

# Business Services Training

## Unit of Competency

**BSBWOR502B 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.**

## Employability Skills

**This unit contains employability skills.**

## Prerequisite Units

**Nil**

## 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.**

## Competency Field

**Management and Leadership - Management**

## **Ensure team effectiveness**

This book supports BSBWOR502B Ensure team effectiveness in the Business Services Training Package.

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## Workbook introduction

### How to use this workbook

Using this workbook is simple. Just follow the instructions. This book can be used for self-paced learning or in a class. It is always a good idea to learn with others, as you will get many additional ideas that cannot be covered in a book.

### Notes for teachers and trainers

This course material is structured according to the Elements and Performance Criteria for the Unit. Each major heading represents an Element. All assessments under that heading relate to a specific performance criteria within that Element. If the course is followed in its entirety, assessments will have been completed that demonstrate each of the competencies.

### Participant assessment

This workbook is divided into the four Elements of this unit of competency. Each Element contains relevant content and activities, followed by the assessment requirements for each performance criteria within that Element.

Assessments requiring submission for this unit of competency can be found at the end of each Element and address specific performance criteria.

### Tasks

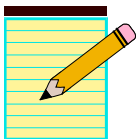
Throughout this workbook, we suggest tasks for you to complete. Completing these tasks will support the development of your own skills and knowledge, while deepening your understanding of the topic. In some cases the work will contribute to an assessment item.

## Workbook introduction



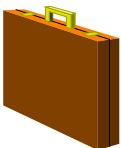
### Activities

As you work through the course, you will be asked to research some background issue or gather data in order to do the related exercises or research project.



### Revision Questions

These questions are designed for you to consolidate your learning in a specific section of the workbook.



### Case Studies

Occasionally, you will be asked to complete a case study either alone or as part of a group.



### Role Plays

You may also be asked to participate in role plays. If you are studying alone you will be provided with alternative activities.



### Skills Self-Assessment

You will be asked to put yourself under the microscope and see how you are shaping up.



### Group Activity

You will be asked to discuss things as a group or with others if you are working as part of a class or a group.



### Research or Extension Activities

You may want to find out more about a particular subject. You will have access to extension materials that give you additional information.



### Resource folder

You will be given guidance on the type of materials you may wish to collate in a resource folder for use in your workplace.



### Assessment item

Details of formal assessments are contained within the assessment item box at the end of each Element.



## Overview of Assessment

Task	Method of Assessment	Brief guidelines
1.	<b>Written Questions</b>	Provide comprehensive responses (word processed), and submit as part of your Portfolio, attaching the requested documentation.
2.	<b>Third Party Evidence Report</b> 1 x team members 1 x supervisor	A Third Party Testimonial must be completed by a <b>member of your team <u>and</u> your immediate supervisor.</b>
3.	<b>Portfolio</b>	Your portfolio must include: <ul style="list-style-type: none"> <li>▪ Word processed written questions and responses</li> <li>▪ Documentation referenced to the relevant question.</li> <li>▪ Word processed case study</li> <li>▪ Two third party evidence reports:               <ul style="list-style-type: none"> <li>○ 1 x team member</li> <li>○ 1 x supervisor</li> </ul> </li> <li>▪ Team Health Check               <ul style="list-style-type: none"> <li>○ Before</li> <li>○ After</li> <li>○ Reflection</li> </ul> </li> </ul>



### Assessment item

Complete the Team Health Check as you commence this unit, and then again at completion.

Prepare a personal reflection on your learning as a result of undertaking the unit (1,000 words).

- Was there an improvement in the Team Health Check?
- What changes have you made as a result of undertaking this unit?
- What are you doing better?
- What areas could you continue to work on?

