

BSBLDR414

LEAD TEAM EFFECTIVENESS

THEORY EXAM

Participant name	
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FOR THE PARTICIPANT

Instructions

- You will complete written questions as outlined on the following pages. You must attempt all questions and provide enough detail in your responses to demonstrate your knowledge.
- It is anticipated that you should complete this assessment within two (2) hours, but additional time may be allowed upon negotiation with the Assessor.
- You must complete all questions consistently by the Assessor or other personnel but may refer to reference material as needed. All questions must be answered correctly for a 'Satisfactory' assessment outcome to be awarded.
- An oral examination may be allowed under certain circumstances, whereby your answers will be documented by another party.
- If any written questions are incomplete, or not answered satisfactorily will need to be completed again after further training support.
- If you answer a question incorrectly but modify your response, put your initials next to the written change (or the Assessor must initial a verbal change).

Resources required

Pen

FOR THE ASSESSOR

Instructions

- Where oral examination has occurred, ensure that this is acknowledged in writing (e.g. FT001 and Assessor Comments)
- All questions must be satisfactorily demonstrated by the Participant for a Satisfactory determination (indicated by an Assessor tick to the right of the question).
- Assessors are to complete marking in pen of a different colour to the Participant.
- If the Participant verbally modifies their response, write in the modified response verbatim and put your initials next to the written change.

ASSESSOR COMMENTS

As necessary, outline:

- Details on reattempts, alternative arrangements or reasonable adjustments made.
- Where a Participant is deemed 'Not Satisfactory', provide recommendations for future training.

- Q1. Identify a team that may exist in the workplace. Consider the purpose of the team, its goals and objectives. Name and describe the roles and responsibilities for at least three (3) team members. Finally, identify at least one (1) method that will assist with monitoring progress towards the team goals.**

Answer

Point	Detail		
Team purpose	Assessor's discretion		
Goals and objectives	Short term	Assessor's discretion	
	Long term	Assessor's discretion	
Team members	Role	Description	Responsibilities
	1	Assessor's discretion	Assessor's discretion
	2	Assessor's discretion	Assessor's discretion
	3	Assessor's discretion	Assessor's discretion
Progress monitoring	Assessor's discretion		

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- Q2. True or False (Tick your response): A team leader is more of a mentor than overseer who checks work.**

Answer

✓	True
	False

☐

Q3. Match the leadership styles and definitions by writing the appropriate letter next to each number in the centre column.

Answer	Style		Answers	Definition		☐	
	1	Authoritarian		1 - B	A		Leaders who let the team function without much interference
	2	Democratic		2 - C	B		Leaders who fully control their team
	3	Laissiz-Faire		3 - A	C		Leaders who try to include everyone in the decision-making process

Q4. Identify two (2) benefits and two (2) drawbacks of transactional leadership.

Answer	Benefits	Drawbacks	
	Assessor's discretion. May include: Clearly defined short and long term goals	Assessor's discretion. May include: Little room for flexibility or adaptability	
	Assessor's discretion. May include: Clearly defined rewards and consequences for meeting or not meeting goals	Assessor's discretion. May include: Employees feel like followers, rather than innovators or leaders	

Q5. Which of the following are characteristics of transformational leaderships? Tick all that apply.

Answer	Choice	Possible Answers	
	✓	The leader acts as a role model to employees	
	✓	Close, consistent focus on the company vision	
	✓	A high value on interpersonal relationships	
	✓	Inspiration as a tool to motivate employees	

Q6. Why is it important for team leaders to include team members in the planning process?

Answer ☐ Assessor's discretion. For example: Team members will take ownership of the established goals. The collaboration can encourage innovation and productivity.

Q7. For each of the listed activities in the table below, identify two (2) methods that team leaders can use to involve team members.

Answer ☐

Activity	Method/s to involve team members
Goal setting	Assessor's discretion
Decision making	Assessor's discretion
Work allocation	Assessor's discretion

Q8. True or False (Tick your response): Diverse teams produce more creative results than teams in which members are less diverse.

