

BSBTWK502 MANAGE TEAM EFFECTIVENESS WORKBOOK

Participant name	
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FOR THE PARTICIPANT

Instructions

- You will complete written activities as outlined on the following pages. You must attempt all questions and provide enough detail in your responses to demonstrate your knowledge.
- The timeframe for these tasks will be established by your Assessor or Training Provider. 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 responses 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.

ACTIVITY 1

Undertake some research on team (group) dynamics. You can access the internet, books or other credible sources to provide your response. Be sure to provide your sources as you respond to:

- a) What is the meaning of team/group dynamics?
- b) Examples of positive team dynamics
- c) Examples of negative team dynamics
- d) How can your team dynamics affect the team's performance?

a) What is the meaning of team/group dynamics

e.g. Refers to how people interact with each other in a group setting. The team dynamics may be influenced by

- the team's size
- the team's composition
- team goals and norms
- nature of the team's work
- personalities within the team
- Working relationships
- The environment in which the team works

Group dynamics can have a significant impact on productivity in the workplace, both positive and negative

Source of information

e.g. Presentation content

b) Examples of positive team dynamics

e.g. Demonstrated levels of trust between team members
Members hold each other accountable for rising to the challenge
Work collectively to achieve agreed results regardless of personal viewpoints

Source of information

e.g. Presentation content

c) Examples of negative team dynamic
e.g. The team has no clear shared goals; The team often does not share the same idea, vision or direction; There are no clearly defined roles in the team; Team lacks communication resulting in misunderstandings and consequent conflict; Working feels like a competition; Team members compete against each other.
Source of information
e.g. Presentation content
d) How can your team dynamics affect the team's performance?
e.g. When team dynamics are positive, employees are more likely to feel valued, engaged, and motivated, leading to increased productivity and job satisfaction. Conversely, negative team dynamics can lead to conflicts, decreased morale, and a decline in overall performance.
High-performing teams have strong communication channels, promote collaboration and trust, and effectively manage conflicts. These teams foster an environment that encourages innovation, creativity, and problem-solving, ultimately leading to increased productivity and success.
Source of information

Satisfactory
Outcome



ACTIVITY 2

Read the scenario and respond to the activity.

SN Auto have acquired a new computerised wheel alignment system. One particular worker, Sam, seems to be having problems using the machine, he is taking much longer to achieve the task than others and the results are not consistent. Each time he is questioned, he states the he is “not doing anything different to before, it’s the machine that is the problem”.

- a) How would you, as the manager best be able to ascertain where the issue lies?
- b) What workplace documents might you need to check and possibly change?
- c) What would be the best way to support Sam?

a) How would you, as the manager best be able to ascertain where the issue lies?

e.g. Ideally observe Sam during work activities and determine where the problem is. Alternatively I could speak with Sam about the issue and perhaps discuss with others.

b) What workplace documents might you need to check and possibly change?

e.g. procedures

c) What would be the best way to support Sam?

e.g. Provide coaching, encouragement and opportunity to practice the new steps associated with using the new machine

**Satisfactory
Outcome**



ACTIVITY 3

Outline the strategies you will use to support team members to meet their KPIs over the next twelve months. The strategies should include any formal and informal training you may plan to provide.

Strategies to be implemented

e.g. One-on-one meetings with team members to review KPIs, discuss strengths and areas for development, and collaboratively set SMART goals aligned with their KPIs. →Provide clarity on expectations, resources, and support available to help them achieve their goals. →Document the agreed-upon goals and action plans for reference and accountability.

Organise training and development →Identify training and development opportunities tailored to team member's KPIs and developmental needs. →Offer formal training, workshops, or online courses to enhance skills and knowledge in areas essential for meeting KPIs. →Provide access to resources and mentoring programs to support continuous learning and growth.

Undertake regular performance reviews with feedback: Recognise and celebrate achievements and milestones reached by team members, reinforcing positive behaviour and motivation. →Address performance issues or deviations from KPI targets promptly, offering guidance, support, and coaching

Facilitate opportunities for team members to share best practices, lessons learned, and success stories through team meetings, or knowledge-sharing platforms. →Encourage collaboration and knowledge exchange among team members to leverage each other's expertise and experiences in achieving KPIs.

Foster a culture of continuous improvement and collective responsibility, where team members support and learn from each other to drive overall team performance .

Maintain open lines of communication with team members through regular check-ins and informal conversations to offer guidance, encouragement, and support.

Demonstrate leadership by actively listening to team members' concerns, providing guidance, removing obstacles, and advocating for their needs to ensure they have the necessary resources and support to succeed.

