

BSBWOR502

LEAD AND MANAGE TEAM EFFECTIVENESS

THEORY EXAM INSTRUCTIONS

- This exam will occur under standard assessment conditions.
 - An oral examination may be allowed under certain circumstances whereby the Participant's answers will be documented by a party other than the Participant. This must be acknowledged in writing (e.g. FTO01 and Assessor Comments)
- Participants must provide enough detail in their responses to demonstrate their knowledge and skills.
- Please fill in the details below, providing your name, signature and date of assessment.
 - Your signature acknowledges that this is your own work.
- Assessors are to complete marking in pen of a different colour to the Participant.
- If a Participant initially answers a question incorrectly but modifies their response, they must follow the instructions below:
 - If a Participant changes their response in writing, they must put their initials next to the written change.
 - If a Participant changes their response verbally, this must be noted on the exam paper by the assessor.

Participant name

Participant signature

Date

Assessor name

Assessor signature

Date

Number of questions	Number of questions answered correctly	Task outcome (Tick)	
		Satisfactory	Not Yet Satisfactory
22		☐	☐

Q1. Discuss why a team leader should consult with their team about the team's purpose/goals and each team member's role.

Answer

Area	Response
Team purpose/goals	Assessor's discretion. Should resemble: Planning together helps all team members to contribute their skills to, and to understand and commit to the process. This helps team cohesion and each team member's motivation and commitment to the team's goal.
Team members' roles	Assessor's discretion. Should resemble: Organising team roles together helps all team members to understand the tasks and responsibilities of the different roles. Choosing team members for team roles together means that team members each understand why that person was chosen and what knowledge, skills and abilities they have. It helps the team to discover who the best person is for each role, and helps limit conflict among team members who want the same role.



Q2. Explain what the term 'open communication' means and its importance to your team. In your response, be sure to identify the link between open communication and trust.

Answer

Assessor's discretion. Should resemble: Open communication occurs when two or more people can freely share all of the information necessary to complete their tasks, without being afraid of their comments being misused or any hidden agenda by the others involved (such as taking credit for someone else's work or ideas).

An environment of trust, supportiveness and open communication means that team members are not afraid to report concerns, mistakes, delays, etc. to the rest of the team so that these issues are recognised and addressed

Open communication relies on trust. Most people will not openly share information with someone they do not trust.



Q3. Teams need to have a balance between similarities among team members and diversity. Discuss what this statement means.

Answer

Assessor's discretion. Should resemble: Similarities contribute to team cohesiveness – similar people tend to get on well together. Diversity contributes to innovation as people from different backgrounds and with different ideas

We need both cohesiveness and innovation in most teams, so we have to balance similarity and diversity in team members.

Q4. Describe the benefits and disadvantages of the following five (5) strategies of conflict resolution.

Answer

Conflict resolution strategy	Benefits	Disadvantages
Avoiding	None	Lose/lose situation and usually a negative effect on the team
Accommodating	Cooperative	Unassertive and you might later regret it.
Forcing	Can be necessary if the conflict cannot be resolved in any other way	Decision is often not supported by team members which can negatively affect the motivation of team members and team cohesion
Compromising	Win/lose where parties to conflict gain more than they lose. Often the most effective conflict resolution strategy possible	Parties to the conflict do lose something
Consensus	Win/win situation where all parties to conflict are happy with the solution	Not always possible to reach consensus

Q5. As team leader, you have to help resolve the following three (3) conflicts between members of your team:

1. Two team members are disputing which of them should write a report.
2. Two members are arguing bitterly about Australia's refugee policy.
3. Two team members are quarrelling over which equipment will be the best for the team to purchase.

For each of these situations:

- Explain what type of conflict it is
- Discuss what action you would take to stop the conflict

Answer

Conflict number	Type of conflict	Resolution strategy
1	Process conflict	For example: Team leader should explain fully the reason why a team member was not allotted a team task and make sure that all team members focus on what is best for the team, not what each might individually want.
2	Relationship conflict	For example: Should not be allowed in the team. The team leader needs to make sure during the storming phase that team norms are developed which stop this type of behaviour
3	Task conflict	For example: Team leader should encourage healthy competition between the two team members. Both team members should be allowed to give the reasons for their choices and a chance to say why their choice is the better. The team leader then needs to make an unbiased and logical choice if agreement cannot then be reached.