## Overview of Assessment

### Team Health Check

BEFORE/AFTER

#### Instructions:

- Observe your team and indicate whether the statement or question is true or false
- If the statement or question is true, provide specific examples in the comments area
- If the statement or question is false, indicate what measures could be taken for improvement

Observation	T	F	Comment
Are team members open and honest in communicating with each other?			
Are individuals valued and respected?			
Do team members actively support and help each other?			
Does the team have a bond?			
Is information shared within the team?			
Do team members encourage input, ideas and opinions?			
Are issues resolved effectively and to the satisfaction of all members?			
Do team members understand the teams' goals and objectives?			
Are members of the team comfortable raising issues?			
Is there a positive dynamic among the team?			
Does the team have regular meetings and opportunities to communicate?			
Do all team members have the opportunity to be involved in decision making?			
Are all members performing their individual roles and responsibilities?			
Does the team operate creatively and effectively?			

## Performance Criteria

### Unit Competencies

Competency Element Elements describe the essential outcomes of a unit of competency.	Performance Criteria Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Where bold text is used, further information is detailed in the Required Skills and Knowledge and/or Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
1 Establish team performance plan	1.1 <b>Consult</b> team members to establish a common understanding of team purpose, roles, responsibilities and <b>accountabilities</b> in accordance with organisational goals, plans and objectives 1.2 Develop <b>performance plans</b> to establish expected <b>outcomes, outputs, key performance indicators</b> and goals for work team 1.3 <b>Support</b> team members in meeting expected performance outcomes
2 Develop and facilitate team cohesion	2.1 Develop <b>strategies</b> to ensure team members have input into planning, decision making and operational aspects of work team 2.2 Develop <b>policies and procedures</b> to ensure team members take responsibility for their own work and assist others to undertake required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Develop <b>processes</b> to ensure that issues, concerns and problems identified by team members are recognised and addressed
3 Facilitate teamwork	3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2 Support the team in identifying and resolving work performance problems 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all <b>stakeholders</b>
4 Liaise with stakeholders	4.1 Establish and maintain open communication processes with all stakeholders 4.2 Communicate information from <b>line manager/management</b> to the team 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

## Performance Criteria

### Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

These skills must be assessed as part of this unit	<ul style="list-style-type: none"><li>▪ communication skills to explain team goals, to address team conflict and to build an environment of trust</li><li>▪ planning and organisational skills to keep team on track and focussed on work outcomes</li></ul>
This knowledge must be assessed as part of this unit	<ul style="list-style-type: none"><li>▪ group behaviour</li><li>▪ strategies for mentoring and coaching to informally guide and instruct team members</li><li>▪ issues resolution</li><li>▪ strategies for gaining consensus</li></ul>

## 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. Italicised and bold wording in the Performance Criteria is detailed below.

Consultation may refer to:	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ mechanisms used to provide feedback to the work team in relation to outcomes of consultation</li> </ul>
Accountabilities may refer to:	<ul style="list-style-type: none"> <li>▪ responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar</li> <li>▪ statement of conduct outlining responsibilities/actions/performance</li> </ul>
Performance plans may refer to:	<ul style="list-style-type: none"> <li>▪ individual performance plans linked to team goals</li> <li>▪ team plans based on work assignments and responsibilities</li> </ul>
Outcomes, outputs, key performance indication may refer to agreed:	<ul style="list-style-type: none"> <li>▪ changes in work roles and responsibilities</li> <li>▪ improved individual and team, performance and participation</li> <li>▪ measures for monitoring and evaluating the efficiency or effectiveness of systems or services</li> <li>▪ quality standards and expectations</li> <li>▪ targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism</li> <li>▪ targets for training and development</li> </ul>
Support may include:	<ul style="list-style-type: none"> <li>▪ coaching</li> <li>▪ mentoring</li> <li>▪ training and development opportunities</li> <li>▪ clarification of roles and expectations</li> <li>▪ long term or short term plans</li> <li>▪ meetings</li> </ul>
Strategies may refer to:	<ul style="list-style-type: none"> <li>▪ clarification in work role and responsibilities</li> <li>▪ electronic communication devices and processes, such as intranet and email communication systems, to facilitate input</li> <li>▪ long-term or short-term plans factoring in opportunities for team input</li> <li>▪ mentoring and 'buddy' systems to support team members in providing input</li> <li>▪ newsletters and briefings</li> <li>▪ training and development activities</li> </ul>
Processes may refer to:	<ul style="list-style-type: none"> <li>▪ brainstorming options with the team for addressing concerns</li> <li>▪ creating a matrix of issues and concerns and distributing for comment</li> <li>▪ discussions with individuals regarding their concerns</li> <li>▪ distributing drafts for comment with a range of options for resolution of concerns</li> <li>▪ training and development sessions</li> </ul>

