renewed enthusiasm and energy and they started to be more innovative in their work and use the new arrangements to empower them rather than to create artificial divides. For example, once the engineers decided to undertake further training to become qualified as a purchaser and instead of being threatened, the purchasers collaborated to teach the basics of the job.

Refer to assessment activity 5
BSBWOR502A: Ensure team effectiveness

Provide feedback to team members to encourage, value and reward individual and team efforts and contributions

Managers can sometimes find it difficult to deliver appropriate, useful feedback that will assist team members in their development. Too often employees are guessing at what they are doing right and hearing only about what they are doing wrong, sometimes well after the event. Effective feedback from managers helps team members enhance what they are doing well, identify problem areas so they can adjust behaviours and develop new skills and behaviours to improve their own performance and ultimately that of the team.

Feedback as a basic need
As humans we all have basic needs that must be met. Whilst food, water and shelter are the most obvious, we also have needs that relate to how we view ourselves and how we operate within society (Maslow 1943).

Humans need to feel a sense of belonging and acceptance, whether it comes from a small, personal group such as family, close friends and partners or in a large social group such as clubs, workplace, religious groups, professional organisations and sports teams. They need to love and be loved (sexually and non-sexually) by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety and, in extreme cases, clinical depression.

A work team is able to provide a strong sense of belonging if the feedback given to a member is positive, encouraging and welcoming. Covertly and overtly the messages need to reinforce an acceptance of the person for who they are and what they are able to contribute to the team. Such positive feedback serves to directly encourage that person’s commitment to the team and thus is likely to increase their efforts. Examples of positive feedback that create a sense of personal belonging and acceptance include acknowledgment of good work, affirmation that the person is following team norms and willingness to consider ideas/suggestions raised.

Another need that all humans have is the need for esteem. We all need to be respected, to have self-esteem, self-respect, and to respect others. This is the need that is typically considered when feedback is being discussed.

We all like to hear nice comments about things we have done or said. Such comments make us feel good about ourselves; that is, we have our self-esteem raised. Having a high self-esteem and knowing that we are held in esteem by our team members, wider colleagues or across a profession is vital to our sense of worth and value. If our esteem is high we are likely to contribute high levels of productivity to our team.

An interesting team benefit to high self-esteem is that it becomes a continual upward spiral. Team members with high self-esteem are more able and likely to provide positive feedback to other members of the team who, in turn, have their self-esteem raised and who are then more willing and likely to also make positive comments.

Giving praise:
1. Decide what you want to encourage. Any recognition that a manager offers sends a message to team members about what is noticed and valued, and thus reinforces that behaviour. Ensure you are sending the right message and encouraging desired behaviour. In her book, Management Would Be Easy ... If It Weren’t For The People, Patricia Addesso talks about a software firm that recognised employees who eliminated bugs from a program. Seemingly a good idea – until employees started putting bugs into programs just so they could get rewarded for taking them out. A more effective strategy would have been to reward employees who created bug-free programs in the first place!

2. Think small. It is easy to recognise the team member who makes a significant and highly visible contribution such as winning the tender, making a major cost saving or running the training day, but it is also recognising the small achievements that build a culture of praise and positive reinforcement.
3. **Be relentless.** Saying ‘thanks’ once or twice a year is nice, but it will not have a big impact on your group’s culture. Make recognition a habit. Do not recognise people just for the sake of praising them (positive feedback should always be earned), but do it at least often enough that people still remember the previous time.

4. **Be specific.** The greater the detail you can put into your praise the more meaningful it becomes. Consider the difference between the following statements: ‘Great job – well done.’ ‘Great job in getting that report in on time. I really appreciate you staying back to get it finished, as it makes the whole team look good at the board meeting.’

5. **Be impartial.** Be careful not to praise only those employees who are most vocal or who you like best. Recognise people strictly for their work performance.

6. **Make it personal.** Any praise means more if it is personal and unique to that person.

7. **Be prompt.** To make the most of positive feedback, offer it as close to the accomplishment as possible. Make it seem spontaneous. Delayed recognition offered weeks or months after the fact is not as powerful as feedback that is given immediately.

8. **Vary your feedback.** Do not get in a rut. Vary the recognition you offer to keep it fresh. Create a bank of ideas and then use them all. Recognition that becomes predictable loses its motivational power.

9. **Remember that not all accomplishments are equal.** Some achievements are more important than others and the recognition you offer should be varied accordingly. For example, a person who was responsible for winning a large tender might be praised at a company-wide event, whilst the person who fixed the photocopier is appropriately praised with a passing word of thanks.

**Giving constructive feedback**

Constructive feedback is often more difficult to give than praise because managers fear the reaction of the other person/s. They do not want to offend, anger or upset their team member and so either avoid giving any feedback at all or only focus on the positives and hope that the person will improve.

There are also some less favourable reasons why managers might choose to give improvement feedback, but do so in a manner that is not conducive to the person taking it on board.

These reasons include:
- they want to be right
- they want to point out the other person’s mistakes
- they want to show that they know more than the feedback receiver

In these instances, managers might not even be aware of the real intent behind their ‘feedback’. Regardless of whether the manager gives poor feedback or no constructive feedback at all, the result will be the same – no improvement where required.

Performance feedback which includes an improvement focus (constructive feedback) must contain a part where the current of previous performance is discussed but if it is discussed in a calm, rational manner that is free from any accusations or value judgments and is framed in the spirit of improvement, it is likely to be well received.
Use the following steps to assist you to give effective constructive feedback:

1. **Plan your feedback.** Why are you giving feedback, when and where will you give it? Planning might take only a few seconds or a few minutes.

2. **Be aware of your body language, tone and the words that you use when giving feedback.** Be direct, open and honest. Do not use confrontational words or tone.

3. **Consider the receiver of the feedback’s frame of reference** – it might be different from yours, which will affect the message that they receive. What are their values, attitudes and experiences?

4. **Be specific.** Describe the specific situation with facts, events and behaviours that you observed. What specifically was said or done?

5. **Your thoughts.** What impact has the action had on other members of the team, the business or customers? What are your thoughts, opinions or conclusions as a result of the action? Remember they are your thoughts so state this. Uses phrases such as ‘I think that ...’ and ‘When I saw.... I thought....’ Link what you observed to what you thought.

6. **Your feelings.** How do you feel about this situation (not about the individual) – frustrated, disappointed, pleased? Use ‘I’ statements rather than starting your statements with ‘You’ which can sound like an accusation, eg ‘I feel...’ not ‘You made me feel ...’

7. **The outcome.** What is the result or outcome you want from this? What do you want to change, improve, stop or continue? Be clear about what you want so they can understand and know what they need to do to change or keep doing.

8. **Check understanding.** Once you have given your feedback, allow the recipient to respond. Listen actively to what they say and check that they understand what you have said.

**The feedback sandwich**
The feedback sandwich simply refers to a technique where you begin by giving some praise to the person, follow it with feedback regarding what needs to be improved and conclude with a positive statement. It is designed to keep the esteem of the person receiving the feedback high whilst also encouraging them to improve.

For example, ‘Henry I really enjoyed your presentation, it was entertaining and you made me laugh. Next time that you run it I would like you to retain this humour, but I would like you to incorporate more facts about the project. I’d like to hear some figures on the improved production rates we have achieved, the reduction in waste and the great new ideas for products that the team has thought of. With your sense of humour I am sure that you can do this and still keep people laughing.’

**Individual and team praise**
It is absolutely essential for a team leader to remember that they are managing a team comprising individuals and to ensure that they praise people accordingly. There will be times when it is entirely appropriate and desirable to give feedback to the team as a whole, just as there will be occasions where a single member should receive individual feedback.

Finding the balance between the collective and individuals can be tricky but as a guide:

**Praise:**
- the team when the majority of members have had an influence or input
- when you want to build team spirit
- an individual for their particular outstanding performance
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Offer constructive feedback:
- to the team when the majority of members need to improve performance
- to the team when the issue is at the heart of the team’s work
- to an individual when it is a behaviour or action that only they are displaying/doing

Performance feedback
‘If people are to perform well they must know how they are performing in relation to established team targets. Performance feedback provides that information.’ (Sacher and Sacher, 2004)

So far we have examined the concepts of praise and constructive feedback, but both forms should also be performance-based. That is, the comments made should be in specific relation to how the team has performed against the goals that they have set.

Performance linked communication and feedback is a systematic method of telling team members how they are performing using official information.

Sacher and Sacher define 9 quality standards for effective performance feedback.

These are:
1. Team leaders must be the communicators of performance information.
2. Feedback must be relevant to the team.
3. Communicate the performance of teams, not individuals.
4. Feedback must be given as frequently as is necessary to correct variance.
5. Feedback must be given soon after the event.
6. Feedback must be focused on team targets.
7. Compare current to past performance as well as to an accepted standard.
8. Include visible performance feedback in the local work area.
9. Visible performance feedback must be easily understood.

When determining what performance feedback is needed both the questions of what and how must be answered. Team members are more likely to relate to the information if it concerns them, their immediate team and the tasks that they have been engaged in. Feedback of performance that is too distant has a lowered impact and therefore is less likely to result in heightened team performance.

Refer to assessment activity 6
Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed

It is healthy and normal for teams to have concerns about their work or the process by which they accomplish it. In some cases these will be points of difference, issues that need discussion or there might be problems that the team encounters. How a team works through these issues/problems is a key indicator of how it is performing as a team.

High performing teams need a level of challenge and confrontation in order to create a culture of continuous change and improvement. If they accept the status quo then work might proceed in an orderly fashion but there is also a high risk that the team stagnates and therefore the team is unlikely to achieve its fullest potential.

In order to diagnose and resolve challenges effectively teams need:
- confrontation and conflict
- openness
- honesty
- support
- trust
- coordination
- sound working/decision-making procedures
- sound inter-group relations
- agreed mechanisms to raise issues, concerns and problems

As high performing teams have created an atmosphere of trust, sharing and cooperation, they are able to raise, and address issues in a manner which does not put down any individual or sub-group and seeks to fully understand the nature of the problem in order that it can be addressed appropriately. They seek creative input where necessary and trust that other team members are working for the overall good of the team.

Concerns/ issues and problems can fall into several categories:
1. Technical – skill and/or knowledge obstacles or difficulties.
2. Process – the order of how things will be done.
3. Time – the time constraints that are placed on the team.
4. Fiscal – the budgetary constraints that are placed on the team.
5. Intra-social – how team members will interrelate with each other to accomplish its goals.
6. Extra-social – how team members will interrelate with external stakeholders to accomplish its goals.

Rarely does one issue fall into a single category, rather each member of the team will have their own opinions regarding how an issue should be best handled and this will impact on a range of these categories. For example, one team member might believe that solving a technical problem on a production line is best handled engineering a new machine to complete the work in a more streamlined manner – a costly and time-consuming option. Another team member might prefer to leave the machines as they are but add additional quality control staff to detect those products with problems – a quicker and more socially orientated solution.

The optimal solution to any given problem will, of course, depend on its nature and the specific circumstances of the team. The issue is not what solution they arrive at, but the process that they use in order to do so.
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Processes
Processes can be defined as agreed methods of working so that a consistent approach is used. Where processes are clear it helps to prevent problems from going undetected, as members of teams understand how they should raise and address issues.

Processes can be formalised, that is, they can be written down as policies, procedures, checklists etc, or they can be informal. Informal processes are often created as part of the team history and institutional memory, for example, 'We successfully solved the last problem like this so let's try it again'. Often there is a blend of formal and informal processes.

Processes for dealing with concerns could include, but are not limited to:
- suggestion boxes
- round table discussion forums
- open door policy of team leader
- structured conflict resolution process
- whiteboard on which concerns are listed
- e-discussion forums
- team meetings
- sub-team meetings
- toolbox meetings

Regardless of the processes that a team uses, each member must understand:
- which process is used when, ie raise concerns of a personal nature in a one-on-one meeting with the team leader and raise technical concerns in a group meeting
- what the purpose of the process is, ie a suggestion box is used to raise concerns whilst a team meeting is where the problem is unpacked
- what can be expected, eg a discussion might generate a range of creative solutions whilst a structured conflict resolution process is designed to result in reaching common ground

Case study: Noumea public primary school
In their book *Learning to Fly: Practical Knowledge Management from Leading and Learning Organizations* Chris Collinson and Geoff Parcell share their experiences of Noumea public primary school. This school, in New South Wales has 580 students from approximately 50 different ethnic groups. It is classified as a disadvantaged school because of the low employment and high crime rates of the area. The school itself has a transient student population with up to 40% of the cohort leaving or enrolling each year and up to 80% of the teaching staff is in their first 4 years of teaching.

The school was described as having a culture of disengagement and failure. Teachers, in particular sought to survive each day and move on as quickly as possible. The school instigated a wide range of mechanisms to address their culture. One of them, the 'What cheesees me off' whiteboard in the staffroom, was specifically designed to give teachers a process for venting frustrations and raising concerns. The whiteboard worked because it was able to capture the moment of frustration, was quick and easy to participate in, required no training or support, was cheap and quick to put in place and captured very real concerns that, until then, had been largely unaddressed. It also had the benefit of quickly and easily communicating these frustrations to the whole staff and providing a forum for moral support, as well as generating practical solutions.
BSBWOR502A: Ensure team effectiveness

Two examples of problems that were raised and solved using this process are:

1. **Morning recess:** A teacher raised the fact that many children could not concentrate long enough to get through to morning recess because they had not had any breakfast. This affected their learning ability and behaviour increasingly became a problem as the children got tired and grumpy. As a solution the school challenged the conventional assumption of break times and moved the morning recess to an earlier time period and offered food, drink and play time. This refreshed the students so that they had a good block of learning time before lunch.

2. **Year level progression:** Another issue that was recorded on the whiteboard was that not all kids are ready to progress to the next year level at the end of each year. Academically and socially they each have different needs that do not necessarily fall into school years. In response the school introduced a mechanism whereby students could progress according to their learning progress. Some move quickly through the school whilst others, in negotiation with their parents and teachers, have the option to ‘book in’ for additional learning.