Q6. Explain four (4) approaches you might implement to encourage a team to reach consensus on an issue.

Answer

Assessor's discretion. Should resemble:



- Working with the individual differences and perceptions where two people see issues in a different way
- Making sure that every team member has the opportunity to present their ideas
- Looking for common ground
- Using common goals

Q7. Identify and describe each of the five (5) stages of team development.

Answer

Stage	Description
Forming	Should resemble: Team members get to know one another and start thinking about the team's task. New team members are uncertain and often cautious.
Storming	Should resemble: A stage of tension and often conflict. A leadership hierarchy emerges after team members compete for control and status and argue about the team's direction.
Norming	Should resemble: Is when the team starts cooperating and establishes the norms that the rules of conduct that regulate behaviour in the team.
Performing	Should resemble: The team is mature and efficiently and effectively accomplishes its tasks and goal.
Adjourning	Should resemble: The disbanding of a temporary team.



Q8. Explain why the process in Q7. enables a team leader to understand the dynamics of team building.

Answer

Assessor's discretion. Should resemble: Understanding the five stage model of team development can help a team leader and all of its members to:



1. Observe the behaviour of a team
2. Assess what stage it is in
3. Then help the group to move towards the performing stage where the team works directly at achieving its goals.

Q9. Your team has been especially productive lately and you are proud to be its leader. The one area of the team's weakness has now been addressed by the arrival of two new team members, who fill in the team's lone 'expertise gap' extremely well. You are then very upset that there have been several arguments amongst team members recently, and productivity has come to a near standstill.

Use the five stage model of team development to:

- Explain what is likely to have happened to the team
- Decide what action you should take as team leader

Answer

Assessor's discretion. Should resemble: The team has slipped back from the performing phase to the storming phase with the arrival of the two new team members.



The team leader needs to work hard to facilitate a new hierarchy in the team and to resolve conflicts among team members during the storming phase and to facilitate the norming stage to regulate team members' behaviour.

Q10. Explain why it is important that a team leader acts as a role model.

Answer

Assessor's discretion. Should resemble: Setting an example sets a standard of behaviour and encourages others to do the same thing. Followers tend to copy the behaviour of good leaders to perform well, and of poor leaders to perform poorly.



Q11. Outline four (4) ways in which you would act as a role model as a team leader.

Answer

Assessor's discretion. Should resemble:



1. Fulfilling your own duties and responsibilities

2. Not expecting other team members to do something that you do not do yourself

3. Being trustworthy

4. Openly communicating with other team members

Q12. Your goal is to manufacture 40 brown 1 metre X 1 metre tables each week. Your manager has made sure that you have enough raw materials and staff to achieve this, though the team will have to work hard to reach the goal of 40. Consider this project as a SMART goal, by matching the goal elements with the aspects of the task by writing the appropriate letter next to each number in the centre column.

Answer

Element	
1	Specific
2	Measurable
3	Achievable
4	Resourced
5	Timetabled

Answers

1 - C

2 - D

3 - A

4 - E

5 - B

Task aspects	
A	Set a challenging but attainable goal
B	Each week
C	brown 1 metre X 1 metre tables
D	40
E	enough raw materials and staff



Q13. Identify three (3) areas to be considered when designing a KPI and provide an example for each.