Lead by example by consistently upholding organisational values, promoting a positive work environment, and fostering a culture of excellence and accountability

**Satisfactory
Outcome**



BSBTWK502

MANAGE TEAM EFFECTIVENESS

QUIZ

Participant name	
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FOR THE PARTICIPANT

Instructions

- You will complete written questions as outlined on the following page. You must attempt all questions and provide enough detail in your response to demonstrate you know the answer.
- 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 unsisted by the Assessor or other personnel but may refer to reference material as needed. All questions must be answered correctly for a 'Satisfactory' assessment to be awarded.
- An oral examination may be allowed under certain circumstances, whereby your answers will be documented by another party.
- Any written questions that 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. Explain why team leaders/managers should establish, and ensure member understanding of, their teams purpose within the workplace.

Answer

Should reflect knowledge of team purpose and building effective teams working to achieve a shared goal.



e.g. Common Purpose is a critical component of the teams framework. The four key capabilities for high-performing teams includes common purpose, trust, empowered execution and shared consciousness. For a team to succeed, its members need to understand its purpose to enable them to apply their own expertise, insight and vision to the team goals. When everyone understands how their role fits into the organisational goals, individuals and teams are more motivated, engaged, and productive.

Q2. Why is it important that all team members have clearly defined roles and responsibilities within the team?

Answer

Should reflect for improved productivity, improved connectivity, accountability and trust.



e.g. Teams function most efficiently when members share a common understanding of each other's roles and responsibilities. When roles and responsibilities are clearly defined, team members are more productive. There is less duplication of effort; less confusion, disappointment, and frustration; and greater productivity. When roles and responsibilities are clearly defined, team members look beyond their own individual positions and learn to understand, respect, and value the unique contributions of one another, and they recognize that the overall success of the team is a function of shared responsibility and ownership.

Q3. Explain why a team performance plan is beneficial to achieve desired outcomes.

Answer

Should reflect that this documents the expectations of the job role and job function to each team member against timelines.



For example: A team performance plan outlines the specific steps and milestones that will help a team overcome challenges and make progress toward desired results. It provides team members with clarity about the level of team performance they need to be working towards. A team performance plan provides direction and clarity about where the team is headed and its contribution to the success of the business. It can also offer leaders, team members, and stakeholders an opportunity to assess how the team is performing and the issues that are standing in the way of peak performance. Progress tracking mechanisms and feedback data are important elements for monitoring team progress with the performance plan through KPIs. This helps the team quickly identify when issues arise for problem solving.

Q4. Clarify key performance indicators (KPIs) you might use to ensure your team can meet set goals and objectives.

Answer

Should reflect but is not limited to a paragraph discussing: KPIs will differ depending on the work role and the nature of the organisation and its strategy. KPIs could reflect: submission of data or reports by certain timeframes to supervisor, maintenance of equipment, resource procurement, number of incidents/accidents, The number of working hours spent on different aspects of the works, The use of materials (for example, the amount of pipe laid or concrete poured), The number of defects. The amount of waste generated and the amount of recycling. The number of variations.



Q5. Describe how you can support your team in achieving outcomes set in performance plans.

Answer

Should demonstrate knowledge of ways to support teams and individuals such as: Ensure the performance plan is a clear document that can be shared with all team members. It should include how progress towards goals will be measured. A team may consider using performance-tracking software to provide additional transparency. When a team needs support or resources in order to be successful with their performance plan and goals, these can be provided in the form of guides, tools, training or coaching. Support using recognition and feedback is also valuable for providing positive reinforcement.

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Q6. How can you support an underperforming team member?

Answer

Should reflect applying strategies or methods to improve specific skills such as providing training, either external formal training or internal practical demonstration and skill building exercises; Alternatively, offering coaching or mentoring, work shadowing or membership into networks may all be suitable for the underperforming team member. Regular performance meetings to discuss progress should also be held.

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Q7. Describe three (3) important dimensions of team dynamics.

Answer

1. Should reflect: The three (3) important dimensions of team dynamics are:
 - team cognition,
2.
 - team cohesion, and
 - team conflict
3. these must all be monitored and any negative dynamics addressed before the negative dimension affects team performance and consequently outcomes.

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Q8. Describe four (4) strategies you can use to encourage and support team member participation and performance.