The ‘What cheeses me off’ whiteboard is only one process that the team of staff at the primary school used to increase their effectiveness, but from this one simple invention, student learning has been significantly increased.

*Refer to assessment activity 7*
Section 3: Facilitate teamwork

This section addresses the following performance criteria:
• Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes
• Support the team in identifying and resolving work performance problems
• Ensure own contribution to work team serves as a role model for others and enhances the organisation’s image for all stakeholders

Learning prompt

Read through the material and look at the assessment activities.

After learners have read and understood the information provided they should take the opportunity to practise the skills referred to within this section prior to undertaking the assessment activities. Trainers/ assessors should give guidance in this regard.

This will enable learners to build and improve their skills.

Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes

It has been widely demonstrated that well constituted and well led teams make better decisions than individuals otherwise would. Additionally, they can implement solutions more smoothly. These advantages exist because a team with diverse memberships can offer a range of ideas and expertise to provide a balanced perspective. Input from team members opens up a wider range of options and ideas which can be applied to problem solving. It is, however, important that some form of coordination and cooperation exist and that team members accept different roles in different situations, with the object of fulfilling team rather than individual needs. In other words, teams work well when everyone is prepared to listen to and respect others, to contribute when required and to follow the appropriate leadership at the time. In an effective team we cannot all be leaders at the same time or even leaders all of the time.

In order to operate effectively and to achieve results there must be clear objectives, supported by clear and cooperative communication between all team members. This means clear instruction, agreement on goals and the processes you will use to achieve those goals, plus active listening and respect for other people’s points of view. Without appropriate communication team objectives will not be attained.

It might take longer to gather input from all team members, than to make individual decisions, however, a good leader can facilitate effective and inclusive processes which over time and with practice, become streamlined and very efficient. Such teams can connect and coordinate across the whole organisation, improving cross-functional efficiency and effectiveness.

Team participation

Without the positive participation of employees team-building activities will not give desired results. The purpose of team building is to develop harmony, better working and problem-solving skills, ability to work as a team and to develop better understanding of the nature and personalities of the other team members. Therefore, if any individual is not involved in the team activities, they cannot reach their full potential.

There is a range of reasons why people might be resistant to participate in team activities, including, they:
• feel shy and nervous
• do not understand why their input is needed/ desired
• do not agree with the activity
• do not feel confident enough to participate
• do not understand how to contribute
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Each of these barriers has their own solutions to breaking them down, for example, a person who lacks confidence might be best supported to participate by giving them a specific assignment to undertake and report back to the team. In this way they have the time to prepare thoroughly and have been given a designated role to play.

Case study: St Kilda football club
In his book, *Any Given Team*, Ray McLean shares his experiences of working with the St Kilda Football Club to increase the team’s performance. McLean offered his services as a leadership coach to the club after having observed that the Australian Football League (AFL) competition in the 1990s required clubs to operate in a very different manner to how they had operated in the past, and that new teams such as the West Coast Eagles, Adelaide Crows and Brisbane Lions were having great success whilst the traditional Victorian teams were not doing so well.

McLean noticed that a key principle in the success of the new teams was that the clubs had learned how to extract every last drop of performance from each and every one of their players. They had perfected the art of maximising participation. He noted that they achieved this through having clear, articulated and completely understood long-term and short-term goals, a culture of open and honest feedback and a strong team ethos.

McLean worked with St Kilda for a period of time and as part of his leadership coaching he:
- set a destination for the players – a clear long-term goal and shorter term targets that would be stepping stones to achieving the goal
- collaboratively created a set of player behaviours and standards that were success orientated
- established a senior players group with autonomy to make key decisions
- cultivated a culture of honest and open feedback aimed at continual improvement

He used the underpinning principle of feedback to continually challenge players to question whether their behaviour matched their stated desired behaviours and standards and whether these actions would ultimately lead to their goal. For example, the players had all agreed that they wanted to be a more professional and disciplined team, but on the first night of a pre-season training camp some players had so much alcohol to drink that it impacted on their training performance the next day. McLean directly questioned the players’ assertions that ‘this was how it always was’ and got them thinking about whether their actions supported their verbal statements.

McLean also challenged a pervading notion that players just wanted to play and did not want to be bothered with the management of the team. He argued that if each player has a vested interest in the development of his team mates and in people driving themselves individually and collectively towards the goal, the team’s performance will improve. A leadership group was established and they were given real and important issues to discuss, consider and make decisions about. They were not a token effort but were assisted to take and display real leadership in the club.

A practical exercise to encourage open, honest, constructive feedback was held by McLean and involved each and every one of the players. He gave each person a list of the teams espoused values and asked them to rate each one of their team mates on them. He then compiled the feedback and held debrief sessions to share it. Initially players were very reluctant to undertake this exercise; there was a belief that it would be hurtful for people to hear criticism and that no one person should be singled out. However, there were some surprises in the results. The list of the top 10 players who lived and breathed the values were not necessarily the heroes of the club – in fact, one was a young recruit yet to play a senior game and another was a transfer from another Melbourne club who was seen as a quiet achiever. By discussing the values and how some players acted on them whilst others did not, the players came to understand what it was that they each had to do. With a lot of support McLean encouraged this continual ranking and the positive framing of constructive feedback to become a core feature of the club and slowly players began to work for the team rather than as individuals.
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Moving a team from pseudo team status to one that is high performing is not a quick and easy journey. It takes effort, determination and there are often setbacks along the way. This is true for the St Kilda Football Club; they did not transform themselves overnight, but steadily built team commitment over a period of 2 years and in 1997 reached the AFL grand-finals. Although they lost to the Adelaide Crows it was their best effort for a very long time and proof that a united team that is 100% committed can achieve great heights.

Refer to assessment activity 8
Support the team in identifying and resolving work performance problems

As previously discussed it is a normal and healthy part of team dynamics to experience problems in the course of executing the team’s duties. It is how these problems are raised and addressed that is the key to whether a team is high performing. The leader of the team and/or the manager responsible for the supervision of the team plays a vital role in supporting the team to resolve issues effectively and efficiently whilst preserving the desired culture and the required level of performance output.

Team leaders who communicate well and are honest, respectful and good decision-makers help individuals within teams to feel supported and valued. The leader’s role in a successful team is one of role model and facilitator rather than of supervisor. Poor leaders can undermine teamwork by creating competition, resentment and lack of respect. Team leaders can play an important role in resolving performance issues and solving problems by providing un-emotive and constructive feedback on performance, giving individuals an opportunity to put their point of view forward and assisting them to reach a solution. It is important that team leaders are seen as experienced, trusted and independent when facilitating resolutions to problems and conflict within a team. Positive communication, negotiation and problem-solving techniques are useful tools for leaders when resolving conflicts.

When considering how to maximise the performance of their team, leaders should consider:
- appropriate team size – do not make teams too large
- meaningful selection of work flow
- degree of autonomy and independence
- training and some degree of multi-skilling
- appropriate external relations
- appropriate group boundaries
- authority and access to resources to achieve objectives
- leadership type and style
- a workplace culture which supports team activity

Addressing performance issues

Team leaders have a responsibility to run regular health checks on their team as a whole and on each individual member. Ask whether the team is performing at its optimal level or whether there are aspects that could be improved. Leaders should continually reassess performance but always in the light of what has been communicated to the members of the team – nothing demoralises staff more than moving their goal-posts without them knowing!

If a performance issue is detected it is important to determine whether it is a whole team issue or whether it only affects particular members of the team. Any effort to address the issue must then be tailored accordingly. Sub-standard performance in a team situation should be managed in the same way that performance is managed for individuals.

Team members should understand their job and task requirements and be given clear KPIs and KRAs that are aligned with their role and the goals of the team overall. They should also receive constant feedback which lets them know how well they are performing and whether they are meeting expectations. Monitoring activities enable leaders to identify problems as they occur and discuss them with the involved personnel at the time. Where a leader identifies performance issues they can be addressed either formally or informally.

Both performance and processes should be monitored. It is not always the human element at fault when process targets are not met. Process and system faults can make it impossible for team members to meet targets. However, there will be times when it is necessary to discuss performance with individual employees. Where a team member is not performing to the expected standard you will be required to resolve conflicts and negotiate a solution.

When conducting performance evaluations both managers and team members must have a clear agreement and understanding of the performance expectations, evaluation processes and implications.
Poor performance generally falls into the following categories:
- unsatisfactory work performance
- breach of workplace rules or procedures
- unacceptable behaviour
- employees’ personal issues that impact on their performance and that of others at work

There are many reasons why a person might perform badly. Many of these relate to job design or the tasks that employees are asked to perform.

Common causes of poor performance might include one or more of the following:
- the team member does not know what is expected because goals and/or standards or workplace policies and consequences are not clear or have not been set
- there is a mismatch between the employees’ capabilities and the job they are required to undertake
- the team member does not know if they are doing a good job or not, because there is no feedback on performance
- the team member does not have the skills or knowledge to do the job expected of them
- lack of personal motivation, low morale in the workplace and/or poor work environment
- personal issues such as family stress, health, problems or drug and alcohol issues

These issues need to be dealt with immediately, as often employees are unaware that their performance is sub-standard and so are unlikely to be able to lift their performance. Unaddressed problems become more serious with time. The employee’s productivity levels might decline further and this might, in turn, have a detrimental impact on the performance of others in the team and on the workplace as a whole.

Poor performance is best addressed using performance counselling. Performance counselling requires the effective application of conflict management and negotiation skills and means giving direction, advice or guidance as to a course of action. It costs far less to improve a current employee’s performance than to recruit and train a new one.

**Performance counselling steps:**

1. **Identify the problem**
The specific issue needs to be described in clear terms. Avoid vague statements such as 'poor with customers' – instead use concrete and specific terms such as 'does not smile when greeting customers'.

2. **Assess and analyse the problem**
How serious is the problem? How long has the problem existed? How wide is the gap between the employee's current level of competence and the level expected? Where possible collect reliable, valid and unbiased information regarding the performance situation.

3. **Set up a meeting**
Once the problem has been identified a meeting should be organised with the team member to discuss it. Clearly state its purpose and give some notice to the team member of the meeting. Allow them to bring a support person, or a union representative, if the team member wishes to. The team member should understand that the support person does not participate in the discussion during the meeting.

4. **Meet with the team member**
Meet with the team member in a quiet location away from distractions and interruptions. It is always a good idea to have an impartial observer at these meetings. They can take unbiased notes of the meeting and mediate if emotions become high.

Let the team member know that you/ the organisation is concerned with their work performance. Establish the problem in context by defining and explaining it in specific terms. Do not moralise. Restrict the explanation to job performance. The team member must understand exactly:
- what the problem is
- why it is a problem
- how it impacts the workplace
- why you are concerned

Also explain the outcomes you want from the meeting.
Give the team member the opportunity to respond and put their case forward. Listen to their explanation of why the problem has occurred. Confine any negative comments to the employee's job performance. Do not diagnose; you are not an expert. Listen and protect confidentiality.

If at any stage you feel that the meeting is getting off track, take a break or arrange another meeting to discuss additional issues that have been raised. If the meeting becomes heated and either one of the parties fails to calm down when requested to, it is best to terminate the meeting and reschedule it for a later date.

5. Jointly devise a solution
Agree on a solution. Do not be swayed or misled by emotional pleas, sympathy tactics, or hard-luck stories. Explain that going for help does not exclude the team member from standard disciplinary procedures and that it does not open the door for special privileges.

The solution to the problem should be jointly devised, as a team member who has contributed to the solution is more likely to act on it. Develop a clear plan of action including performance milestones and timeframes. Consider the resources and/or support that the team member will need including training, mentoring, introducing flexible work practices or redefining roles and expectations.

Schedule another meeting with the team member to review and discuss their performance against the agreed action plan. There is no set timeframe by which the follow-up meeting/s should occur – this is best determined by the needs of the business and the team member, however, the timeframe should be sufficient to allow the team member to demonstrate an improvement. It is strongly recommended that written records be kept of all discussions relating to poor performance, including the action to be taken. These records can be referred to should the need for further action arise.

6. Monitor and review
Once the action plan has been agreed, monitor the team member’s performance and continue to provide feedback and encouragement. A follow-up meeting should be scheduled to discuss the employee’s performance even if it appears that there is no longer a problem. By providing feedback, positive and negative, it is more likely that the performance improvements will be sustained.

More serious action might need to be taken if the employee’s performance does not improve after discussions.

This can include:
- time off
- transfer to another team, department or section
- retraining for other positions
- job re-engineering
- professional counselling
- issuing formal warnings

Written warnings to a team member must clearly set out the consequences if there is no improvement in their performance. This might include further warnings or a final warning that could lead to a termination of their employment. In instances of ongoing poor performance or misconduct by employees, it is generally recommended employers issue up to 3 formal warnings, each confirmed in writing and witnessed. The third warning letter should clearly indicate that it is the last warning and if the performance is not improved to the standard agreed, then the employment will be terminated. The team member must be given a copy of each letter and a copy should be filed in the employee’s human resource file. The timeframe between each letter is at the discretion of the company, but must provide reasonable opportunity for the team member to show improvement.
Resolving team conflict
Most members of a team have to learn 2 fundamentals: that having different opinions is one of the essential benefits of teamwork and that team members have strong feelings and emotions. A team cannot achieve its full potential if all that is allowed is logic or information. Fortunately, it is possible to take steps to minimise disagreement and conflict and to resolve those disagreements that might be dangerously escalating.