Answer

Area	Example
Assessor's discretion. Should include three of the following options (i.e. 1 to 5): 1. Must be key to organisational success 2. Must contribute to organisational success	1. For example, based on sales for a sales organisation, based on a clearly explained level of customer satisfaction in a customer-based organisation or based on graduation rates for a college 2. For example, a KPI based on the number of students who start a course could be a bad KPI for a college, as they might all fail but the KPI is achieved, a KPI based on graduation rates for a college could be bad if the college makes it easier to pass so that it achieves its KPI
3. KPIs should measure factors that employees can control or change 4. KPIs should be SMART	3. For example, a KPI based on the number of tables painted relies on factors outside the painting team's control. If the painting team receives no tables from the assembly team, it can't paint any tables. Any KPI needs to reflect the painting team's performance in painting tables received from the assembly team. 4. Assessor's discretion over example of a SMART goal provided by the student.
5. Involvement usually results in commitment to a goal	5. For example, teams involved in a task usually understand the 'environment' of reaching the goal what is required to achieve their goal – such as factors outside the team's control that affect the outcome (as in the table example above and called criterion contamination).



Q14. Define the term 'control' and explain its importance in a team achieving its goal.

Answer

Assessor's discretion. Should resemble: Control in a team involves determining if the team has met its goals and taking any necessary corrective action to ensure goals are met.

Control is vital to ensure that a team meets its goals as it signals points when we are unlikely to achieve our goal and tells us we need to take corrective action.



Q15. A team leader's feedback to team members should be two-way, constructive, objective and impersonal. Explain each of these factors and why they can improve the team's performance.

Answer

Area	Explanation
Two-way	For example, where both leader and team member have the opportunity to ask and answer questions. It helps problem solving by creating a more democratic environment where thoughts and ideas are shared.
Constructive	For example, aimed at improving future performance. Even a good team member can be helped to improve – which most good employees want to do as a way to advancement. An underperforming team member should be helped to perform better. If a team leader considers the team member unable to perform better, the team member should be considered for a role change or removed from the team.
Objective and impersonal	For example, Objectivity means you provide examples of when the team member has performed well or poorly. Impersonal means that the team member has performed well because they have performed their task well, not because you like them; and that the team member has performed poorly because they have performed their tasks poorly, not because you do not like them. Providing evidence and logical reasoning means that a person is more likely to understand and agree with your feedback



Q16. To support team members in meeting expected performance outcomes, identify two (2) examples of formal and informal learning they may undertake.

Answer ☐

Learning type	Examples
Formal	For example, classroom learning.
	For example, on-line courses.
Informal	For example, webinars or videos.
	For example, mentoring.

Q17. Give two (2) examples of team issues that should be immediately communicated to line managers/management.

Answer ☐

Assessor's discretion. Any issues are acceptable which the team cannot correct by itself and which might prevent the team from reaching its goal. These are often resource-based such as not having enough equipment, supplies, or staff.

Q18. Outline why the examples from your response to Q17. should be reported to line managers/management urgently.

Answer ☐

Assessor's discretion. The team by itself cannot resolve these issues which can prevent it from achieving its goal. It needs to be reported to someone who can either supply the necessary resources or change the team's goal. Any delay might result in a failure to achieve the team goal as resources, for example, take time to organise and deliver.

Q19. Why should information from management, including line manager, be shared throughout a team?

Answer

Assessor's discretion. Should resemble: A team is a unit that works together and shares information and resources. A team's success is based on the synergy created by different team members with different but complementary skills working together and relying on each other. Withholding information from other team members will usually be seen as a failure of open communication and as a breach of trust.



Read the following scenario to respond to Q20. and Q21.

Roger and Janet have to write a report to present to their manager in twelve days.

They meet for one day to plan what they will do. The project has two parts. They decide that:

- Roger will do Part One. It will take three days for him to collect the information, and three days to write his part of the report
- Janet will do Part Two. It will take her four days to research the topic, but only two days to write her part of the report.
- Each will then read the reports from the other. This will take two days
- They will then spend two days putting all the parts of the project together into a final draft.
- They will bind the report and hand it in on the next day.

Q20. Explain why it is useful to use a Gantt chart to assist with team planning and control.

Answer

A Gantt chart is a graphical representation of a plan which shows:



1. Total project time

2. Number of tasks

3. How long each task takes

4. The necessary scheduling of the tasks

Each time period – day, week, etc. – is a control point to check if the project is performing according to plan and to take corrective action if it is not.