Answer ☐

☒	True
☐	False

Q9. Provide two (2) examples of how the knowledge, skills and background of team members can enhance team practices.

Answer ☐ Assessor's discretion. May include: Sharing information about how best to deal with clients (e.g. language, perspective), innovative problem solving skills (i.e. due to different values, experiences).

Q10. Provide two (2) reasons that responsibilities must be carefully delegated within the work team.

Answer ☐ Assessor's discretion. For example: Work must be fairly delegated to avoid resentment between the group members; Work should be allocated according to the skills and abilities of team members to ensure effectiveness.

Q11. Describe what innovation brings to the workplace. Provide one (1) example of innovative practice.

Answer ☐ Should resemble: The application of better solutions to meet requirements.
Example: Assessor's discretion.

Q12. Describe (3) methods that may be used to measure a team's innovation.

Answer ☐ Assessor's discretion. May resemble: Measuring the number of new ideas proposed; Proportion of ideas selected for implementation; Speed to market; Revenue generated from new ideas; Percentage of sales from new products; Customer satisfaction with new products

Q13. Explain how encouraging team members to assist each other in undertaking their roles and responsibilities can improve productivity.

Answer ☐ Assessor's discretion. For example: Team members can see how all parts of the process work. This may encourage innovative ideas to help streamline the process. Further, having team members multi-skill means there is no down-time if one team member is absent.

Q14. Describe (3) methods that may be used to measure a team's productivity.

Answer

Assessor's discretion. May resemble: Achievement of objectives; Measuring quantitative productivity (e.g. number of contracts signed, or products produced, or injuries avoided); Measuring productivity by profit (e.g. money earned or money saved).

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Q15. Which of the following are likely outcomes from involving team members in all aspects of a job? Tick all that apply.

Answer

Choice	Possible Answers
	Causes members to resent the team
✓	Makes the work more meaningful
✓	Improves self-esteem of team members
✓	Improves team morale
✓	Team members take more responsibility for their individual work

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Q16. Explain how providing feedback to team members can encourage and motivate team members – building trust and positive working relationships.

Answer

Encouraging the team and rewarding both team and individual efforts shows that the team and its members are valued. A valued team will be inspired to keep working towards its goals – as well as remain focussed, energetic and cohesive in its actions

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Q17. Identify one (1) issue, concern or problem that may be identified by team members. Describe the signs that you would recognise to identify the issue and how the matter could be resolved by internal team negotiation.

Answer		☐
Issue, problem, or concern	Assessor's discretion	
Signs	Assessor's discretion	
Solution via negotiation	Assessor's discretion	

Q18. Identify one (1) issue, concern or problem that would need to be resolved by an external party. Describe the signs that you would recognise to identify the issue and who the matter should be referred to.

Answer		☐
Issue, problem, or concern	Assessor's discretion	
Signs	Assessor's discretion	
Solution via negotiation	Assessor's discretion	

Q19. Identify three (3) ways that the team leader can serve as a role model to, and motivate, the team.

Answer	<u>Effective communication</u>	☐
	<u>Recognising needs of team members</u>	
	<u>Setting goals and motivating the team</u>	

Q20. For each of the following areas, provide one (1) example of how the team leader's contributions to the work team can enhance the organisation's image:

- Internally, within the work team and the organisation
- Externally, with clients/customers

Answer

Question	Response
Within the work team and organisation	Assessor's discretion For example: As a mentor, the team leader is viewed as a representative of the organisation. So, by demonstrating best practice the team leader may raise the view of the organisation's image within the work team and the wider organisation
With clients and customers	Assessor's discretion For example: Matters may be referred to a team leader, particularly if clients or customers have to escalate an issue. By modelling expected behaviours and approaches, this would enhance the client/customer's view of the organisation.



Q21. Provide three (3) communication methods that a team leader may encourage the team to use, and situations that each communication method would be suitable for.

Answer

Method	Suitability
For example: Meetings, interviews, brainstorming sessions, email	Assessor's discretion. For example: Meetings: Messages need to be shared whole team; Interviews: Gathering one-on-one feedback; Email: Where further time is required for a response
Assessor's discretion	Assessor's discretion
Assessor's discretion	Assessor's discretion



Q22. Identify two (2) ways that the team leader can establish open communication with management.