These steps include:

1. **Identify the type of conflict**
   There are 6 different types of conflict that can occur within teams:
   1. Internal conflict – an individual or team member is experiencing a personal conflict that might or might not be related to the team, but which is interfering with the person’s ability to perform.
   2. Individual conflict with one other team member – one team member is in conflict with another.
   3. Individual conflict with the entire team – one team member is experiencing conflict with the entire team.
   4. Conflict between several team members – the entire team is experiencing conflict with several other team members.
   5. Conflict between teams – the entire team is in conflict with another team.
   6. Team conflict with one person outside of the team.

2. **De-personalise the conflict**
   During the problem-solving phase it is important to focus on issues not personalities. The following guidelines help de-personalise conflicts:
   - acknowledge that the conflict exists
   - remind the team of ground rules while generating options, eg ‘no criticising statements by other people until all ideas are posted’
   - seek to understand all angles
   - attack the issue not each other
   - encourage everyone to listen to other points of view
   - when the team is determining a solution, encourage each side to objectively explain their bottom line requirements
   - gain common ground
   - during the process keep encouraging points of agreement
   - do not stifle new anger, but also do not dwell on it
   - develop an action plan

3. **Discuss the issues**
   Discussion is the only way to effectively air the issues and begin working towards a resolution. The following steps are a way to structure a discussion where there is a level of conflict:
   - let each person state their view briefly
   - have neutral team members reflect on areas of agreement or disagreement
   - explore areas of disagreement for specific issues
   - have opponents suggest modifications to their own points of view as well as others
   - if consensus is blocked, ask opponents if they can accept the team’s decision

**Some questions that can help teams work through conflict include:**
1. What are we supposed to accomplish as a team?
2. What are each of our roles and responsibilities in accomplishing that goal?
3. Who and when do each of us need to get information from?
4. If we get into trouble, whom can we ask for help?
5. How will we arrive at decisions?
6. What strengths does each of us bring in accomplishing our goals?
7. How are we going to make ourselves more accessible to one another?
8. What are we doing that is blocking the resolution of this problem?
9. How can we express differences without blaming others?
10. Which behaviours are unproductive? How can we help individuals take ownership of their unproductive behaviour? Do not excuse a team member when they behave badly.

*Refer to assessment activity 9*
BSBWOR502A: Ensure team effectiveness

Ensure own contribution to work team serves as a role model for others and enhances the organisation’s image for all stakeholders

Effective teams require strong, supportive leadership. This leadership might come from the nominated team leader or be shared amongst team members according to circumstance and need.

Good leaders:
- believe in themselves and in the team
- delegate so that tasks are achieved and team development continuously improves
- set clear and consistent performance standards
- establish and maintain sound working procedures
- are willing and able to give and receive trust and loyalty
- have the personal strength to maintain the integrity and position of the team
- are receptive to staff hopes, needs and dignity
- encourage personal and team development
- try to make work a happy and rewarding place
- recognise and acknowledge the contribution of individual team members
- provide mentoring and/or coaching for team members where necessary
- are role models for others

Effective leaders all display a high degree of personal integrity. They have a strongly held sense of commitment to openness, honesty, inclusiveness and high standards in both a personal and professional capacity. According to Cox (2002), uncompromising integrity is the most important quality of the 10 characteristics of leaders that he has identified. He says that integrity is the foundation quality on which all the others are built.

Uncompromising integrity manifests itself in behaviours such as:
- behaving consistently with own stated values and beliefs
- delivering on what they have promised, or is open about their own shortcomings
- modelling and promoting the organisational values, ie ‘walks the walk’
- creating an environment of openness, cutting through ambiguity to provide clarity in communication
- requiring and expecting others to be equally as open in their communication
- stands up for what is right, even when it is difficult to do so, and there might be a personal cost in doing so
- acting as a role model for involvement of other team members, even where this results in challenges to how things are done
- supporting others who are acting consistently with core values

Leaders as facilitators
Some organisations prefer to call the team leader a facilitator because the actions of some leaders, and sometimes even the title leader, can give team members the impression they do not have responsibility. Titles imply power, position and authority. In teams the authority and the power should be shared, not held by one person.
Team facilitators:

- provide resources and support for the team to form and develop
- clarify team goals, help the team to plan and organise logistics and keep the team on track
- help develop systems which enable the team to follow agreed processes
- keep the team informed on where it is, and on progress being made
- help everyone to stay in a functional role and work toward full, balanced participation
- manage conflict so it is constructive and useful
- utilise team member’s strengths
- work for consensus
- optimise objectivity and effectiveness via hard data
- model participative management
- builds organisational support for teams and continuous improvement
- make sure that work team and personal success is synonymous
- help people to know the roles and jobs of team mates to allow coordination and engender respect
- teach winning strategies and tactics for the team
- run interference and remove barriers in order to let employees do their jobs
- share information at every possible occasion – to build trust
- encourage people by respecting their positive abilities
- develop the team by building it up, not tearing it down
- encourage questions, provide challenges
- ensure that everyone believes that mediocrity is not okay
- develop their own skills, self-motivation and competence as well as those of others
- articulate company plans and objectives, relating these to department and individual objectives
- encourage people to identify significant activities, linked to their purpose (many people spend most of their time doing unimportant things)
- allow people to feel safe when they stop doing what does not matter
- measure what matters to create a culture of responsibility for end results (not activities)
- emphasise customer focus for every process

In high performance teams leadership does not necessarily come from one person. In different circumstances the person most suited to the position, in that circumstance, will take on leadership activities. This could be anyone from the team and will be dependent on the team requirements at the time. Leadership style will also be dependent on circumstance – situational – and must change and adapt to meet different needs.

Thus good team leadership relies on:

- responsibility, knowledge, understanding and expertise – not on position, power and authority
- high levels of autonomy and power sharing for team members
- equitable reward systems that acknowledge achievement not friends
- encouragement of risk taking without recrimination or punishment for failure
- support from organisational managers/ leaders – including support and acknowledgment to outside parties
- recognition of the positive role of conflict or questioning actions/ behaviours
- reward for both individual and team performance

As we have discussed, there are many qualities that an effective team leader must display. In particular, there are 3 that we will expand on in more detail, these are:

1. Facilitate decision making.
2. Delegation of tasks.
3. Lead without dominating.

**Facilitate decision making**

A key role of the team leader is to help the team make solid and effective decisions. Decision making in a team can be, if not handled carefully, a protracted, frustrating and ineffective process, as discussions go around in circles and members lose sight of the goal.
BSBWOR502A: Ensure team effectiveness

A good leader is able to keep the team on track by focusing on identifying and reducing the unknown factor in a decision. They ask questions that are designed to elicit facts, data and any other solid information on which the decision can be based and then help members uncover the issues and risks associated with each option. By displaying exemplary communication skills, they broker discussion in a manner which ultimately guides the team towards consensus rather than compromise.

Facilitation of decision making is a learned skill and by role modelling it effectively leaders can show others how to do it, provide opportunities for them to practise it and support the refinement of skills over time.

Delegation of tasks
An effective team leader/facilitator values creativity and innovation, spends time motivating team members and encouraging the use of initiative, critical thinking and creative problem solving. One of the most important tools a facilitator/leader can use to help develop these skills in individual members is delegation. When delegating tasks the facilitator is asking team members to accept responsibility and acknowledging the fact that the team member is reliable and trusted. Delegation is successful only when the delegated tasks are appropriate to the skills, capabilities and knowledge of the team member.

Effective delegation is based on:
- accurate analysis of areas of accountability
- proper identification of tasks that can be delegated
- consideration of the present maturity and skill level of each team member, in order to determine their capacity to accept a delegated task
- progressive assignment of tasks to build a staff member’s competence and confidence
- clarification of objectives and established performance criteria, so staff know what is expected of them
- knowledge of when and how coaching or mentoring activities will be of benefit to team members

In delegating roles to team members it is important to clarify the role and the expectations attached to the role. Role ambiguity is a large contributor to levels of workplace stress. Confusion over task and role expectations will result in team members being unable or unwilling to support goals and objectives, and, where such lack of support becomes active rather than simply passive, it will be impossible for a team to achieve its objectives.

Lead without dominating
‘The key to successful leadership today is influence, not authority.’ (Ken Blanchard)

Team leaders are often ultimately accountable for the final results of their team. This can, if not managed carefully, result in an overbearing leader who controls every aspect of the team’s operation. If this is allowed to happen, there is not so much a real team as a pseudo team.

High performing teams have a leader or leaders who influence rather than direct and who lead rather than dominate. They are committed to ensuring that their personal actions are taken in the best interests of the group and serve to bring out the best in all team members whilst still achieving the team goals.

Good team leaders are those with a sufficiently high degree of trust in the competence of the other team members to allow them a high degree of flexibility and autonomy, whilst ensuring that there is clear direction as to the goals that must be achieved and providing any support that is required. This type of leader shares their power.

<table>
<thead>
<tr>
<th>Team leading behaviours</th>
<th>Team dominating behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggesting</td>
<td>Demanding</td>
</tr>
<tr>
<td>Steering</td>
<td>Directing</td>
</tr>
<tr>
<td>Asking probing questions</td>
<td>Asking rhetorical and/or closed questions</td>
</tr>
<tr>
<td>Summarising points of view</td>
<td>Giving own point of view</td>
</tr>
<tr>
<td>Pointing out consequences</td>
<td>Telling</td>
</tr>
<tr>
<td>Asking for ideas</td>
<td>Controlling</td>
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</tbody>
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Refer to assessment activity 10
Section 4: Liaise with stakeholders

This section addresses the following performance criteria:

- Establish and maintain open communication processes with all stakeholders
- Communicate information from line manager/management to the team
- Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders
- Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Learning prompt

Read through the material and look at the assessment activities.

After learners have read and understood the information provided they should take the opportunity to practise the skills referred to within this section prior to undertaking the assessment activities. Trainers/assessors should give guidance in this regard.

This will enable learners to build and improve their skills.

Establish and maintain open communication processes with all stakeholders

A great deal of management’s current concern for employee productivity and the need to empower people has revolved around the use of teams. No doubt teams have enhanced productivity and employee relations, but they can only do so when a fundamental requirement is met, that is, they have effective communication amongst team members, with the team leader and with all other stakeholders.

In 1990 a group of industrial engineers were asked how they could improve productivity. Communication concerns drew the strongest response to any question on the survey. More than 88% of the engineers strongly agreed that the lack of communication and cooperation among different components of a business leads to reduced productivity.

In all situations we will face communication barriers caused by misunderstandings. What is intended to be communicated is often not what is received. This occurs because we are all different, and we all perceive things differently. Within the team, misunderstandings can be overcome if the communication system is open, honest and each person in the communication chain makes the effort to overcome barriers. Check to ensure that communication is understood and intended – ask for feedback/responses that demonstrate clear understanding.

Preventing miscommunication requires that you understand your own communication behaviours or style and the ways in which it differs from others. Take account of and make allowance for diversity. In practical terms, this means: learning to communicate in ways that are natural to those with whom you are attempting to communicate.

Effective communication must exist between leaders/managers and workers, between workers and managers, and between the various management levels in the organisation.
Managers/leaders of balanced, effective work teams are good communicators who:
- are assertive – not aggressive
- provide positive reinforcement
- give constructive feedback
- provide clear and consistent directions
- make their expectations clear
- actively listen and respond to employees and customers
- behave with honesty and integrity
- inspire and enthuse others
- have strategic influence
- influence organisational culture
- use situational leadership techniques
- lead by example/role modelling
- manage diversity
- promote continuous learning
- involve people in decision-making processes
- encourage innovation and creativity
- put what is best for their workers ahead of what is best for themselves
- are agents for quality, positive continuous change and improvement
- choose to develop the company’s most valuable asset: the people

Poor communication and information sharing systems offer a major reason for some work teams never reaching their potential. Command and control workplaces will generally have systems in place that restrict communication, particularly between the different levels within the organisation, because the manager believes it is in their best interest to control information as a power centre. In some organisations team cultures which have become insular (silos) will also actively restrict information flow.

Communication and communication systems can easily become part of a Catch 22 situation. Without good communication between all the hierarchical levels of the organisation, productivity decreases and employee satisfaction and morale declines. However, low levels of worker satisfaction and morale throughout the organisation lead to poor communication and information sharing – which, of course, leads to decreased productivity and support for organisational goals. They further compound the catch, because with poor communication, problems will not be perceived and management might not even know that productivity is lower than it should be.

**Effective team communication**
There are 3 elements to effective team communication:

1. **Willingness to talk and share information and effectively presenting your point of view**
This involves several factors: personal styles (extraversion and introversion), trust that the information will not be used in a negative way, lack of politics or belief that information is power that would inhibit sharing information, and effort on the part of the speaker to de-personalise issues that would otherwise create defensiveness. Extraverted and introverted people need to recognise their style differences and how it will affect communications. Introverted people will need to have their viewpoints drawn out.
BSBWOR502A: Ensure team effectiveness

2. Active listening
Guidelines for active listening are:
- ask other's opinions about a subject before you present yours
- be prepared; think things out before speaking
- address one issue at a time
- use a positive or neutral tone of voice
- focus on the issue, not the person
- avoid blanket, know-it-all statements, loaded words and hyperbole
- keep your cool and do not lose your temper
- show an interest in the other person's views and feelings
- do not hide your feelings, but keep your emotions under control
- present concrete specifics instead of overriding generalisations
- backup your opinions with a few important key points
- portray what seems like an individual problem as a mutual concern
- avoid a hidden agenda and the potential to politicise an issue
- find the areas of agreement as the basis for collaboration

3. Understanding
Just because the receiver thought he or she heard the message, it does not ensure that the message was correctly received. Often, it is important to check that the message was properly received in order to: a) verify its accuracy, and b) to confirm to the speaker that you in fact received and understood the message.

Open communication by team leaders
Consider the statements, on the diagram, that relate to leadership. Consider the heading: 3 leadership tools for establishing direction.

This statement indicates that a leader's role is that of establishing direction, and influencing and motivating others so that they work toward the same goals (direction). This can be achieved by: developing an inspirational vision, empowering people and encouraging change.