Answer

Task	Person	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12
Planning	Both	Blue											
Part One Researching	Roger		Green	Green									
Part One Writing	Roger				Green	Green	Green						
Part One Researching	Janet			Dark Blue	Dark Blue								
Part One Writing	Janet					Red	Red						
Reading	Both								Purple	Purple			
Final draft	Both										Orange	Orange	
Binding and handing in	Both												Light Green

Read the following scenario to respond to Q22.

Simon is having his first performance feedback from his team leader, John. John began by asking Simon how he thought his performance was. Simon had put a lot of thought into this before the interview, and spent a few minutes going through his thoughts. Every time that Simon looked up, John seemed to be gazing into space.

As soon as Simon had finished, John told him that Simon had better improve his performance if he wanted to stay in the team. Simon asked John which areas of his performance John was most unhappy with, and if John could give him some specific examples. John's reply was that if Simon didn't know what he was doing wrong, Simon was even more useless than he thought he was. When Simon tried to repeat some of the points about his performance that he thought he had done well, John stopped him and told him he was not interested in excuses. He told Simon that he did not like him and had not wanted him in the team in the first place. Furthermore, he had already discussed Simon with two other members of the team who shared John's opinion about Simon. Simon thought that he was good friends with all of his other team members, and asked Simon who the two were. John told him it was none of his business.

John then told Simon that he had better not be late for work again after Simon had been late twice the last week. Simon said that he had not held the team up when he was late, and had made the time up, and that he thought it was ok to be late as John was often late, and had even held up a rare team meeting by an hour the week before when John had been late. John replied that he was a leader, so it was acceptable for him to be late. It was, however, not acceptable for lowly team members to be late.

He was worried that the team would not meet its goal now that John's line manager had moved the team's deadline forward a week, and he blamed Simon. Simon said that no one in the team apart from John knew about this change. John replied that as team leader he was the only one who had to know about such information, and that he did not believe in meetings which a waste of time when he could email each team member what they were expected to do. Simon then said that he had not received John's weekly control report the week before that also would have given him feedback about such issues. John replied that he had been too busy last week to prepare it, and that Simon had better be very careful if he tried to criticise his team leader.

He said that Simon was failing in meeting his KPI of assembling and painting 40 elite computer desks a week. Simon said that he had two problems – Ed was not providing him with the drawers on time, and not enough paint was available. John said that Ed was an old schoolmate of his, so he knew Ed was doing a good job, and that Simon had better make do with the paint he had, and that John had no intention of asking his line manager for more.

Simon also tried to say that he had been worried about completing his task as soon as John had allocated him his role in the team. As team leader, John had allocated tasks and duties to each team member and emailed these to each. Both Simon and Jane, another team member, had felt that each was suited to the other's role. They had both emailed this point to John, who had not replied. Simon had also sent an email to John asking to do a training course he thought he needed to do to successfully finish his tasks, as well as asking for Jane to spend some time training him. John's only reply was that Jane was too busy to train Simon.

John told Simon to leave his office and improve his performance or leave.

Q22. Write a report assessing John's performance as a team leader. Refer to the *Sample Report Structure* for reference. Attach your response here.

Sample report structure

1.0 INTRODUCTION

- Outline the objectives of your report and why the issue is important

2.0 BODY

- A step-by-step explanation of each of the following issues:
 1. Consulting team members to establish a common understanding of team purpose, roles, and individual responsibilities
 2. Open communication and facilitating trust in the team
 3. Assessing a fair and SMART KPI
 4. Supporting team members in meeting their expected performance outcomes and addressing performance problems
 5. Allowing team members to have input to planning and decision making
 6. Ensuring that team members are fully prepared to take on their roles and responsibilities and are able to take responsibility for their own tasks
 7. Encouraging team members to participate in team activities
 8. Acting as a role model for the rest of his team
 9. Communicating information from his line manager to the team
 10. Communicating unresolved issues raised by team members to line managers
 11. Evaluating team performance and taking any corrective action necessary to ensure that the team would meet its goal.