Answer

Assessor's discretion. For example: Having regular meetings with management; Forwarding on reports to management



Q23. Identify two (2) issues, concerns and problems that may be raised by the team to management.

Answer Assessor's discretion. For example: Cannot meet expected timeframes; ☐
Personality conflict within the team

Q24. Identify two (2) issues, concerns and problems related to the team that may be raised by management back to the team.

Answer Assessor's discretion. For example: Underperformance, External ☐
complaints about the team.

Q25. Describe one (1) situation where the team leader may have to negotiate with management on behalf of the team.

Answer Assessor's discretion. For example: Changing deadlines ☐

Refer to the extract below from an Escalation Policy and Procedure to respond to Q26. to Q28.

3. Escalation Policy

- 3.1 Effective working together depends on an open approach and honest relationships between agencies.
- 3.2 Effective working together depends on resolving disagreements to the satisfaction of workers and agencies; and a belief in a genuine partnership.
- 3.3 Professional disputes are reduced by clarity about roles and responsibilities and airing and sharing problems in networking forums.
- 3.4 The process of resolution should be as simple as possible.
- 3.5 The aim should be to resolve difficulties at practitioner / fieldworker level between agencies.
- 3.6 Attempts at problem resolution may leave one worker/agency believing that the child/ren remain at risk of significant harm. This person/agency has responsibility for communicating such concerns through agreed channels.

3.7 The following stages are likely to be involved:

- recognition that there is a disagreement over a significant issue, which impacts on the safety and welfare of a child
- identification of the problem, and clarity about the disagreement and what you aim to achieve.

These two stages could involve consulting a colleague to clarify thinking.

3.8 Initial attempts should be made to resolve the problem. This should normally be between the people who disagree, unless the child is at immediate risk.

3.9 It should be recognised that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported.

3.10 If unresolved, the problem should be referred to the worker's own line manager or Child Protection advisor, who will discuss with their opposite number in the other agency.

3.11 If the problem remains unresolved, the line manager will refer 'up the line' (see flow chart).

3.12 If the matter is still unresolved, consideration will be given to referring the matter to ESCB Quality Assurance Sub Group to offer mediation as soon as possible bearing in mind the impact on the child or young person. The Chair of the Quality Assurance Sub Group may decide to involve the ESCB Independent Chair if necessary.

3.13 A clear record should be kept at all stages, by all parties. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued. All records should be retained on the child's case file / agency database.

3.14 At each stage it is important that the person who originally raised the concern is given feedback on what action has been taken in response. It is the responsibility of the person to whom the issue is referred to ensure that clear and timely feedback is provided.