## Performance Criteria

Policies and procedures may refer to:	<ul style="list-style-type: none"> <li>▪ organisational guidelines and systems that govern operational functions</li> <li>▪ procedures that detail the activities that must be carried out for the completion of actions and tasks</li> <li>▪ Standard Operating Procedures</li> </ul>
Stakeholders may include:	<ul style="list-style-type: none"> <li>▪ Board members</li> <li>▪ business or government contacts</li> <li>▪ funding bodies</li> <li>▪ union/employee groups and representatives</li> <li>▪ work team</li> </ul>
Line manager/management may refer to:	<ul style="list-style-type: none"> <li>▪ chief executive officer</li> <li>▪ direct superior</li> <li>▪ other management representatives</li> </ul>

## Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>▪ a range of techniques that can be used to build work teams, strengthen communications in the team and resolve issues</li> <li>▪ methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track</li> <li>▪ knowledge of group behaviour.</li> </ul>
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>▪ access to appropriate documentation and resources normally used in the workplace.</li> </ul>
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>▪ analysis of responses to case studies and scenarios</li> <li>▪ assessment of written reports</li> <li>▪ demonstration of team building techniques</li> <li>▪ direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>▪ observation of performance in role plays</li> <li>▪ review of performance plans developed for work team</li> <li>▪ review of policies and procedures developed to ensure work team members take responsibility for their own work.</li> </ul>

**Element 1**

**1 Establish team performance plan**

**Performance Criteria**

When you have finished this section you should be able to demonstrate your ability to:

- 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

*"It's amazing what you can accomplish if you do not care who gets the credit"*  
Harry S Truman

## Definition of a team

Katzenbach & Smith (1993) define a team as a small number of people with complementary skills who are committed to:

- a common purpose
- specific performance goals which are an integral part of the purpose;
- a common approach to how the team works together to achieve the team's purpose
- mutual accountability

*Welbourne (2001) page 3.*



### Task 1

What other definitions for "team" can you find? Locate at least one other definition

## Types of teams

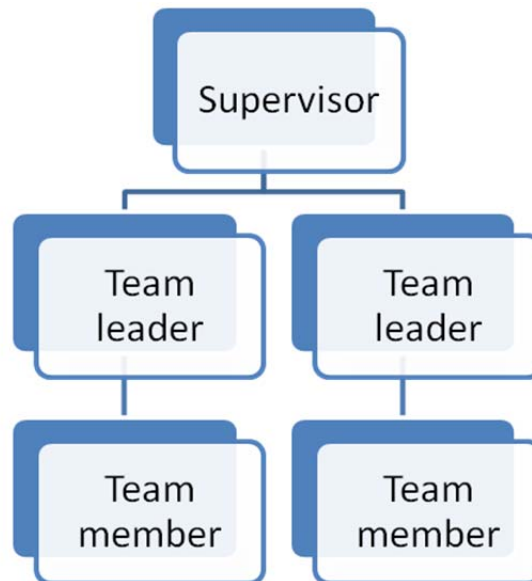
Generally, teams are made up of an organisations' own workforce, including full-time, part-time and temporary labour.

Below are some of the typical team types encountered in the work environment:

- Functional work team (these teams will be the key focus of this workbook)
- Problem solving teams
- Project teams
- Committee's
- Virtual teams



### Functional work teams:



Functional work teams are based on the structure of the organisation. Every individual in the team performs tasks to support the team in achieving the targets and contributing to organisational results. Functional work teams also take on the role of problem solving.

The benefits of work teams to organisations are:

- Increased commitment when decision making is pushed down to team members
- Problems are solved by the people who perform and understand the job
- Productivity and flexibility is increased due to employee empowerment



#### Task 2

Source or develop the documented structure of your team.