3.0 CONCLUSION

- A summary of your finding.

4.0 RECOMMENDATIONS

- A list of actions that you believe that John should take in order to improve his performance as a team leader.

TIPS:

- For each point in the body:
 - Briefly explain the issue and its importance
 - Go through the case study looking for an example of this issue which you compare with your explanation of the issue
 - Write your answer to this question
- Write in simple English. This usually results in the clearest answers.

1.0 INTRODUCTION

Note that this is a sample answer only. Trainers should use their discretion to accept any answers they consider reasonable. Conclusions can vary whether to remove John as team leader or to train him according to students' reasoning.

The purpose of this report is to assess the performance of John as a team leader. This is an important issue as it appears that John's leadership methods are having a significant detrimental effect on the team's performance.

2.0 BODY

1. Consulting team members to establish a common understanding of team purpose, roles, and individual responsibilities

A key role of a team leader is to facilitate communication and understanding throughout the team. 'Facilitate' means to encourage and help others – not to direct them. Planning together helps all team members to contribute their skills to, and to understand and commit to the process. It is a way to ensure the most efficient distribution of staff resources, and helps different team members to understand each other's roles and skills.

John had allocated the roles in the team instead of the process being done by the team together.

Both Simon and Jane felt that they were suited to each other's roles. This should have been discussed by the team where all could assess which roles Simon and Jane should do to ensure the most effective allocation of staff resources. Even if John is correct in his assessment of who should do what, a full consultative process would have allowed both Simon and Jane to understand why they had been given their role, contributing to their motivation and commitment to the team.

Simon was also concerned about his ability to successfully complete his role and felt that he needed a training course. In the interests of team efficiency this should have been addressed by team consultation in the planning stage so that it would not affect the team's achieving its goal.

2. Open communication and facilitating trust in the team

Open communication – when two or more people can freely share any information useful to their tasks - is vital to an effective and united team. If people are scared to share information, information important to the team's goal might be withheld – such as new ideas or mistakes that have been made

When Simon mentioned that John's weekly control report the week before which would have given Simon important feedback about the change in the team's deadline had been late, John replied that Simon had better be very careful if he tried to criticise his team leader. Simon is unlikely to bring up such important issues that affect the team performance again with John.

John was destroying trust and open communication by discussing Simon with two other members of the team behind Simon's back, then telling Simon what their opinion was and then refusing to name them. Simon was now in a position that he did not know who in the team he could trust and who he couldn't, and it was now extremely unlikely he would communicate openly with any team member in future.

3. Assessing a fair and SMART KPI

KPIs should measure factors that employees can control or change. Simon's KPI of assembling and painting 40 elite computer desks a week could not be accomplished due to factors beyond Simon's control – drawers were arriving too slowly and there was not enough paint.

Simon's goal was specific – assemble and paint, elite computer desks, measureable – 40, and timetabled – per week. It might have been achievable for him but was not resourced – he had too little paint and too few drawers.

John had not provided the team with SMART and effective KPIs that the team would inspired to achieve.

4. Supporting team members in meeting their expected performance outcomes and addressing performance problems

Feedback should be two way, objective, impersonal and constructive. John's feedback to Simon was none of these. John did not listen to Simon's thoughts, either at the start of the interview or when Simon tried to tell him what he had done well. John then told Simon his work was poor without being objective and explaining examples of why. John made the interview personal by telling Simon he did not like him. His criticism was negative as he just told Simon that he had better improve his performance if he wanted to stay in the team, without pointing out what specifically Simon had done wrong and providing ways for Simon to improve his performance.

5. Allowing team members to have input to planning and decision making

John was an autocratic team leader who imposed roles on team members without discussion and discouraged discussion, as for example when he did not listen to Simon's point of view or discuss the issues Simon was facing. His failure to engage with Simon and discuss how the drawer supply and paint issues could be solved would likely end in Simon's failure to achieve his goal and team failure to achieve its goal.