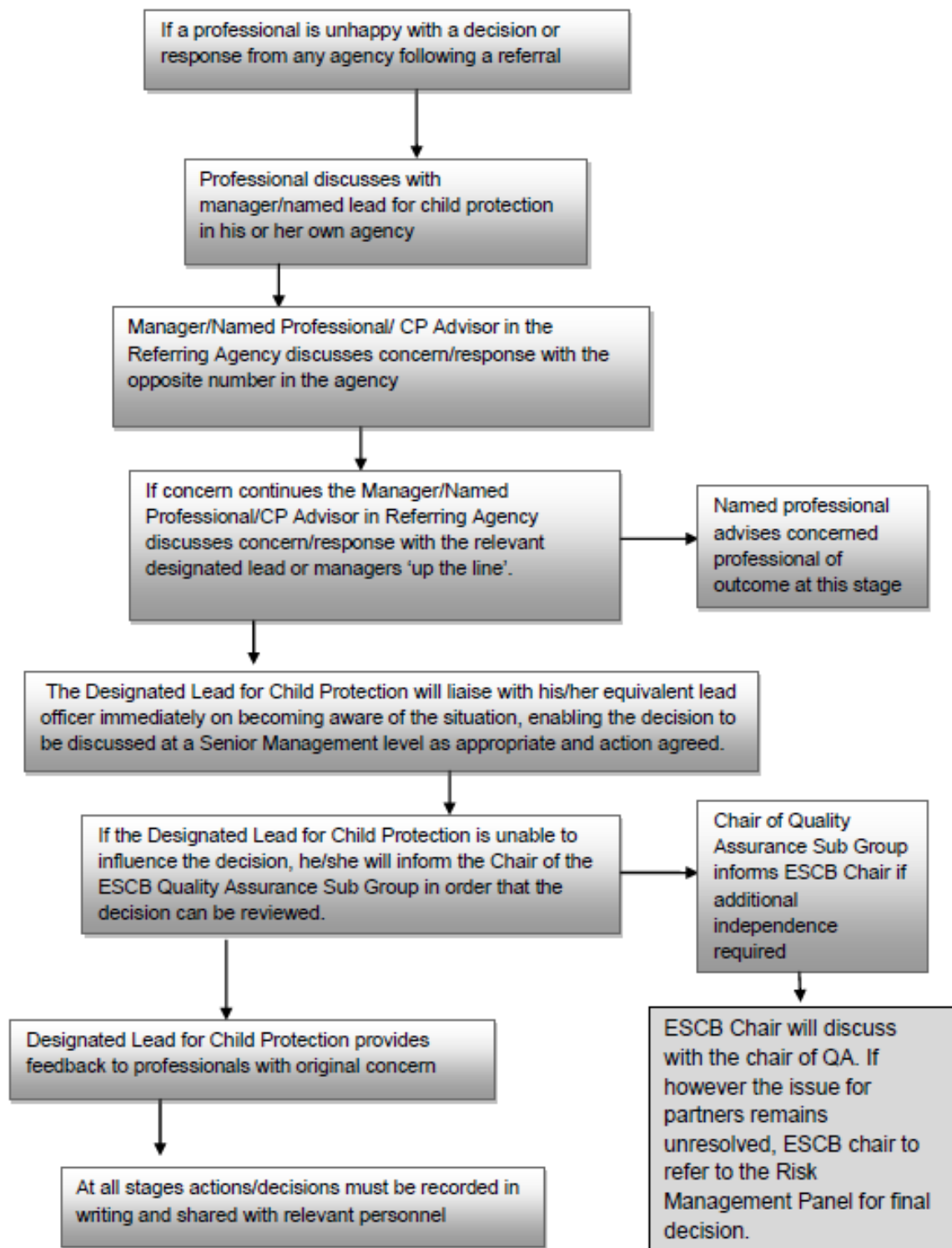
3.15 When the issue is resolved, any general issues should be identified and referred to the agency's representative on the ESCB for consideration by the relevant ESCB subgroup to inform future learning and possible changes to existing policies and procedures.

3.16 It may also be useful for individuals to debrief following some disputes in order to promote continuing good working relationships and identify possible training needs.

Please note that this Policy does not apply to cases where there may be concerns about the behaviour or conduct of another professional that may impact on a child's safety and well-being. In such cases, reference should be made to the agency's own Whistleblowing Policy.

General principle – all cases raised with under this policy will receive the quickest possible response in accordance with the particular circumstances of the case.

Local Safeguarding Children Board Inter-agency Escalation Procedure For Professionals with Child Protection or Child Welfare Concerns



Q26. Order the following steps from 1 to 5 to identify the correct order of issue escalation where a problem is unresolved.

Answer

Step Number	Steps
1	The people who disagree should make the initial attempts to resolve the problem
5	When the issue is resolved, any general issues should be identified and referred back to the agency's representative to inform future learning and possible changes to existing policies and procedures
3	If the problem remains unresolved, line manager will refer 'up the line'
4	If the matter is still unresolved, the matter may be referred to the Quality Assurance Sub Group to offer mediation
2	If unresolved, the problem should be referred to the worker's own line manager

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Q27. True or False (Tick your response): It is the goal for all cases raised under this policy to receive the quickest possible response.

Answer

✓	True
	False

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Q28. If the ESCB Chair cannot resolve the issue, which body can make the final decision?

Answer

Risk Management Panel

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