This diagram summarises what Tom Peters considers to be the role of a leader in a successful organisation today. (Adapted from Thriving on Chaos, 1997, 389)

If you set the example, others can model their behaviours after yours.

The concepts of reliability, consistency, trust and adherence to ethical principles, with regard to managing people within the organisation, and with regard to external business behaviours, are of great importance.

If you want flexible, open-minded employees then be flexible and open-minded yourself. Give employees the responsibility, the authority and the resources to operate effectively. Good leaders lead from the front line – that is where the action is. They are visible, known and approachable. They also know the people working for them – names, positions, and responsibilities. Being shut up in an office where you have little to no contact with workers, or indeed, with customers, severely limits your opportunity to lead, delegate and manage.
Managers are in a leadership position. Be seen and be seen to be listening and observing to all of the stakeholders of your team. Observation does not mean being critical, it means building relationships with the people who work for you, noticing the things people do, the problems they have to deal with.

Talk to your people, and your customers. Make them aware that you are actively listening.

From the front line (in this context the front line is the team itself or the customer-service interface of the team) you can actually see what your employees do – what rules stifle rather than empower them. Work with your customers so you can find out what they really think of your company.

Take people seriously and make it clear that you do. Stay in touch with workers to ensure they understand and support the organisation’s vision. Get your information first-hand – undistorted – rather than second or third hand. Respond. Break down the ‘them’ and ‘us’ barriers.

Managers should defer to the front line because the front line is the visible operation of the business and a business is only as good as the operations behind it.

Deferring to the front line means recognising that the people who work with processes understand the complexities, problems and potential problems.

Ensure that open lines of communication facilitate knowledge sharing across the team and build a culture of collectivism rather than competition. Open communication can actively serve to increase effectiveness, efficiency and make the team a pleasant group to be a part of.

Those who work with external customers know and understand the customer’s needs and concerns. The people who work at the interface are most likely to identify problems as they arise and make suggestions regarding improvements.

Give credit and recognition to all of the members of the supplier-customer chain – designers, implementers, salespeople, those who answer the phone, dealers, suppliers etc. Employees whose contribution to improvement processes and organisational success is recognised will be motivated to continue improving and you will have created higher levels of enthusiasm.

Delegate. Delegation works provided you hire and train people properly. If you set and adhere to high standards then others will also. Believe in people and allow them to test their own limits.

Mistakes – but not repeat mistakes – can be useful if you consider them as learning opportunities. Learn to let go. Throw away the fear factor.

Horizontal management refers to the process of removing traditional management hierarchies and decreasing the layers of management within an organisation. Many organisations have come to realise that this is smart business. Workers are given more responsibility for their own work and for quality and continuous improvement of products and processes. Communication and information flow between the various levels of the organisation is much more effective. Staff have greater access to resources. Subsequently productivity rises. Smart, secure managers delegate responsibility and authority to staff. They involve people in decision making, treat everyone with respect, and spread the power in the organisation so that they are, in effect, answerable to their staff.

Current management theories tend to see the effective manager as a leader – influencing and implementing strategy, establishing and maintaining communication networks, selecting and developing staff for effective work performance, working with organisational clients/ customers and suppliers, inspiring and transforming work groups into productive teams, providing staff with the opportunity to grow and develop within their work, and structuring organisations so they will survive and prosper in an uncertain and changing world.
Creating a sense of urgency in the organisation does not mean that everyone should panic all of the time. It means that if you break down barriers you increase information sharing and team collaboration. Constantly test, change and improve processes, challenge the status quo, simplify process management, make operations straightforward. As a result, employee motivation levels will increase. People will act to ensure that tasks are completed within timeframes and at the required standards. Cut out excessive management trappings – answer your own phone, make your own coffee, be seen on the floor. Be energetic, confident, act decisively, move quickly on opportunities. In other words, again, lead by example.

As a manager do not complain about being interrupted by employees asking questions or making suggestions – isn’t that your job? If you will not give people authority to make decisions, expect more interruptions.

Do not make statements like ‘my door is always open’ unless you work out very clearly – and let your staff know – exactly what that means.

‘There is a certain type of manager who is always known by his call of “My door is always open” and it is probably a good idea to beat your self to death with your own CV rather than work for him.’ (Pratchett, 1998)

Refer to assessment activity 11
Communicate information from line manager/management to the team

The team leader provides the primary communication link between the team members and the other levels of management in the organisation. They are often responsible for conveying the overall strategy of the company and translating it into meaningful information for the team. They use their communication skills to keep the team committed as well as focused by keeping them close to the core purpose of the organisation. How well a team leader performs this role is critical to the overall success of the team. If the team's activities and efforts are not in perfect alignment with those desired by the organisation, then there is potential for inefficiency. However, it is a fine line between simply passing messages on from executive management and facilitating effective communication that fosters a high performing team culture.

Team leaders might be called upon to communicate particular key aspects which can include, but are not limited to:

- strategy/business direction/goals
- praise
- concerns/difficult news
- budgetary implication
- competitor information

An effective team leader is able to be a conduit for information and does not filter it to suit their own needs. That is, they do not choose to not disclose information simply because they do not believe other team members need to know, and they do not change facts to give a false impression.

They do present information in a meaningful and appropriate way to facilitate understanding by team members. For example, the team leader might have attended a half day meeting where in-depth financial details of the quarter's performance were covered. The team leader can take this data and translate it into information that is specifically applicable to the team, for example, 'Our ability to reduce production times by 3% has resulted in a 50% increase in orders being filled on time. The company has received great customer feedback as a result.'

Some general rules for effective communication of information include:

- break large amounts of information down into smaller, easier to digest chunks
- link new knowledge to existing knowledge
- use examples, facts and analogies to help people to understand
- do not just give data – explain what it means for the team’s performance
- use the 'What's In It For The Team' (WIIFTT) principle

Good news messenger

Passing on good news is a nice part of being the leader of a team, but although it sounds easy, there are some basic principles that should be followed.

These include:

1. **Be enthusiastic**: the more enthusiasm injected into the message the greater impact it will have. This does not necessarily mean using superfluous adjectives; rather it is more effective to use tone of voice and body language to convey energy.
2. **Be specific**: specifics give impact – particularly when the message is positive feedback to the team but also if the message is company-wide good news.
3. **Do it quickly**: good news is best delivered as soon as the team leader hears it. Nothing dilutes a message more than time. For example, if a customer writes some glowing praise on the company web page make sure the whole team sees it that day.

Make a team win everybody's win. Some good news will relate to the efforts of the whole team and other news will be directed at particular team members. Regardless, the news should be shared across the whole team and celebrated as a group. A budget increase can spark discussions as to what new projects the team can take on, whilst acknowledging a particular individual's effort is most powerful when done in front of their peers.
Conveying bad news
Sometimes team leaders are called upon to deliver unsavoury news from executive management. This can include aspects such as redundancies, budget cuts, dissatisfaction with the team’s performance and changes in strategic direction that go against the beliefs of the team.

In these instances the role of the team leader is to:
- convey the information as factually and without bias as possible
- help the team understand the rationale behind the decision
- assist the team as a whole, and each individual within it, to come to terms with the news
- manage any negative emotions that might arise

Guiding principles for conveying bad news
There are 3 key steps for conveying bad news, these are:

1. Preparation:
   - be clear about what you want to say
   - be clear about what you want to achieve
   - gather the evidence
   - anticipate the likely reaction
   - arrange a suitable time and venue
   - check the layout of the room to avoid confrontation

2. Tackling the issue:
   - be specific
   - be objective
   - be honest
   - be assertive
   - use positive body language
   - good eye contact
   - open body posture
   - do not fiddle
   - use positive language
   - avoid qualifying words – just, a bit, small concern
   - avoid hesitancy – er, um, sort of, actually

3. Active listening:
   - do not talk at them
   - avoid filling silences
   - avoid multiple-choice questions, eg ‘What would you like to do now? We can...’
   - use open questions
   - probe further
   - do not offer solutions
   - keep self-control – be objective and do not get defensive
   - empathise – they are entitled to their point of view and their emotion
   - check your understanding by paraphrasing back

Case study: Springfield Remanufacturing Corporation
Springfield Remanufacturing Corporation (SRC) is a major engine reconditioning business located in the USA that has achieved unheard of levels of success based on their ability to foster an environment of open and transparent communication. The company has grown from one business unit within $10,000 of being shut down to a collection of 23 small businesses boasting combined revenue of over $120 million today.

SRC’s CEO Jack Stack (1994) believes that his company’s success and employee commitment are due in large part to a pervasive communication and human relations effort. Their secret: share the good, the bad and the money. They are famous for creating ‘The Great Game of Business’, a philosophy that emphasises company-wide sharing of information and employee ownership.
SRC believes employees will become committed to the overall company direction when they gain a basic understanding of how and why the company operates as it does. To this end SRC teaches all employees about finance and accounting – often before they completely master their jobs. Stack says, ‘We teach them about finance and accounting before they turn a wrench.’ He believes that if the employees know what he and management know they will make the same decisions.

Every week SRC reviews its income statements with all its management. The discussion includes a detailed analysis of each department’s financial condition, including line-by-line financial positive and negative variances. On the basis of this analysis, senior managers set their financial goals. In turn, department managers take the data and conduct the same analysis with their teams. Such a detailed analysis provides even the lowest-level employees with a comprehensive picture of what it takes to make money and what they each contribute to the income statement.

Educating employees about finance represents only one way by which SRC communicates with its employees. SRC managers know all their employees by their first names. They try to talk to them – not at them – by maintaining an open door policy and encouraging them to ask questions. As Stack stated, ‘We have incredible people – every single one of them.’ Stack’s commitment to his employees has helped produce a climate of trust and enthusiasm.

Refer to assessment activity 12
BSBWOR502A: Ensure team effectiveness

Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders

High performing teams:
- are able to take advantage of the collective and shared skills of members
- should be allowed time and the resources to grow and develop
- require support from upper management and from organisational systems and processes
- should not be allowed to form counterproductive silos
- develop their own cultures which must fit with organisational culture
- organisational culture must, in turn, encourage and support team networks and interdependence

All teams get blocked at some point in their life cycle. Blockages or obstacles to a team's progress are common but it is not the number or nature of the blockage that is of importance; rather it is how the team overcomes these blockages.

Blockages are as varied as teams themselves but some examples include: unsupportive management, poor resourcing, external competition, internal competition and unclear goals.

The behaviours that result from a blocked team can be damaging and counterproductive to both the team itself and the outputs of the team.

They include:
- a reduction in energy and enthusiasm
- a sense of helplessness
- a loss of purpose
- increasing numbers of one sided discussions
- cynicism
- mistrust
- interpersonal attacks
- blame laying

In many cases a team can work through a blockage by using its own resources. However, there might be times when an issue that the team faces is more complex than you, as leader or manager of the team, are able to deal with or that requires specialist help. In such circumstances your role is to accurately capture the essence of the concern or problem and seek appropriate assistance.

Capture the essence of the concern
When an issue is unable to be satisfactorily resolved within the team it is often for one of the following reasons:
- the team members cannot see the problem clearly, eg it is clouded in personal values, history of behaviour or distrust
- it requires external intervention, eg a senior executive must approve additional expenditure
- team members do not have the communication skills to be able to reach a resolution

As a manager of a team you are likely to be in a position where you can observe first-hand or gather facts relating to the nature of the problem. You can consider the members of the team as a whole and how they interrelate – there might be concerns on both sides! You are likely to be able to objectively analyse the issues and to capture their essence.

On some occasions feeding your observations back to the team itself will be enough to help them crystallise the issue, but in other circumstances you should use this clarity to bring in external help. Knowing the true essence of the problem helps to ensure that you get the right help at the right time.
BSBWOR502A: Ensure team effectiveness

Seek assistance
Teams might need advice, support or expertise of external stakeholders if they are to resolve issues that are blocking their progress.

External help can be:
1. External to the team but internal to the organisation, eg a senior executive, human resource manager.
2. External to the team and external to the organisation, eg a technical expert, a team’s expert.

Regardless of where the expertise is found, the person/s giving the advice must:
- be credible
- be experienced in the area of advice sought
- understand the exact nature of the issue
- understand why they are being asked to intervene and have a clear understanding of what is expected from them
- be in a position to offer advice or practical support

Presenting to senior management
When presenting an issue to senior management you hold the future of your team in the words you speak. As the manager of a team you need to ensure that you are speaking with the correct person, have prepared thoroughly and are able to present your case convincingly, accurately and in a constructive manner. Fail to accurately convey the problem and what needs to be done about it, will, at best, make you look like a bunch of whingers unable to complete the tasks assigned to you.

Senior managers are usually busy people. They want to hear exactly what the problem is, enough details to substantiate the argument and then a proactive solution as to what should be done. Presenting too many facts and figures can cloud the issue, although you should always have them at hand should you ever be asked for them. Presenting a raft of problems without providing any solutions is simply complaining and is unlikely to result in a satisfactory outcome. Although you might not have the final solution, at least some ideas about what should be done help senior management see that the team is capable of operating as a high performing team.

When presenting to management the approach that you choose to take can make a difference as to how the information is received.

If your audience is likely to agree with you
Give your conclusions first and supporting information later. Research shows that people assimilate information faster when they know the conclusions first.

This suits audiences who already support your argument because it confirms what they already want to believe.

It is also useful when your audience is in a hurry – they hear the punch line first and take the supporting information on board faster as a result:
1. Present your views and conclusions first.
2. Present your strongest evidence next.
3. Present your supporting information next.
4. Finish by summarising your conclusions.

If your audience is likely to disagree
Give your supporting information first and your conclusions later. People are then led gently to their own (and your) conclusion by hearing the evidence and supporting facts first and their resistance becomes lowered. They will feel they have made a reasoned judgment based on what they have heard or seen.