John's failure to allow team members to have input would have been very destructive to the team – preventing the type of synergy created when all team members share team planning and decision making, combining their different knowledge, skills and abilities to achieve an optimal outcome.

6. Ensuring that team members are fully prepared to take on their roles and responsibilities and are able to take responsibility for their own tasks

A vital role for a team leader is to ensure that every team member is fully ready to perform their roles, responsibilities and tasks successfully. A failure for one team member to accomplish his or her task will often result in a failure of the team – which is a responsibility of the team leader.

Simon had clearly been worried about his ability to successfully complete his team task, but John ignored this issue, did not allow Jane to change team roles with him or train him, and did not provide any other training opportunities for training for Simon.

7. Encouraging team members to participate in team activities

Team synergy is achieved by harnessing the knowledge, skills and abilities of all team members. To achieve this a team leader must encourage every team member to be involved in team activities.

John has clearly not done this. He allocated tasks and duties to each team member and emailed these to each. He ignored Simon when Simon attempted to tell him about his worries about successfully completing his team task. He ignored Simon's email or only replied that Jane was too busy to train Simon.

John's approach was autocratic instead of encouraging team members to be involved in team processes.

8. Acting as a role model for the rest of his team

Leaders are very important role models for their followers. Whether they behave extremely well, extremely poorly, or in between, their followers are likely to copy them.

John was often late, but then told Simon that he had better not be late for work again after Simon had been late twice the last week. Simon said that he had not held the team up when he was late, and had made the time up, and that he thought it was ok to be late as John was often late, and had even held up a rare team meeting by an hour the week before when John had been late. John replied that he was a leader, so it was acceptable for him to be late. It was, however, not acceptable for lowly team members to be late.

John blamed Simon that the team was unlikely to meet its target, but had not told Simon of the change to the team's deadline because John had been late with his weekly control report.

These examples of double standards in a supposed role model that can destroy team motivation.

9. Communicating information from his line manager to the team

John did not communicate to the team that his manager had moved the team's deadline forward a week. No one in the team apart from John knew about this change. John believed that as team leader he was the only one who had to know about such information, and that he did not believe in meetings which a waste of time when he could email each team member what they were expected to do. Simon then said that he had not received John's weekly control report the week before that also would have given him feedback about such issues. John replied that he had been too busy last week to prepare it, and that Simon had better be very careful if he tried to criticise his team leader.

10. Communicating unresolved issues raised by team members to line managers

The team leader must immediately discuss issues such as resource shortages with line managers so that these issues can be resolved – either by supplying more resources or by changing team goals.

When Simon told John that there was not enough paint, John had no intention of asking his line manager for more, and told Simon to make do with what he had. Presumably the only

way that Simon could meet his quantity target would be by using less paint per desk – which would lessen the quality of each desk.

11. Evaluating team performance and taking any corrective action necessary to ensure that the team would meet its goal.

John noted that Simon was failing in meeting his KPI of assembling and painting 40 elite computer desks a week. This was an important control point at which John needed to take action. Simon was affected by two factors outside of his control and John needed to take action. His failure to take action would result in Simon's failure to meet his goals and therefore the team's failure to meet its goals.

The above examples point to serious deficiencies in John's ability to lead the team. The fact that every one of the above points is a failing in John's leadership skills implies that John lacks the ability to successfully lead a team. Therefore, unless there is an overwhelming reason to keep him in the role as team leader, in which serious training would be necessary to develop appropriate leadership skills in John, the best solution appears to be to replace John as team leader. Great care needs to be taken in the choice of a new team leader to ensure that he or she has the necessary team leadership skills noted in this report.

3.0 CONCLUSION

This report investigated the performance of John as a team leader, and the effect that his leadership has had on team performance. John has numerous significant failings in his leadership skills and no redeeming features were found in his leadership qualities. It is therefore recommended that John be replaced by a carefully chosen new leader. If it is decided that John should remain in the role of team leader, he needs to receive significant training in order to improve his team leadership skills.