### Problem solving teams:

These teams work towards continuous improvement and promote employee development. Problem solving teams are most commonly found at an operational level and focus on production or process improvements. Members from various areas within the business may support the problem solving process and implementation of countermeasures. Quality Circles are a good example.

### Project teams:

The purpose of project teams is to manage a project or several projects targeting innovation and improvement. These teams are generally made up of members from across areas within the organisation and may include external business partners depending on the nature of the project.

Note: The larger the team, the higher the potential for conflict as consensus is generally harder to achieve in greater numbers.

The ideal number for a project team is between 6 and 8 members.

### Committees:

Committees are developed to manage and support organisational initiatives and activities. Generally, employees from various departments take up membership in Committees to regulate and oversee a standard across the business. Committees often ensure an organisation is legally compliant.

### Virtual teams:

Virtual teams are a geographically remote group of people who have a common purpose. Globalisation and changes in workplace demographics have led to the growing number of these teams. Computer and telecommunications technologies enable these teams to interact regardless of time or location.



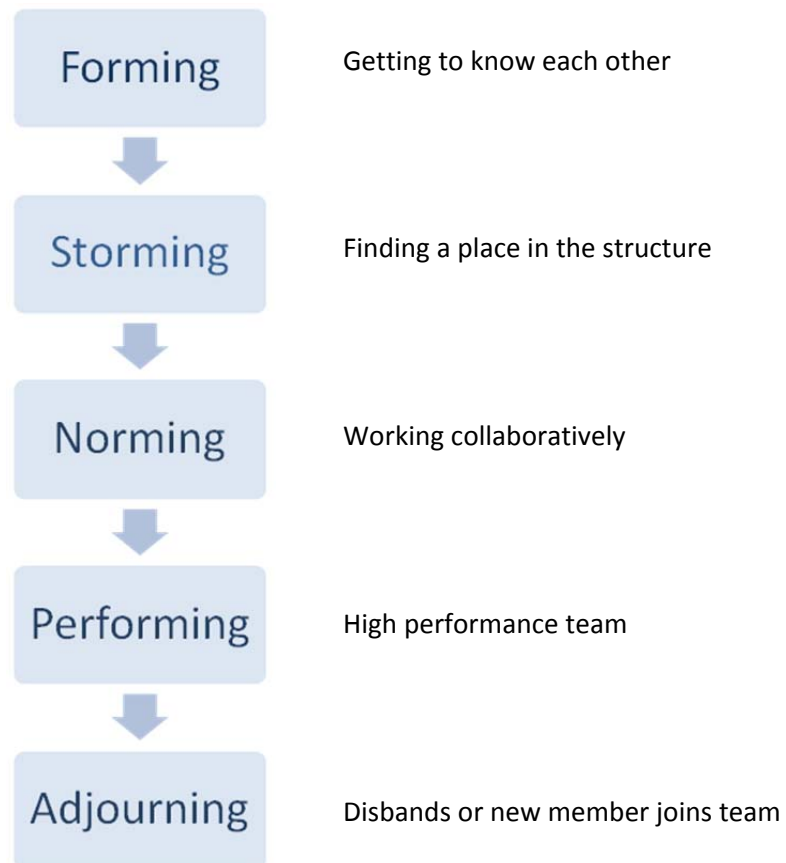
#### Task 3

Discuss and identify other types of teams encountered in the workplace.

What teams are you part of, both in and out of work?

## Stages of Team Development

Bruce Tuckman (1977) developed a model to help identify and gauge factors that are critical for building and developing teams, and seeks to explain how teams are formed over time. Teams tend to move informally and without realisation through the stages of development:



## Team forming stage

This stage occurs when a group of people first come together. The mood during this phase is generally friendly as individuals become acquainted and get to know one another.

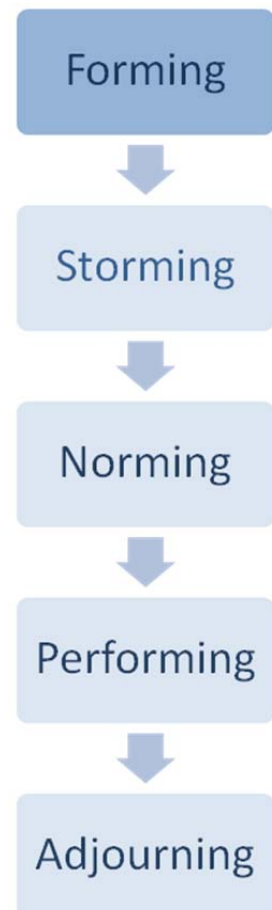
The members are uninformed of issues and objectives and may experience uncertainty and anxiety. They want to know “Why” and “What”?