Also, if your audience enjoys analysis, their interest and curiosity will be stimulated:
1. Go through the steps and give the background details first.
2. Present your strongest evidence next.
3. Present your views and conclusions next.
4. Finish by briefly summarising the background and why your conclusions followed.
Coaching teams
Coaching a high performance team is like trying to teach a child to ride a bicycle. At first the parent holds onto the seat, as the child masters steering and peddling, then runs along beside the child still holding the seat until the child gains a sense of balance. Then the parent finally lets go still running along to try to catch the child if it looks like they are going to fall or hurt themselves. All the while the child was gaining experience, skill, and confidence.

With this analogy in mind for coaching it is fair to say that coaches only intervene, that is, interrupt the flow of team activity or dialogue, when individuals or cliques clearly demonstrate serious anti-team behaviour. Anti-team behaviour can take a number of forms, but basically it is any behaviour that is destructive to team building and team objectives. This could take the form of showing disrespect to another team member, or withdrawing from team activities and discussions.

In most instances the coach should err on the side of waiting a little too long to intervene. Usually a gentle reminder is all that is needed to get individuals or the team back on track. Team-building exercises and trust-building exercises can be used to reset team behaviour. Sometimes referring the team to the team mission or goals is all that will be needed. In extreme cases, individuals might need to be asked by the manager to meet them separately from the team. Here the leader can explain the behaviour they are observing and should ask the individual to work on improving it.

Refer to assessment activity 13
Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Breaking log jams
In some instances, despite best efforts, the issue might not be able to be resolved internally and an external person must be called in.

People external to the team are often able to break log jams, as they:
- can see the problem with ‘fresh eyes’
- are removed from any team interpersonal conflict
- are not party to organisational/team politics
- might have specialised skills/knowledge at their disposal, eg a trained counsellor, a professional business process analyst

When using an external stakeholder it is essential that the team retains ownership of the problem. The expert is there to help but ultimately it is the team who must act on advice, put into practice new techniques or approaches and who must carry on working as a team.

Following up
When a team has experienced a block or has needed external help to resolve an ongoing issue, follow-up will be required. Following up is simply where the team leader or the manager responsible for the team ensures that the solution has been implemented and is working as desired. Where modifications are needed or additional resources identified, they work to ensure that they are made available.

In some instances following up an issue might detect that the proposed solution has not in fact addressed the issue and that it is still a problem for the team.

If this occurs the team leader must:
1. Re-examine the issue – are the same factors causing it? Why has it not been resolved?
2. Discuss the issue with the stakeholders to obtain a greater understanding of it.
3. Determine why the initial intervention has not had the desired effect.
4. Assess the risk and probability of the problem, ie what will happen if it is left to resolve itself? What will happen if greater intervention is started?
5. Determine the action most appropriate.

The follow-up component of an intervention can also include a debrief session aimed at helping the team to be able to better identify and resolve issues confronting them in the future. This might be a casual reflection session, formal feedback or any other method that is appropriate to the team and its task.
Ten principles in resolving conflict – summary
The following are 10 principles that can be used to effectively handle team conflict:
1. Take shared responsibility for the conflict.
2. Recognise and appreciate differences among people.
3. Preserve individual dignity.
4. Listen carefully and with empathy, listen to understand, communicate, do not debate.
5. Be calm. Do not give in to emotional outbursts or reactions.
6. Vulnerability is a key to successful resolution, therefore, open up and share your feelings.
7. Do not assume people are being difficult intentionally.
8. Choose a safe place or person with whom you can vent and clarify the issues for yourself.
9. Generate solutions...find agreement.
10. Follow-up to assure resolution and modify as necessary.

Refer to assessment activity 14
Resources and references

Addesso, P., 1996, Management Would Be Easy ... If It Weren't For The People, AMACOM Division of the American Management Association, New York.


Cox, D., 2002, Leadership when the heat’s on, McGraw-Hill, USA.


Part 2: Assessment information

Introduction to competency assessment

To be assessed as competent, learners must under the guidance of qualified trainers and assessors provide evidence which demonstrates that they can perform to the necessary standard. An assessment of competence requires learners to consistently and over time demonstrate the skills, attitude and knowledge that enable confident completion of workplace tasks in a variety of situations.

In judging evidence, the assessor must ensure that the evidence is:
- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely; task skills, task management skills, contingency management skills, and job/ role environment skills).

Access and equity
An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in the training package. Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes.

Such adjustments are considered reasonable if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Assessors should also provide alternative assessment activities to address identified specific organisation requirements.

The assessment process must:
- provide for valid, reliable, flexible and fair assessment
- provide for judgement to be made on the basis of sufficient evidence
- offer valid, authentic and current evidence
- include workplace requirements as suggested in the range of variables
BSBWOR502A: Ensure team effectiveness

Unit information

Unit code
BSBWOR502A

Unit title
Ensure team effectiveness

Unit descriptor
This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation.

Licensing, legislative, regulatory or certification requirements
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Employability skills
This unit contains employability skills.

Application of the unit
This unit applies to managers and addresses the need for managers to facilitate work teams and to build a positive culture within work teams. The unit takes a systematic and planned approach to developing teams. It includes the soft skills as well as more structured approaches to the management of teams.

At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Unit sector or competency field
No sector assigned

Pre-requisite, co-requisite or interdependent assessment of units
Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:
- other units from the Diploma of Management.

Context of and specific resources for assessment
Assessment must ensure:
- access to appropriate documentation and resources normally used in the workplace.

Method of assessment
A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- analysis of responses to case studies and scenarios
- assessment of written reports
- demonstration of team building techniques
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of performance in role plays
- review of performance plans developed for work teams
- review of policies and procedures developed to ensure team members take responsibility for own work.
Part 3: Assessment tools

Assessment tools in this learner guide

The tools in this resource provide a foundation on which to build a comprehensive learning and assessment program. Trainers/assessors will need to adapt or supplement these tools where appropriate.

The assessment tools provided in this resource are:
- the assessment activities in the workbook
- the written/oral questions in this section of the workbook
- the project(s) in this section of the workbook
- supervisor/third party or assessor demonstration report

Assessment tool 1 (AT1): Assessment activities
Assessment activities are designed to enable assessment against the performance criteria or a group of performance criteria within each element.

In general, the assessment activities might consist of:
- questions assessing knowledge
- demonstration of skills
- case studies
- practical activities

Responses to the assessment activities might be drawn from:
- the theory/information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

The learner should complete the assessment activities as directed by the assessor. This may involve recording responses in this workbook or providing responses in a different format, eg in a word processed document.

Feedback
The assessment activities should become part of a formative assessment. The RTO and its trainers/assessors should have processes in place to provide feedback and reinforcement to learners as they progress through the activities and assessment processes.

This is a commercial publication designed to cover a range of industry sectors and organisations. The trainer/assessor should therefore consider each activity in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary. Access and equity issues should also be considered.

Assessment tool 2 (AT2): Written/oral questions
Written/oral questions are designed to enable assessment of the required knowledge. Where appropriate they may also enable assessment of elements and performance criteria

As with assessment activities responses might be drawn from:
- the theory/information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

As with assessment activities, the learner should present responses as directed by the assessor.

Trainers/assessors might develop additional questions to elicit more detailed responses. Alternative questioning methods might also be used where access and equity issues need to be considered.
BSBWOR502A: Ensure team effectiveness

Assessment tool 3 (AT3): Project(s)
Project(s) are designed to enable holistic assessment of the unit of competency if possible. The trainer/assessor should consider each project in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary. Access and equity issues should also be considered. Additional projects may also be required.

Assessment tool 4 (AT4): Supervisor/third party or assessor demonstration report
Where the learner is in employment this report should be completed by the learner’s supervisor, an appropriate third party or the assessor.

The trainer/assessor needs to ensure that the supervisor/third party/assessor understands that they must confirm they have observed the learner performing the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner consistently and over a period of time. They also need to record the context in which the learner was observed and detail any evidence that has been provided.

Where the learner is not in employment and where this resource is used in face-to-face delivery or distance mode, assessors may use this tool to record any simulated demonstrations they have observed that provide evidence the learner can perform the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner.

Other assessment activities
Other assessment activities determined by an assessor could include any of the range of assessment activities listed as examples appropriate for this unit under method of assessment in the unit information section of this learner guide eg provision of portfolio of evidence.

Trainers/assessors should ensure that the training and formative and summative assessments they use sufficiently address:
- the relevant performance criteria
- critical aspects for assessment
- the required skills and knowledge
- the context and consistency of the assessment requirements
- the relevant employability skills

Trainers/assessors should ensure that the learner fully understands the assessment process and the assessment tasks that need to be undertaken. This can be documented on the assessment cover sheet supplied in this learner guide.
Assessment cover sheet

Assessment for this unit of competence for this learner will be undertaken using the following assessment tools (tick those tools that will be used).

* Assessment activities (AT1)  * Oral/ written questioning (AT2)

* Project(s) (AT3)  * Supervisor/ third party/ report (AT4)

* Assessor demonstration report (AT4)  * Portfolio of evidence

* Other assessment tasks required (record details) *

☐ No additional assessment tasks required

Assessor name __________________________ Assessor signature __________________________ Date __________________________

I declare that I understand how assessment will take place for this unit. I also understand that work completed towards this assessment must be verifiably my own.

Learner name __________________________ Learner signature __________________________ Date __________________________
Information relating to these activities can be found in Section 1, Part 1 - Learning support materials.

Assessment activity 1: Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives

1. Describe what differentiates a group of people from a team.

A group of people does not necessarily constitute a team. A team is a group of people who have come together to work towards a common goal. Teams:
- are chosen for specific functions
- have a shared purpose and goals
- have membership that enables all the necessary team roles to be filled
- have strong, shared leadership
- demonstrate support for members, other teams and the organisation
- have high levels of trust between members
- work together to achieve greater results than individuals working toward the same objectives
- regularly monitor, evaluate and review performance as an aid to improvement

2. Explain why it is important to establish a clear team purpose.

A clear sense of purpose is a galvanising force for team members. It is the reason that the team has been formed and is the guide for their activities.

3. What are the implications of role ambiguity within a team framework and with regard to:
   a. Task achievement.
   b. Team cohesion.
   c. Personal achievement.

Role and task ambiguity are responsible for much workplace stress, inefficiency and poor productivity. Employees need to clearly understand their own role and task responsibilities — and those of others in the workplace.
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4. Why is it important that the team's purpose and role be collaboratively developed?

Although an initial purpose might be a directive of higher management, working collaboratively to scope and define in detail the team's purpose helps to ensure that it is fully understood and agreed to by all members. Without a shared sense of purpose each member of the team could be working towards different goals, thereby diluting the effectiveness of the team.

5. Charters, mission/ vision statements, memorandum of agreements, constitutions, role and responsibility statements are all examples of documents that record in writing a team's purpose and role. Collect an example of 3 of these documents. Comment on each of them as to how effective they are.

(Hint: Use the internet to collect examples from businesses, professional associations, sporting clubs or social groups.)

Specific to the examples collected by the participant.

6. How can roles and tasks be clearly allocated to team members so that problems do not arise?

Team leaders are responsible for instructing employees – conveying work orders – for training, mentoring and coaching employees. They also need to impart goals and objectives in ways that make them meaningful and acceptable to employees.
Assessment activity 2: Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team

Case study
You are the leader of the customer service team at 'Yummy in your Tummy Lollies'. You are responsible for ensuring that the shop is always staffed with assistants who make customers feel welcome, attend to their questions and needs knowledgeably and promptly and who are able to maintain the shop's displays at all times.

At any one time you have a team of 15 assistants with 6 needed per day. Due to the nature of the work you have an average turnover of 1 position per month.

At a recent senior management meeting the business strategic plan was developed, from which you now need to develop a performance plan for your sales team. You also need to remember the ongoing team requirements as well as those new requirements brought about by the strategic plan.

In essence, the strategic plan states that, over the next 12 months, 'Yummy in your Tummy Lollies' is aiming to:

Increase turnover by 30% by:
- Introducing 20 new products including a range of 6 'health' lollies that have added nutrients

Build market loyalty by specifically targeting 'tweens' as customers by:
- Designing new packaging specifically designed to have greater appeal to the 7-12 age group
- Introducing a club membership for tweens that gives them free gifts for purchases over specific amounts

Increase efficiencies by:
- Increasing average customer sales from $4 per person per visit to $6 per person per visit
- Purchasing and installing a new computerised till aimed at tracking sales by each salesperson

Your task is to:
1. Define the sales team goals for the next 12 months. Ensure that they are SMART.
2. Define the KPIs and standards for each goal.
3. Define the timeframe for each goal.
4. Select 1 goal and create an action plan which clearly documents how you will achieve this goal. Detail the methods/processes that you will engage in, the resources that you need and risks or constraints.

The plan prepared by the participant should clearly demonstrate that they have an understanding that the sales plan must directly contribute to the company goals. Sales plan goals must be SMART and relate to the required outcomes.

They can include actions relating to:
- Training new staff
- Providing product training on the new lines and the club membership
- Providing sales technique training to all staff
- Increasing accountability for each salesperson
- Creating goals around reaching new sales targets
BSBWORS502A: Ensure team effectiveness

Assessment activity 3: Support team members in meeting expected performance outcomes

1. Describe the stages that a team goes through during its life cycle.

- **Forming**: Teams are undeveloped; need to create their own identity.
- **Storming**: As members come to know each other they question and experiment.
- **Norming**: The team is consolidating and settling into new ways of working.
- **Performing**: The team is mature, confident and can perform well. Consensus has been reached.

2. Explain why it is important to actively support a team through all stages but particularly the first 3.

A team needs active support when it is in the first 3 stages as this is when members agree on goals, roles, responsibilities and a team ethic and culture is established. If the team leader does not take steps to support each individual and the team as a whole at this stage, productivity later on can be affected.

3. What things might occur to change the linear progression of a team’s development?

For instance:
- people leaving the team or new people entering
- changes to the team tasks, therefore changes to team roles
- changes in leadership etc

4. Describe some techniques that could be used to help a team establish a culture and ethos that will enable its members to achieve their performance expectations.