Answer

1. Should reflect knowledge of strategies to apply to encourage team cohesion and participation. e.g. Communicate with your team - Be clear about the purpose of their work, expectations and common goals. Arrange regular office meetings and come up with a mission statement for your office that encourages a team mentality.
2. Commit to individual development - Send your team (and yourself) to relevant seminars, and suggest webinars and training and PD.. Follow up by giving staff your ongoing support.
3. Offer feedback – This helps to gather insights on team members' contributions and areas for improvement
4. Encourage collaboration - establish a process that encourages open dialogue and respects each team member's contribution.



Q9. What does creating consensus in a team setting mean?

Answer

Should reflect but is not limited to: Consensus means coming to an agreement. Creating consensus in a team setting means finding a proposal acceptable enough that all team members can support it, with no member opposing it. Consensus includes pooling opinions, listening effectively, discussing ideas and differences, not getting all you want; and coming to an agreement that everyone "can live with."



Q10. In your own words, describe the purpose of a Code of Conduct policy and why every business should have one.

Answer

Should reflect an understanding of the code of conduct setting standards and therefore accountability to each member of staff. For example:

A code of conduct is an expression of the standards that govern an organisation's conduct. It sets out the rules and values employees are expected to follow within a company or organisation and the standards they are expected to uphold. Also used as a strategic tool that shapes a company's ethical framework. It establishes clear expectations for how employees should act in various situations, promoting a culture of accountability, transparency, and respect. As businesses face increasing scrutiny from regulators, customers, and the public, having a well-structured code of conduct is essential.



Q11. Explain why giving feedback on tasks, even partly completed tasks is important.

Answer

Should reflect but is not limited to: Feedback is vital in order to focus people's energy and efforts towards achieving goals in the most effective way – providing clarity and alignment. Feedback can either be constructive, i.e. identifying errors or areas for improvement, or appreciative, i.e. recognising successes or where someone's contribution has been valued. Exchanging feedback openly is an indicator of mature culture in managing performance and development. Feedback presents team members with an opportunity to improve and keep developing, but it is up to the individual how they respond to this and take it on board.



Q12. Why is it important to have clear policies in place that promote accountability for personal and team tasks?

Answer

Should reflect knowledge of relevant policies, including consequences related to accountability. For example: Policies ensure consistency in management, efficiency in decision-making and allow you to deal with underperformance and misconduct quickly and easily to maintain your business' reputation. Workplace policies set out the expected workplace standards, behaviour and conduct; They set out conditions of employment and the unique and "unspoken rules" of the workplace. Fair and effective policies also outline the consequences of breaching the policy. A Code of conduct sets out the expected standard of behaviour expected in the workplace and may cover topics such as language, standards of dress, dealing with grievances. A disciplinary policy outlines the behaviours that may lead to warnings or an employee being dismissed without warning and the process you will take as an employer in issuing a warning or terminating employment.



Q13. How can your team use brainstorming for gaining consensus about a problem?

Answer

Should reflect an understanding of team brainstorming to reach a consensus. Consensus means coming to an agreement. By brainstorming an idea, or multiple solutions to a problem, the team will be pooling opinions' listening to other opinions, discussing ideas and differences and coming to an agreement that everyone "can live with".



Q14. How does the behaviour of a team leader affect how the team collaborates?

Answer

Should demonstrate an understanding of leading by example. For example:
A team leader who leads by example, demonstrating the behaviour they expect to see in their team will inspire and motivate their team. Rather than talking about what is required, these leaders demonstrate how through their own actions. For example, if you want your team to communicate constructively or stay calm under pressure, they need to see you behave in that way. If you want your team to stay calm, you cannot jump up and down and rant and rave. The leader sets the standard. If the leader sets a tone that is aggressive, competitive and dominating, this is the tone the team will follow. If a leader speaks about other teams or colleagues like they don't know what they're doing, an oppositional mindset is likely to develop within the team. However, if a leader is open to suggestions and works to collaboratively solve challenges with other teams and stakeholders, a collaborative approach is likely to be the cultural norm within the team.



Q15. Describe methods team leaders use to communicate information from line management to the team.

Answer

Should reflect knowledge of using clear and concise communication methods to team, conveying instructions and ideas from management using methods such as meetings, emails, memos, digital communication boards etc. The use of training sessions and feedback systems



Q16. How can you establish and maintain open communication processes to ensure your team has all the facts?

Answer

Should reflect an understanding of communication processes such as:



Sharing communication ground rules with your team

Using different media to communicate with team. Establish some ground rules. Explain that people can't use offensive language in the workplace or make incendiary comments that may be interpreted as racist, sexist or discriminatory. Explain key concepts to your team. Schedule routine team meetings. Provide team with regular updates on important matters that may impact the workplace. Openly address issues that may concern your team. Institute an open-door policy.