Initially, the following team building process occurs:

- Individuals determine how they relate to one another and whether they are compatible
- Ground rules for the team’s behaviours are set
- The group starts to build its identity
- An initial structure is established and tasks allocated to all members
- The team will attempt to determine its performance goals
- Individuals begin to feel included as part of a team

New team members may:

- Experience dependence on the leader for guidance
- Feel pressure to conform
- Feel excitement and anticipation
- Test the limits of the team’s behavioural standards



## Team storming process

During this stage, the overall purpose of the team becomes clearer; however, conflict and tension between members is an overriding factor.

Both operational and personal relationships become evident at this stage as understanding of interpersonal styles and individual needs are coordinated. The dynamics of the team become more apparent.

Much guidance and conflict management is required during this phase due to the team becoming stuck, a lack of unity and in-fighting.

Team members may exhibit the following behaviours:

- Competition for roles, attention and/or recognition
- Making personal goals, needs and expectations clear
- High tensions as individuals jockey for positions
- Resistance to team values and conflicts between personal and team goals
- Team boundaries and limits being further tested
- Challenging team efforts to move forward
- Becoming defensive and even withdrawn from the team

The team moves forward by:

- Conducting team building activities
- Further refining the team's purpose and desired outcomes
- Clarifying understanding of individual roles and responsibilities
- Breaking the task up into small and manageable steps
- Confronting the differing ideas and perspectives



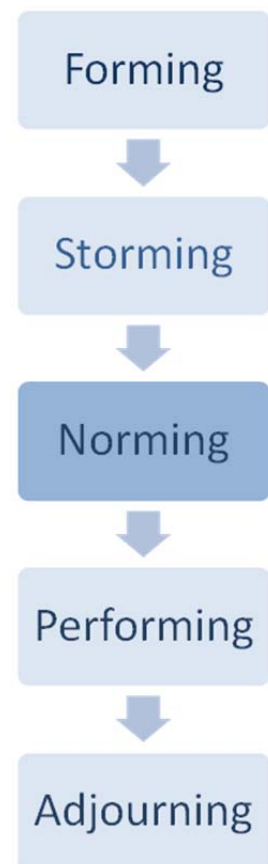
## Team norming process

At this stage of development, team bonding and cohesiveness occurs as members begin to feel they are part of the team and relationships have formed.

At this point, the team can really start to make some progress with ideas and information being shared freely, and by working together to achieve their agreed purpose. There is a clear sense of “we” not “me”.

Key factors to indicate team norms have emerged include:

- Behavioural standards, values and ethics have become part of the team’s operating norm (a consensus emerges)
- Mutual trust and respect is displayed to and by all members
- Individual roles and responsibilities are clear
- Performance goals and desired outcomes are agreed
- Open and honest communication is evident in the team’s interactions
- Team members share mutual responsibility and accountability
- Members are feeling an increasing level of satisfaction
- Decision making is shared amongst the team
- Constructive feedback and suggestions for improvement are freely provided
- Efforts made to resolve problems
- Participation is high



## Team performing process

The performing stage of development is the most productive in terms of meeting the teams' goals and outcomes. All members are actively working together to achieve the agreed objectives and the team is functioning effectively.

The group is now mature and operates in an organised and effective manner. Individuals know who to seek out within the team for support and help.

During this stage the team demonstrates:

- High levels of performance
- A high degree of interaction
- A high level of synergy
- Independent decision making
- Loyalty and trust
- Confidence
- An optimistic approach

High performing teams:

- Function as a unit
- Competently review targets
- Seek further improvement
- Provide constructive and honest feedback to one another
- Give recognition to all members
- Challenge members to achieve results