Techniques can include but are not limited to:
- holding social gatherings, eg BBQs, family days
- encouraging members to have input into team discussions and decision making
- team building games/ exercises
- activities designed to share information across the team, eg 10 minute presentations by each sub-group
Information relating to these activities can be found in Section 2, Part 1 - Learning support materials.

Assessment activity 4: Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team

1. Describe, in your own words, what a self-managing team is.

   Self-directed work teams work together to perform a function or produce a product or service. They not only do the work but also take on the management of that work – functions formerly performed by supervisors and managers.

2. Why are self-managing teams considered desirable?

   Self-managing teams take a highly proactive role to accomplishing their work. They accept the responsibility for how it is performed as well as the final outputs. This gives team members a strong sense of continuous improvement and commitment to achieving the required outcomes, as well as allowing managers to teach, coach, develop and facilitate rather than simply direct and control.

3. What might be some barriers for a manager in creating a self-managing team?

   Barriers might include, but are not limited to:
   - a reluctance to relinquish control
   - a fear of being left out
   - a reduced sense of self-importance
   - a sense of not being needed

4. What strategies do you use, or have you seen in use, that are designed to actively encourage team members to have input into planning, decision making and the operations of a team?

   Specific to the participant.
Assessment activity 5: Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities

Consider a team that you have either led or have been a part of. Describe the members of the team in relation to Belbin’s roles.

<table>
<thead>
<tr>
<th>Belbin’s roles</th>
<th>Your team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementer</td>
<td></td>
</tr>
<tr>
<td>Shaper</td>
<td></td>
</tr>
<tr>
<td>Completer/ finisher</td>
<td></td>
</tr>
<tr>
<td>Plant</td>
<td></td>
</tr>
<tr>
<td>Monitor/ evaluator</td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
</tr>
<tr>
<td>Coordinator</td>
<td></td>
</tr>
<tr>
<td>Team worker</td>
<td></td>
</tr>
<tr>
<td>Resource/ investigator</td>
<td></td>
</tr>
</tbody>
</table>

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1. Did you have the recommended mix of roles?

2. Was the team heavily weighted with a particular role type? What impact did this have on the team’s effectiveness?

3. Did you have any roles missing? What impact did this have on the team’s effectiveness?

4. What policies and procedures were used for this team to ensure that each person took responsibility for their own tasks?

Answers will be specific to the team example provided by the participant, but should show an understanding of the interrelationship of roles and how a well balanced team contributes to overall effectiveness.
BSBWOR502A: Ensure team effectiveness

Assessment activity 6: Provide feedback to team members to encourage, value and reward individual and team efforts and contributions

Consider the following scenario:

You are the team leader for a busy, customer focused technology support centre. Sue is a long-standing member of your team. Her position requires her to answer the telephone, handle face-to-face enquiries regarding technical difficulties, use her knowledge and experience to solve problems and finally to communicate solutions to customers.

Until recently you considered Sue to be very capable. You received good feedback from other staff and customers about her technical ability and customer service skills generally. Recently, however, you have received a number of complaints about her from another team member and from several customers. The complaints relate to her terse and harsh interpersonal skills and her lack of responsiveness when dealing with problems. Things have become so bad that it is having a negative impact on Sue’s immediate team mates. One has refused to work with her and another has complained that they are unable to complete their work as Sue is not feeding the paperwork through quickly enough.

How will you handle this situation?

Participant’s response should include the following steps:

1. Investigation and gathering of information.
2. Provision of feedback to Sue that her performance seems to have declined.
3. Establishment of open communication to encourage Sue to, firstly acknowledge that her performance has suffered, and secondly to share any factors that might have contributed to it.
4. Feedback should be delivered in a factual, non-emotive way.
5. Strategy agreed upon to improve performance.
6. Other team members informed as to action being taken and encouraged to be supportive of Sue.
7. Situation monitored closely.
8. Positive feedback and encouragement given when performance begins to improve.
9. Positive feedback when performance is at optimal level and is sustained.
Assessment activity 7: Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed

In order to diagnose and resolve challenges effectively, teams need:
- confrontation and conflict
- openness
- honesty
- support
- trust
- coordination
- sound working/decision-making procedures
- sound inter-group relations
- agreed mechanisms to raise issues, concerns and problems

1. Discuss the level to which each of these factors is present in your work team and how it is provided/ supported.
2. Describe the processes that are available in your workplace to allow team members to raise issues and concerns.
3. Comment on how effective they are.
4. What changes/additional processes could you make to further encourage team members to raise issues?

Specific to the participant.
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Information relating to these activities can be found in Section 3, Part 1 - Learning support materials.

Assessment activity 8: Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes

1. What advantages are there to the following groups in encouraging participation from all team members?
   - an organisation
   - the team as a whole
   - each individual

   Organisational benefits include a high performing team, diversity of ideas, maximising input from all personnel.

   Team benefits include a dynamic and fully functioning team, diversity of ideas, a culture of energy and commitment.

   Individual benefits include empowerment, personal pride, career advancement and a sense of belonging.

2. What do you believe are the key requirements for fostering and supporting full commitment in a team situation?

   Requirements can include, but are not limited to:
   - clear objectives
   - clear and cooperative communication between all team members
   - active listening
   - respect for other people’s points of view

3. Provide an example of when a member of your team was reluctant to participate. Explain why they were reluctant and what you, as team leader, did to encourage them. What was the outcome?

   Specific to each participant.
Assessment activity 9: Support the team in identifying and resolving work performance problems

'It is not worth an intelligent man's time to be in the majority. By definition, there are already enough people to do that.' G. H. Hardy (1877-1947)

What does the above quote mean to you in the context of team disagreement and conflict resolution?

Answer should contain discussion that all teams will experience performance issues at one point or another. It is not the performance issues themselves that are of concern but how they are raised, discussed and resolved. In healthy teams it is beneficial to have people that question the status quo, challenge the way things are done or set higher standards.

The answer should discuss the concept that a high performing team is one where each member of the team is supported to diagnose problems and resolve them – where possible internally. At all times the team leader needs to keep a close watch on the performance of the team and intervene when necessary. In some cases where healthy disagreement has turned into conflict, it is the job of the team leader to action steps to resolve it.
Assessment activity 10: Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders

1. Your organisation has been making some changes and you have been asked to take on the role of facilitator for a newly formed production team. The team will be made up of some recently appointed employees and a number of long-term employees. You know some of them quite well. From the list below, what actions would you take in developing this team?

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell the group the results you want to see – and when you want to see them.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Tell the group how things will be done.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Clarify goals and ask the group how best they can be achieved.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Use 'You' and 'Your' in your discussions with the group.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Use 'We' in your discussions.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Tell the group what you plan to do for them and with them.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ask the group what they would like you to plan and do.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Communicate the rules and procedures you want followed.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Enable the group to develop achievement objectives their way.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Provide all the information the group requests to help in setting objectives.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Restrict information to what you think is necessary.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Criticise the group or members to colleagues or management.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Champion the group to outsiders and strongly support them.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Determine the individual skills, goals, personal values and feelings of group members.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Determine the interests of individual group members.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Discuss personal and professional development needs of individuals.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Tell the group about yourself and your ideas.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Ask group members to reciprocate with disclosures about themselves.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Keep relationships to work-related issues.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Encourage competition between group members.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Encourage cooperation and emphasise the need for constructive conflict resolution.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Collectively determine group norms and values.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>State the norms and values the organisation requires.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Explain to the group that the intention is for them to become a self-managing team and clarify what this means.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Answers should reflect understanding of the need to provide support and encouragement.
BSBWOR502A: Ensure team effectiveness

2. Your behaviour and actions serve as a role model for other members of the team. Comment on the image that you currently project and the impact that you believe it to have on your team members.

*Specific to the participant.*
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Information relating to these activities can be found in Section 4, Part 1 - Learning support materials.

Assessment activity 11: Establish and maintain open communication processes with all stakeholders

Case study
At 'Global Mining Resources' your team of geologists have been busy creating the feasibility study into a new exploration site in northern South Australia. The work has been a very large project that started 18 months ago with the team spending 6 months on location taking drilling samples and analysing them.

Of the 6 geologists and 3 administration staff that currently form the team, 2 geologists are new as is one administration person. All the others have been on the project since its inception. Up until now the team has got on well together, seemingly communicating well and resolving any differences with minimal effort. However, you have noticed lately that there has been some trouble. The difficulties in communication seem to have started since a new geologist joined the team, management gave indications that world affairs might have a serious impact on whether the project could be funded or not and you changed some allocation of team tasks.

Specifically the communication issues have been:
1. The monthly progress report had a section missing and, when you questioned the authors about it, it turns out that each thought that the other person had done it.
2. Two team members have made comments to you that they think that the new geologist 'thinks that they know it all' and is very irritating to work with.
3. You have overheard comments from a couple of team members to the effect that there is no point doing a good job on the report as management have already written it off. Comments were also made that there was no point talking to you as you always sided with management.
4. The new administration person is not completing their tasks on time and seems to be overwhelmed by what they have to do. You have seen them ask the other administration staff for help once or twice but despite their efforts, they are still very slow at their work and seem reluctant to ask again. When you ask them if they need help, they say that they are fine.

1. What factors are affecting the communication in this team?

The factors include:
Changes to the personnel of an established team are often challenging to a team as it goes through a new period of storming. There is likely to be some awkwardness between members as new members begin to assert themselves and challenge the shape or purpose of the team. Frustration and anger might result and can manifest itself as personality conflict.

Change and uncertainty can have a powerful impact on a team. In this scenario it seems that 1 or 2 members of the team have interpreted the messages from senior management as the end of the project and have taken steps to reduce their work efforts.

When roles and responsibilities are changed there needs to be a greater level of communication in order to ensure role clarity. A team leader needs to be particularly aware of this and proactively facilitate discussion amongst relevant personnel.

In this scenario we also have a situation where a person in a support role is experiencing communication problems. This might be related to industry jargon or other personal capability issues such as literacy or numeracy. However, it is almost certainly influenced by the power relationships that exist in the team. The new administration person is willing to ask their counterparts for help but is unwilling to admit to needing help from a person they perceive is their superior. This is likely to stem from not wanting to appear incompetent or fear of being reprimanded.

The final factor relates to the leader and how they are perceived as a role model. Currently team members have formed an opinion of the leader and it is that they are going to take the management line. This indicates that the leader is not perceived as open to concerns or issues raised by team members or that the leader lacks the credibility required to be able to allay the fears of team members.

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2. What can you, as team leader, do to correct the situation and restore it to one of open, effective communication amongst all parties?

In order to get this team back on track the leader needs to:
1. Do a performance appraisal on the new administration person and provide constructive feedback to them. Support them to improve their outputs through strategies such as formal training, a buddy arrangement with one of the other administration staff, taking a personal interest in their work.
2. Move the team from a norming state into a storming state by setting up team bonding exercises/activities, spending some time with the new geologist discussing the history of the team and its culture, actively finding ways that the new geologist's ideas can be put forward without aggravating the other team members.
3. Clarify roles and responsibilities more fully in the light of the changes.
4. Address the team members' concerns about the management's thinking in the light of world affairs. As the team leader lacks some credibility in this area, it might be wise to set up a session where senior management are asked to come and speak with the team directly.
BSBWORS02A: Ensure team effectiveness

Assessment activity 12: Communicate information from line manager/management to the team

1. Give an example of when you had to convey good news from your management to your team. Explain how you went about it and how successful you were.

Specific to the participant.

2. Discuss whether it is easy or difficult to communicate good news and why.

Specific to the participant but generally it is easier to convey good news as there is no fear of hurting anyone’s feelings or disappointing anyone.

3. Give an example of when you had to convey bad news from your management to your team. Explain how you went about it and what the outcomes were. How successful were you in getting the information across without unduly upsetting everyone?

Specific to the participant.
4. Discuss whether it is easy or difficult to communicate bad news and why.

Specific to the participant but generally bad news is harder to convey as people’s emotions cloud what they hear and so messages can become confused. Also the team leader is often reluctant to pass on the bad news as they know that it will upset people.

5. Create your own checklist of what to do and what not to do when communicating bad news.

The checklist should be a personal adaptation of the following points:

1. Preparation:
   - be clear about what you want to say
   - be clear about what you want to achieve
   - gather the evidence
   - anticipate the likely reaction
   - arrange a suitable time and venue
   - check the layout of the room to avoid confrontation

2. Tackling the issue:
   - be specific
   - be objective
   - be honest
   - be assertive
   - use positive body language
   - good eye contact
   - open body posture
   - do not fiddle
   - use positive language
   - avoid qualifying words – just, a bit, small concern
   - avoid hesitancy – er, um, sort of, actually

3. Active listening:
   - do not talk at them
   - avoid filling silences
   - avoid multiple-choice questions, eg ‘What would you like to do now? We can…’
   - use open questions
   - probe further
   - do not offer solutions
   - keep self-control – be objective and do not get defensive
   - empathise – they are entitled to their point of view and their emotion
   - check your understanding by paraphrasing back
Assessment activity 13: Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders

Again refer to the scenario where you are the leader for a geology team at ‘Global Mining Resources’.

At ‘Global Mining Resources’ your team of geologists have been busy creating the feasibility study into a new exploration site in northern South Australia. The work has been a very large project that started 18 months ago with the team spending 6 months on location taking drilling samples and analysing them.

Of the 6 geologists and 3 administration staff that currently form the team, 2 geologists are new as is one administration person. All the others have been on the project since its inception. Up until now the team has got on well together, seemingly communicating well and resolving any differences with minimal effort. However, you have noticed lately that there has been some trouble. The difficulties in communication seem to have started since a new geologist joined the team, management gave indications that world affairs might have a serious impact on whether the project could be funded or not and you changed some allocation of team tasks.