Q17. How could you communicate unresolved issues, concerns and problems raised by team members and follow up with management?

Answer

Should reflect but is not limited to: In order to guarantee that unsolved issues, complaints, or difficulties are properly addressed, I would organise a meeting with the manager to go over the particular concerns brought up by the team member. I would give a thorough explanation of the situation during our talk, including any pertinent history or context, and I would also list any possible ramifications or repercussions should the problem not be resolved. I would follow this up with an email describing how it was agreed that the concerns were addressed. On receiving confirmation from management, I would first email the team with the response and then bring this up at the team meeting to confirm if the issue is or will be resolved using the guidance from management.



BSBTWK502

MANAGE TEAM EFFECTIVENESS

PRACTICAL ASSESSMENT

Participant name	
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FOR THE PARTICIPANT

Instructions

- The tasks outlined on the following pages will require performance in normal workplace activities, as a result of a structured activity set by an Observer in the workplace or a simulated activity set by your Assessor/Observer.
- The timeframe for these tasks will be established by your Assessor/Observer in consideration of location conditions and industry requirements.
- You must complete all tasks assisted by the Assessor or other personnel, unless the steps note this assistance.
- You must attempt all task (and itemised steps) for a 'Satisfactory' assessment outcome to be achieved.
 - For an observation conducted that is incomplete, or without satisfactory performance, the observation will need to be completed again after further training support.

FOR THE ASSESSOR/OBSERVER

Instructions

- The following observation record should be used to judge and record your observations of the Participant as they complete the task(s) set. You must record your observations of the Participant's performance.
 - For each occasion, indicate the task performed and whether it was a simulation or workplace-based task.
 - Any simulated assessment must ensure the Participant still performs under workplace conditions which reflect industry standards.
 - In the comments, provide clear detail regarding the task that the Participant was required to do (e.g. PPE used, materials handled, attachments connected, plant types).
- All steps must be satisfactorily demonstrated by the Participant for a 'Satisfactory' determination (indicated by an Assessor tick to the right of each itemised step, or an Observer tick to the right of each itemised step, and confirmation by an Assessor in the Assessor Comments).
 - Where you have determined that one or more task steps have not been satisfactorily demonstrated, provide the Participant with additional support and outline details of such assistance in the Assessor/Observer Comments. Allow the Participant two (2) further opportunities to demonstrate the task again to allow an opportunity for a 'Satisfactory' assessment outcome to be achieved.
 - If after three (3) attempts the Assessor determines that the Participant cannot demonstrate the required steps, a 'Not Satisfactory' outcome is to be determined.

ASSESSOR COMMENTS: PRACTICAL TASK 1:	
☐ Individual student (as named on cover page) ☐ Multiple students [☐ All from Attendance Report, ☐ Specific students involved – identify students]	
Task	Provide detail
1.1A.	Specify how team goals and objectives were determined: e.g. accessed business plan, policies and procedures to determine team goals and objective
1.1A. 1.1D.	Specify method applied to consult team members and confirm team purpose, roles and accountabilities: e.g. face to face team meeting, followed up with email and performance plan
1.1D.	Specify how individual team members were supported to ensure performance outcomes were met: e.g. one-on-one meetings, inclusion in team meetings, resources provided, training, coaching provided as needed
1.2A.	Specify strategies used to ensure all team members have input in planning, decision making and operational aspects of team work: e.g. Held brainstorming and multi-voting team sessions
1.2D.	Specify processes applied to ensure issues, concerns and problems identified by team members are addressed: e.g. suggestion box, collaboration during team meetings, open door policy, communicating up
1.3A. 1.3B.	Specify how team members were encouraged to participate in and to take responsibility for team activities: e.g. modelled desired behaviour, held one-on-one meetings, monitored and addressed any short comings in task achievement
1.4A.	Specify who planned and maintained communication processes were associated with: e.g. management, team, others associated with team
1.4A. 1.4B.	Specify how communication processes with others were established. e.g. Followed approved and preferred method of communication, applying this to sufficiently maintain transparency of actions.
1.4C.	Specify how unresolved issues, concerns and problems raised by team members were followed-up with line management and other relevant stakeholders. e.g. initial face to face email, followed by confirmation email with management. A team meeting discussion regarding how these issues are to be resolved provided to team
1.4D.	Specify how unresolved issues, concerns and problems raised by stakeholders were addressed with the team. e.g. discussed at meeting and consensus formed regarding resolution of issue.