Specifically the communication issues have been:
1. The monthly progress report had a section missing and, when you questioned the authors about it, it turns out that each thought that the other person had done it.
2. Two team members have made comments to you that they think that the new geologist ‘thinks that they know it all’ and is very irritating to work with.
3. You have overheard comments from a couple of team members to the effect that there is no point doing a good job on the report as management have already written it off. Comments were also made that there was no point talking to you as you always sided with management.
4. The new administration person is not completing their tasks on time and seem to be overwhelmed by what they have to do. You have seen them ask the other administration staff for help once or twice but despite their efforts they are still very slow at their work and seem reluctant to ask again. When you ask them if they need help, they say that they are fine.

Some of your team are feeling despondent about the direction they think the company will be taking as a result of a world-wide slump in commodity prices. As a result they are not putting 100% into the report and their productivity has suffered. You have reason to believe that they might be actively seeking work elsewhere.

You have spoken to the individuals concerned and determined that they do have very real concerns that came about from their own newspaper reading and interpretation of the economic climate. Their concerns were also compounded by a throw-away comment that the CEO made during last month’s whole of staff meeting and a decision by executive management to delay issuing the next financial year’s forecasts.

Despite your best efforts to allay your team member’s fears, they will not be placated and you are very concerned that the team could disintegrate. You decide to raise the issue with the CEO.
BSBWOR502A: Ensure team effectiveness

Describe what you say and how you broach the subject in order to raise the concerns sensitively but also that result in a satisfactory outcome for all parties.

As team leader you must prepare thoroughly before taking this issue to your manager:
- crystallise the issue
- ensure that you have all the necessary facts
- present your concerns convincingly, accurately and in a constructive manner
- avoid emotive language
- explain the impact that the concerns are having on the team
- present a proactive solution as to what should be done, eg CEO to come and speak with team directly
Assessment activity 14: aluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

Unresolved means not satisfactorily solved or concluded. A work team issue can remain unresolved despite a team leader’s effort to address it.

1. Why is it essential that unresolved issues are brought to a final conclusion?

*If left unresolved, or only partially resolved, issues can fester and bubble to the surface again. They continue to cause problems whether it be overtly or covertly.*

2. Discuss what is meant by following up unresolved issues. What do you do to ensure that this happens?

*Following up is simply where the team leader or the manager responsible for the team ensures that the solution has been implemented and is working as desired. Where modifications are needed or additional resources identified, they work to ensure that they are made available.*

3. Why is it sometimes necessary for a person external to the team to be brought in to resolve issues?

*People external to the team are brought in:*
- when the team is tackling the issue in the same way with no success
- when there is team interpersonal conflict
- because they are not held back by organisational/ team politics
- when the team lack required specialised skills/ knowledge
Assessment tool 1 (AT1): Assessment activities summary

This tool relates to the assessment activities which have been completed throughout the learner guide. Trainers/assessors should use this template to record details of any issues/feedback they wish to provide to the learner in relation to their responses to the assessment activities. Alternatively, trainers/assessors can record feedback next to assessment activity in the body of the workbook.

I declare that the assessment activities completed in this learner guide are all my own work.

<table>
<thead>
<tr>
<th>Learner name</th>
<th>Learner signature</th>
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<th>Assessor name</th>
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Comments

| Comments | |
|----------||
|          | |
Assessment tool 2 (AT2): Written/ oral questions

Learners should answer the following questions either orally or in writing as agreed with the trainer/ assessor. Written responses may be recorded in the space provided or entered in a word processing document. If more space is required attach additional pages.

1. If you were appointed the leader for a newly established team, describe how you would ensure that all members of the team knew what they had to accomplish.

A leader should:
- define the team roles and functions in line with organisational goals, plans and objectives
- work with team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities
- develop a specific performance plan including key performance indicators for team
- develop performance plans for each member of the team ensuring that individual efforts combined to create a unified team effort

2. Why is encouraging participation in the planning, decision making and operational aspects of the team’s work important for developing team cohesion and what role does feedback play in doing this?

Encouraging participation helps to ensure that team members take responsibility for own work and that of the team as a whole. Policies and procedures can assist by providing legitimate and easily recognised mechanisms for participation. Feedback is also very important as it encourages and rewards input and achievement.

3. Teams can actually work against each other if they are not managed well. How can you ensure that the teams within your organisation work together?

Build a culture that supports teams by:
- sharing information
- encouraging team members to fully participate in activities
- empowering team members to take responsibility for their outputs and those of the team collectively
- rewarding cooperation, not competition
- supporting team members in identifying and resolving work performance problems
- acting as a role model for the team

4. What are the key aspects to establishing and maintaining open communication processes with all stakeholders?

The keys to establishing and maintaining open communication include:
- effectively communicating information from management to the team
- acting as a broker communicating unresolved issues, concerns and problems raised by team members to management
- ensuring that all issues are followed up promptly
- evaluating and taking necessary action regarding unresolved issues
- being open and honest in all communications
5. Describe what conflict involves.

Essentially, conflict involves differences – differences of opinion, ideas, perceptions, intentions and needs. Conflict can be either positive or negative. The way in which you view conflict will greatly affect the outcomes of conflict situations. Conflict has both positive and negative aspects and conflict occurs constantly, in all aspects of our work and social lives. In order to have positive outcomes it must be effectively managed.

6. Does the commitment to an outcome of a conflict influence our approach to it?

We all use a variety of approaches in conflict situations and often the commitment we have to the outcome dictates the approach we take. The less committed we are to the outcome the more likely we are to be accommodating and cooperate to accept a result that is not our first choice. However when we have a strong desire to achieve the outcome we want we are less likely to be cooperative and more likely to be assertive to get what we want.

7. Describe the five styles for dealing with conflict.

The five styles for dealing with conflict are:

1. Avoidance – this is the easiest way of dealing with conflict but is not necessarily the most effective. The conflict continues as the person withdraws and lets others get their own way. The person is not willing to assert or even express their point of view and often withdraws from any discussion about the issue.

2. Accommodation – accommodation can be also easy to do but it often comes at the detriment of the person, because they are willing to sacrifice their wishes in order to avoid conflict. They will often do whatever they can to help the other person get the decision they want. They will give in to sometimes unreasonable demands to avoid disagreement.

3. Competition – some competition in the workplace is healthy but it can become counter productive. People can compete to be right rather than compete to come up with the best solution. The focus becomes winning the issue rather than the quality of the outcome. People in this situation become defensive of their position, often take advantage of people willing to avoid conflict or those who accommodate others. They have little or no interest in satisfying the needs of others.

4. Compromise – compromise involves give and take in order to resolve a conflict. This is often the expedient way to reach a conclusion, and usually ends up with a result with which both are willing to accept but which neither is completely satisfied.

5. Collaborate – collaboration involves trying to reach conclusions or decisions with which each participant’s needs are met fully. The outcomes of these processes often lead to options that neither had thought of prior to starting the process.
Assessment tool 3 (AT3): Project(s)

Learners should undertake the following project(s) as directed by the trainer/ assessor.

Project 1
Read the following scenario and in a report explain the steps you would take to develop a competent team. Your answers should be based on the information contained in the scenario and what you have learnt in this study unit about team dynamics. Your report should be approximately 3000 words. It may contain an action plan, sample procedures or other types of documents to explain how you will lead this team.

Scenario:
You have recently accepted an employment position with a large, high profile jewellers firm. The organisation manufactures, imports and repairs jewellery for distribution to its many stores in all states. Your position title is ‘Team Leader of Distribution and Warehousing’ – a frontline management position.

There are 12 team members, from different backgrounds and with differing levels of expertise. Some team members have worked with the organisation and in this division, for a number of years. Other team members are relatively new, while some have worked in other departments/ sections of the organisation before being transferred to your division. The reason for your appointment is that departmental productivity (outputs) has not been meeting the organisation’s expectations.

The senior managers of the organisation have identified some problems in the team:
- communication between team members appears to be strained at times
- levels of cooperation are falling
- communication with the other teams within the organisation is not as good as it should be
- there is no one currently taking on the leadership role
- prioritisation of tasks appears to occur on an ad hoc basis

While each of the team members was selected for their role on the basis of demonstrated skills and expertise, they seem unable to work together effectively. Your initial role, therefore, is that of trouble shooter, problem solver and team facilitator. You need to bring this group of people together to form a cohesive, effective and productive team. How will you do this? Explain in logical sequence, what methods you would use to develop the working capacity of your team. Give reason for each of your actions and the expected outcomes. What are the timeframes that these actions will occur within? What will you do if these measures do not work?

In your report consider:
- team roles and dynamics
- the various stages of team development
- the importance of agreed goals
- skills/ competency analysis
- the need to link team’s goals with organisational goals, KPIs and individual performance measures
- strategies to encourage input into planning and decision making
- the need for performance evaluations/ reviews
- providing praise and constructive feedback
- reward and recognition
- diversity
- constructive conflict
- trust, reliability, consistency and relationship building
- the importance of, and appropriate formats for, meetings
- initiative, responsibility, motivation, delegation
- the need to monitor, measure and evaluate the team’s development
- up-line communication
- the need to develop efficient networks with other teams in the organisation
- leader as role model

Remember that you are the new team member. How does the introduction of a new member impact on team dynamics?
BSBWOR502A: Ensure team effectiveness

It will be necessary for participants to develop action plans. These could be accompanied by Gantt charts and/or milestone charts to designate timeframes.

Team development activities and processes should demonstrate clear understanding of the need to:
- collaborate and consult with team members
- reach agreement on roles and tasks
- support the team through conflict resolution processes
- be able to identify the stage the team's development has reached (forming, storming, norming) and to initiate activities that will allow the team to progress to the performing stage
- set, monitor and evaluate collaborative and agreed performance measures
- manage the 'teething problems' associated with groups of people learning to work together
- provide effective leadership

They must also demonstrate awareness of the fact that they have taken over the leadership role in an already existing team. This means that they are the new member of a team which has an already existing team culture (even if it is dysfunctional) and they must work at developing trust-based relationships which encourage disclosure and information sharing.

They will have to identify the root causes of the team's current problems and develop collaborative problem solutions which will be supported by the team members.

Alternately
You may have already experienced a similar situation in your working life.

If you have, you may choose to write a report on the methods you used to develop your team and solve both its internal and external problems.

How successful were they and why were they successful?

Your report must cover the concepts of team development discussed in this study unit and must also demonstrate understanding and application of the same criteria as those required for the scenario activity.

The report you write to demonstrate competence in this unit should, regardless of which activity you choose, be approximately 3000 words.

Include, in your report, any assessment, evaluation, measuring tools, diagrams or graphs that are relevant.

This is a Diploma level qualification, therefore, your knowledge of processes and procedures and your ability to communicate them must reflect this.

If you use external sources of information make sure that you reference your work correctly and include a correctly formatted reference list.
BSBWOR502A: Ensure team effectiveness

Assessment tool 4 (AT4): Supervisor/third party/assessor demonstration report

Supervisor/third party/assessor to provide comment on workplace performance/demonstration. Record the context in which the learner was observed, detail any evidence that has been provided, initial each section and sign when completed.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Evidence provided/observed/context</th>
<th>Initial/date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish team performance plan</td>
<td>Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives</td>
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<td></td>
<td>Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team</td>
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<td></td>
<td>Support team members in meeting expected performance outcomes</td>
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<tr>
<td>Develop and facilitate team cohesion</td>
<td>Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team</td>
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<td></td>
<td>Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities</td>
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<td></td>
<td>Provide feedback to team members to encourage, value and reward individual and team efforts and contributions</td>
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<td></td>
<td>Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed</td>
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### BSBWOR502A: Ensure team effectiveness

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<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Evidence provided/ observed/ context</th>
<th>Initial/ date</th>
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</thead>
<tbody>
<tr>
<td>Facilitate teamwork</td>
<td>Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes</td>
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<td></td>
<td>Support the team in identifying and resolving work performance problems</td>
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<td></td>
<td>Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders</td>
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<tr>
<td>Liaise with stakeholders</td>
<td>Establish and maintain open communication processes with all stakeholders</td>
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<td></td>
<td>Communicate information from line manager/management to the team</td>
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<td></td>
<td>Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders</td>
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<tr>
<td></td>
<td>Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders</td>
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</table>
### Critical aspects for assessment

- range of techniques that can be used to build work teams, strengthen communications in the team and resolve conflict
- methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track
- knowledge of group behaviour

### Required skills

- training skills to mentor and coach team members
- communication skills to explain team goals, to address team conflict and to build an environment of trust
- planning and organisational skills to keep team on track and focussed on work outcomes

---

**Supervisor/ third party declaration**

I confirm that I have observed the learner perform the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills for this unit efficiently and consistently over a period of time.

**Supervisor/ third party name**

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**Assessor declaration**

I confirm that I have observed the learner demonstrate the skills associated with the elements, performance criteria, critical aspects for assessment and required skills for this unit competently.

**Assessor name**

---

---

**Learner name**
Competency record

After assessment the competency record should be completed and signed by the learner, assessor, and the supervisor. If competency is not achieved at the first attempt strategies to address gaps in performance need to be identified and time for reassessment arranged.

Assessment tools used and satisfactory outcomes achieved (Tick)

- [ ] Assessment activities (AT1)
- [ ] Oral/ written questioning (AT2)
- [ ] Project(s) (AT3)
- [ ] Supervisor/ third party/ report (AT4)
- [ ] Assessor demonstration report (AT4)
- [ ] Portfolio of evidence

Other assessment methods used by the RTO and satisfactory outcomes achieved (please detail)

I declare that the assessment tasks completed in this learner guide are all my own work.

<table>
<thead>
<tr>
<th>Learner name</th>
<th>Learner signature</th>
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<tr>
<th>Supervisor/ third party name</th>
<th>Supervisor/ third party signature</th>
<th>Date</th>
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</table>

The learner has been assessed as competent in the elements and performance criteria, critical aspects for assessment, required skills and knowledge for this unit and the evidence presented is:

- [ ] Authentic  - [ ] Valid  - [ ] Reliable  - [ ] Current  - [ ] Sufficient

<table>
<thead>
<tr>
<th>Assessor name</th>
<th>Assessor signature</th>
<th>Date</th>
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If the Learner is not yet competent in this unit – date for reassessment

Strategies to address gaps in performance/ trainee comments
Appendix: Competency review tool

This appendix is a multi purpose tool for:
1. Assessment mapping and validation.
2. Identification of supplementary assessment strategies by trainers/ assessors.
3. Recognition of Prior Learning (RPL).
4. Evidence gathering and recording at any stage of the training.

The Appendix - Competency review tool can be used for collecting, recording and submitting a portfolio of evidence for RPL.

1. **Assessment mapping and validation.**
   This identifies how the assessment tools in this resource assess:
   - elements and performance criteria
   - critical aspects of evidence
   - skills and knowledge
   - employability skills

   It also allows for trainers/ assessors and learners to review the range statement and in the circumstance of the learning and assessment determine which factors apply.

2. **Identification of supplementary assessment strategies by trainers/ assessors.**
   This should be used by trainers/ assessors to:
   - validate the assessment tools provided in this resource
   - identify and record additional assessment processes which may be needed to supplement the assessment tools provided in this resource
   - identify and record additional assessment processes required to address access and equity issues
   - identify and record additional assessment processes that may be required to meet specific organisation/ industry requirements

3. **Recognition of Prior Learning (RPL).**
   This should be used by learners to identify and evaluate their existing skills for the purpose of Recognition of Prior Learning (RPL)

   The learner may identify that they already have some or all of the skills required for this unit prior to or during the training. If they believe they can already demonstrate these skills they should speak with an assessor about applying for recognition of skills.

   This tool can then be used to record the evidence they have of their skills in relation to the elements and performance criteria, critical aspects of evidence, required skills and knowledge and employability skills.

   Use of this tool should involve the collection and submission of evidence, eg work samples, photographs, reports, references, examples of products made etc. This evidence may be derived from previous paid work experience, volunteer work experience, education or general life experience.

4. **Evidence gathering and recording at any stage of the training.**
   During the course of training learners might identify existing strengths that they previously have not recognised. As with RPL this tool can then be used to record the evidence they have of these skills as they become apparent during the training. This may result in a modification of the assessment process.

   Alternatively it may encourage the learner to strengthen their engagement with the full learning experience.
BSBWER502A: Ensure team effectiveness

Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Trainers and learners should review the range statement and in the circumstance of the learning and assessment determine which of the following factors apply.

<table>
<thead>
<tr>
<th>Consultation may refer to:</th>
<th>Y/N</th>
<th>Policies and procedures may refer to:</th>
<th>Y/N</th>
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<tbody>
<tr>
<td>• conducting meetings, interviews, brainstorming sessions, email/Intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans</td>
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<td>• organisational guidelines and systems that govern operational functions</td>
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<td>• mechanisms used to provide feedback to the work team in relation to outcomes of consultation</td>
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<td>• procedures that detail the activities that must be carried out for the completion of actions and tasks</td>
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<tr>
<td>Accountabilities may refer to:</td>
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<td>• Standard Operating Procedures</td>
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<td>• responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar</td>
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<td>Processes may refer to:</td>
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<tr>
<td>• statement of conduct outlining responsibilities/actions/performance</td>
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<td>• brainstorming options with the team for addressing concerns</td>
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<td>Performance plans may refer to:</td>
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<td>• creating a matrix of issues and concerns and distributing for comment</td>
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<td>• individual performance plans linked to team goals</td>
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<td>• discussions with individuals regarding their concerns</td>
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<td>• team plans based on work assignments and responsibilities</td>
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<td>• distributing drafts for comment with a range of options for resolution of concerns</td>
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<td>Outcomes, outputs, key performance indicators may refer to agreed:</td>
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<td>• training and development sessions</td>
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<td>• changes in work roles and responsibilities</td>
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<td>Stakeholders may include:</td>
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<td>• improved individual and team, performance and participation</td>
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<td>• Board members</td>
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<tr>
<td>• improvements to systems, operations</td>
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<td>• business or government contacts</td>
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<td>• measures for monitoring and evaluating the efficiency or effectiveness of systems or services</td>
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<td>• funding bodies</td>
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<td>• quality standards and expectations</td>
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<td>• union/employee groups and representatives</td>
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<td>• targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism</td>
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<td>• work team</td>
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<td>• targets for training and development</td>
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<td>Line manager/management may refer to:</td>
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<tr>
<td>Strategies may refer to:</td>
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<td>• chief executive officer</td>
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<td>• clarification of roles and expectations</td>
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<td>• direct superior</td>
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<td>• electronic communication devices and processes, such as Intranet and email communication systems, to facilitate input</td>
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<td>• other management representatives</td>
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<td>• long-term or short-term plans factoring in opportunities for team input</td>
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<td>• mentoring and 'buddy' systems to support team members in providing input</td>
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<td>• newsletters and briefings</td>
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<td>• training and development activities</td>
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### Competency review tool: Elements and performance criteria

**Elements of competency:** The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

**Performance criteria:** The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
<th>Assessed in this learning resource by:</th>
<th>Assessment methods used by the RTO</th>
<th>Evidence provided by the learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establish team performance plan</strong></td>
<td>Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives</td>
<td>AT1: 1</td>
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<td>AT2: 1</td>
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<td>AT4</td>
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<td></td>
<td>Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team</td>
<td>AT1: 2</td>
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<td>AT2: 1</td>
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<td>AT4</td>
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<td></td>
<td>Support team members in meeting expected performance outcomes</td>
<td>AT1: 3</td>
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<td>AT2: 1</td>
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<td>AT4</td>
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<tr>
<td><strong>Develop and facilitate team cohesion</strong></td>
<td>Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team</td>
<td>AT1: 4</td>
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<td>AT2: 2</td>
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<td>AT4</td>
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<td></td>
<td>Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities</td>
<td>AT1: 5</td>
<td></td>
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<td></td>
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<td>AT2: 2</td>
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<td>AT4</td>
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<td></td>
<td>Provide feedback to team members to encourage, value and reward individual and team efforts and contributions</td>
<td>AT1: 6</td>
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<td>AT2: 2</td>
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<td></td>
<td>Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed</td>
<td>AT1: 7</td>
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<td></td>
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<td>AT2: 2</td>
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<td></td>
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<td>AT4</td>
<td></td>
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</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
<td>Assessed in this learning resource by:</td>
<td>Assessment methods used by the RTO</td>
<td>Evidence provided by the learner</td>
</tr>
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</tr>
</tbody>
</table>
| Facilitate teamwork      | Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes | AT1: 8  
AT2: 3  
AT3: 1  
AT4                                      |                                    |                                  |
|                          | Support the team in identifying and resolving work performance problems                | AT1: 9  
AT2: 3  
AT3: 1  
AT4                                      |                                    |                                  |
|                          | Ensure own contribution to work team serves as a role model for others and enhances the organisation’s image for all stakeholders | AT1: 10  
AT2: 3  
AT3: 1  
AT4                                      |                                    |                                  |
| Liaise with stakeholders | Establish and maintain open communication processes with all stakeholders             | AT1: 11  
AT2: 4  
AT3: 1  
AT4                                      |                                    |                                  |
|                          | Communicate information from line manager/management to the team                     | AT1: 12  
AT2: 4  
AT3: 1  
AT4                                      |                                    |                                  |
|                          | Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders | AT1: 13  
AT2: 4  
AT3: 1  
AT4                                      |                                    |                                  |
|                          | Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders | AT1: 14  
AT2: 4  
AT3: 1  
AT4                                      |                                    |                                  |
### Competency review tool: Critical aspects for assessment

Describes critical aspects for assessment and evidence required to demonstrate competency in this unit

<table>
<thead>
<tr>
<th>Critical aspects for assessment</th>
<th>Assessed in this learning resource by:</th>
<th>Assessment methods used by the RTO</th>
<th>Evidence provided by the learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>* range of techniques that can be used to build work teams, strengthen communications in the team and resolve conflict</td>
<td>AT1: 2, 6, 7, 10, 11, 12, 14</td>
<td>AT2: 1, 4, 6, 7</td>
<td>AT3: 1 AT4</td>
</tr>
<tr>
<td>* methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track</td>
<td>AT1: 4, 8, 13</td>
<td>AT2: 2, 4</td>
<td>AT3: 1</td>
</tr>
<tr>
<td>* knowledge of group behaviour</td>
<td>AT1: 1, 3, 5, 9</td>
<td>AT2: 3, 5</td>
<td>AT3: 1</td>
</tr>
</tbody>
</table>

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## Competency review tool: Required skills

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

<table>
<thead>
<tr>
<th>Required skills</th>
<th>Assessed in this learning resource by:</th>
<th>Assessment methods used by the RTO</th>
<th>Evidence provided by the learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>• training skills to mentor and coach team members</td>
<td>AT1: 4, 6, 8, 14 AT4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• communication skills to explain team goals, to address team conflict and to build an environment of trust</td>
<td>AT1: 3, 7, 9, 11, 12, 13 AT4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• planning and organisational skills to keep team on track and focussed on work outcomes</td>
<td>AT1: 1, 2, 5, 10 AT4</td>
<td></td>
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</tr>
</tbody>
</table>
Competency review tool: Required knowledge

Knowledge identifies what the person needs to know to perform the work in an informed and effective manner.

<table>
<thead>
<tr>
<th>Required knowledge</th>
<th>Assessed in this learning resource by:</th>
<th>Assessment methods used by the RTO</th>
<th>Evidence provided by the learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>* group behaviour</td>
<td>AT1: 1, 2, 4, 5, 8, 10, 11, 12, 13</td>
<td>AT2: 1, 2, 3, 4, 5</td>
<td></td>
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<td></td>
<td>AT3: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* models for conflict resolution</td>
<td>AT1: 3, 6, 7, 9, 14</td>
<td>AT2: 6, 7</td>
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<td></td>
<td>AT3: 1</td>
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</tbody>
</table>
**Competency review tool: Employability skills**

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

<table>
<thead>
<tr>
<th>Competency</th>
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</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
</tr>
</tbody>
</table>
| * communicating with business contacts to promote the goals and objectives of the business*
<p>| * obtaining feedback from colleagues and clients* |
| Assessed in this learning resource by: |
| AT1: 6, 7, 12|
| AT2: 1, 2, 4|
| AT3: 1|
| AT4 | |
| Assessment methods used by the RTO |
| Evidence provided by the learner |
| <strong>Teamwork</strong> |
| * leading, planning and supervising the performance of team members to develop team cohesion and to foster innovative work practices* |
| AT1: 1 - 14|
| AT2: 1 - 4|
| AT3: 1|
| AT4 | |
| <strong>Problem solving</strong> |
| * accessing and assessing information for accuracy and relevance* |
| * developing strategies for minimising risks* |
| AT1: 2, 6, 9, 11|
| AT3: 11|
| AT4 | |
| <strong>Initiative and enterprise</strong> |
| * identifying networking opportunities and developing operational strategies to ensure the viability of the business* |
| * instigating new or different work practices to improve productivity or service delivery* |
| AT1: 2, 4, 8|
| AT2: 1, 2|
| AT3: 1|
| AT4 | |</p>
<table>
<thead>
<tr>
<th>BSBWOR502A: Ensure team effectiveness</th>
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</thead>
<tbody>
<tr>
<td><strong>Planning and organising</strong></td>
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<tr>
<td>• allocating work to meet time and</td>
</tr>
<tr>
<td>budget constraints</td>
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<tr>
<td>• developing plans and schedules</td>
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<tr>
<td>Assessed in this learning resource by:</td>
</tr>
<tr>
<td>AT1: 1, 2</td>
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<td>AT2: 1, 2</td>
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<td>AT3: 1</td>
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<tr>
<td>AT4</td>
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<tr>
<td>Assessment methods used by the RTO</td>
</tr>
<tr>
<td>Evidence provided by the learner</td>
</tr>
</tbody>
</table>

| **Self-management**                   |
| • prioritising tasks                  |
| AT1: 2, 10                            |
| AT3: 1                                |
| AT4                                  |

| **Learning**                          |
| • participating in professional       |
|   networks and associations to obtain |
|   and maintain personal knowledge     |
|   and skills                          |
| • systematically identifying learning |
|   and development needs               |
| AT1: 1 – 14                           |
| AT2: 1 – 7                            |
| AT3: 1                                |
| AT4                                  |

| **Technology**                        |
| • using business technology to access,|
| organise and monitor information      |
| AT4                                  |
smallPRINT continuous improvement/ error report

We welcome your feedback. Please fill in the appropriate section to report errors or continuous improvement suggestions.

Customer details

<table>
<thead>
<tr>
<th>Contact person</th>
<th>Given name</th>
<th>Last name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr/ Mrs/ Ms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Contact phone number</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td>Order number (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>State</td>
<td>Post code</td>
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<td>Email address</td>
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</table>

Error report (eg spelling, grammar, omissions)

Unit code:

<table>
<thead>
<tr>
<th>Learner guide</th>
<th>Trainer/ Assessor guide</th>
<th>Traditional</th>
<th>Split</th>
<th>Client customised</th>
<th>Other</th>
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</thead>
</table>

Error related to:

<table>
<thead>
<tr>
<th>Text</th>
<th>Assessment activity</th>
<th>Written/ oral questions (AT2)</th>
<th>Project (AT3)</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>Tables</td>
<td>Illustrations</td>
<td>Omissions</td>
<td>Deletions</td>
<td>Alterations</td>
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</tbody>
</table>

Error details:

Do you wish us to contact you?
Office use only:
Actioned: Date:

Continuous improvement

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Suggestions related to:

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Details of suggested improvement:

Do you wish us to contact you?
Office use only:
Actioned: Date: