

BSBWOR502

LEAD AND MANAGE TEAM EFFECTIVENESS

ASSESSMENT SUMMARY

The assessment activities for *BSBWOR502 Lead and manage team effectiveness* cover all aspects of the unit of competency required. To demonstrate competence in this unit, a participant must undertake all tasks and complete them satisfactorily and consistently. For Apprentices and Trainees, this includes employer completion of the Employer Record Book (ERB).

Participants must read all the information given before starting any assessment task. The assessment tasks are intended to be equitable, fair and flexible. If a participant has any questions or requires alternative arrangements to be made such requests should be directed to their Trainer/Assessor, who should note such arrangements in the 'Assessor Comments' on the affected assessment. If a participant feels they are not yet ready to be assessed, they should discuss their options with their Trainer/Assessor.

To satisfactorily complete the assessment, the participant is required to answer all questions correctly and demonstrate their skills to industry standards. If a participant does not answer some questions or perform some tasks, they will be deemed 'Not Satisfactory' for the task and 'Not Yet Competent' for the unit of competency. The Trainer/Assessor is able to provide the participant with additional information on interpreting the assessment outcomes and provide guidance on the participant's options. Should a participant still be deemed 'Not Satisfactory' they will have the opportunity to undertake a supplementary assessment or appeal the result.

By signing the cover page for each assessment item, the participant acknowledges they understand the assessment instructions and requirements and consent to being assessed. The participant also verifies and assures the RTO that the work submitted is their own work.

Participant Name	Joshua Badman
------------------	---------------

Task	Assessment Results	
Theory Exam	☐ Satisfactory	☐ Not Yet Satisfactory
Practical Assessment	☐ Satisfactory	☐ Not Yet Satisfactory
Outcome for Unit of Competency	☐ Competent	☐ Not Yet Competent

Assessor Name	
Assessor Signature	
Unit Competence Determination Date	Click here to enter a date.

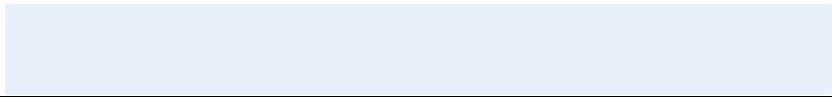
BSBWOR502

LEAD AND MANAGE TEAM EFFECTIVENESS

THEORY EXAM INSTRUCTIONS

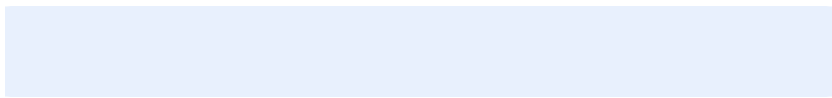
- 1.0 This exam will occur under standard assessment conditions.
- 1.1 An oral examination may be allowed under certain circumstances, whereby the Participant's answers will be documented by a party other than the Participant. This must be acknowledged in writing (e.g. FT001 and Assessor Comments)
- 2.0 Participants must provide enough detail in their responses to demonstrate their knowledge and skills.
- 3.0 Please fill in the details below, providing your name, signature and date of assessment.
- 3.1 Your signature acknowledges that this is your own work.
- 4.0 Assessors are to complete marking in pen of a different colour to the Participant.
- 5.0 If a Participant initially answers a question incorrectly but modifies their response, they must follow the instructions below:
- 5.1 If a Participant changes their response in writing, they must put their initials next to the written change.
- 5.2 If a Participant changes their response verbally, this must be noted on the exam paper by the assessor.

Participant name Joshua Badman

Participant signature 

Date 13/08/2021

Assessor name _____

Assessor signature 

Date Click here to enter a date.

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

ASSESSOR COMMENTS

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	A team leader should consult with their team for the below reasons: • Bonds team with everyone contributing their ideas and knowledge • Allows the team to feel more appreciated if things are done as a team. • Usually a better project outcome with additional input from the works
Team members' roles	A team leader needs to assign member roles to suit each person's specific skill set and ability so needs to communicate with staff members to ensure the correct role is selected.. Having a structured team also ensures project success



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

Open communication is when a team can share things openly with a work group.

This creates trust within the team and allows people to be more productive in their day to day work by being able to speak freely and report errors, concerns, project wins etc.



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

Answer Similarities between team members leads to people getting on better in the work place whilst diversity can assist the team as people will have different life experiences meaning different ideas to contribute to certain things in the work place.

A mix of both gives balance to team.



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

Answer

Conflict resolution strategy	Benefits	Disadvantages
Avoiding	Zero	Will have a negative effect on the team if something is avoided .
Accommodating	Interactive / Cooperative	You may regret being accommodating down the track
Forcing	Needed if an issue cannot be closed out	Can effect the teams motivation and possibly distance the team
Compromising	An effective way to resolve problems	One party will always lose
Consensus	Everyone agrees	Hard to reach 100% of the team on board.



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:

6.0 Explain what type of conflict it is

7.0 Discuss what action you would take to stop the conflict

Answer

Conflict number	Type of conflict	Resolution strategy
1	Relationship	This should not be a part of the team and is a managers role to assist in not letting it happen.
2	Process	A manager should explain to staff members as to why they were not chosen for a role/ position etc to ensure team members understand the main goal is what is best for the team not just the individual
3	Task	Task conflict between the team members can assist in productivity as long as they can voice their view until and agreement is made but it is the managers role to make the final call if an agreement cannot be made



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

Answer

1. Making sure all staff members can present their ideas freely
2. Finding common ground
3. Aiming for the same goal
4. Working through if 2 people have different ideas on a subject until resolved



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

Answer

Stage	Description
Forming	With new team members always being cautious of others. The team needs to share thoughts etc to form a good working team.
Storming	After a conflict within the team a leader will show his position amongst the competitiveness between the team
Norming	When the team starts cooperating and establishes ground rules to regulate behaviour within the group
Performing	When the team is effectively accomplishing project goals
Adjourning	Is dissolving of a temporary team



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

Answer	Understanding the dynamics of the team head all of the team to 1. Access behaviour in the team 2. To observe what stage the team is in 3. Assisting the team to achieve the final goal as effectively as possible	☐
---------------	--	--------------------------

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:

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

Answer	If the team has fallen apart slightly with addition of new staff members it is the managers job to bring the team back together by resolving any conflicts and reinstate the ground rules to build the crew back to an effective team	☐
---------------	--	--------------------------

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

Answer With the leader being a good role model it gives the team a good standard to work to and hopefully the team follows suit



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

Answer

4. Finishing tasks on time and correctly
5. Being on honest with the team to create trust
6. Having good communication with team members
7. Respecting team members when allocating tasks



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			Task aspects	
	•	Specific	1 - C	•	Set a challenging but attainable goal
	•	Measurable	2 - D	•	Each week
	•	Achievable	3 - A	•	brown 1 metre X 1 metre tables
	•	Resourced	4 - E	•	40
	•	Timetabled	5 - B	•	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	☐
	1. Must be key for company success 2. Must contribute to company success	1. If sales are based on customer satisfaction in a retail company it should be clearly shown 2. If school students all failed classes but the KPI is reached it may harm the school. A school based on pass rates could also be harmful if the it is made to easy to pass	
	3. It should measure factors so employees can control and change 4. It should be smart.	3. IE. If a KPI is based on assembled items which are affected by things outside the team's control and does not receive items to assemble it cannot assemble them. The KPI needs to reflect the assembly team's production rates excluding outside supply issues 4. It needs to be clear and precise with what it involves, a target goal, BE challenging nut achievable, have enough resources and have a deadline to meet.	
	Commitment to a final goal	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	

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

Answer

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	IE: 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	IE: aimed at improving future performance. Even a good team member can be helped to improve which most good employees want to do 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	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	Classroom learning
	Online courses
Informal	Videos
	Mentoring

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

Answer ☐

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 ☐

☐ 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,
--

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

Answer

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



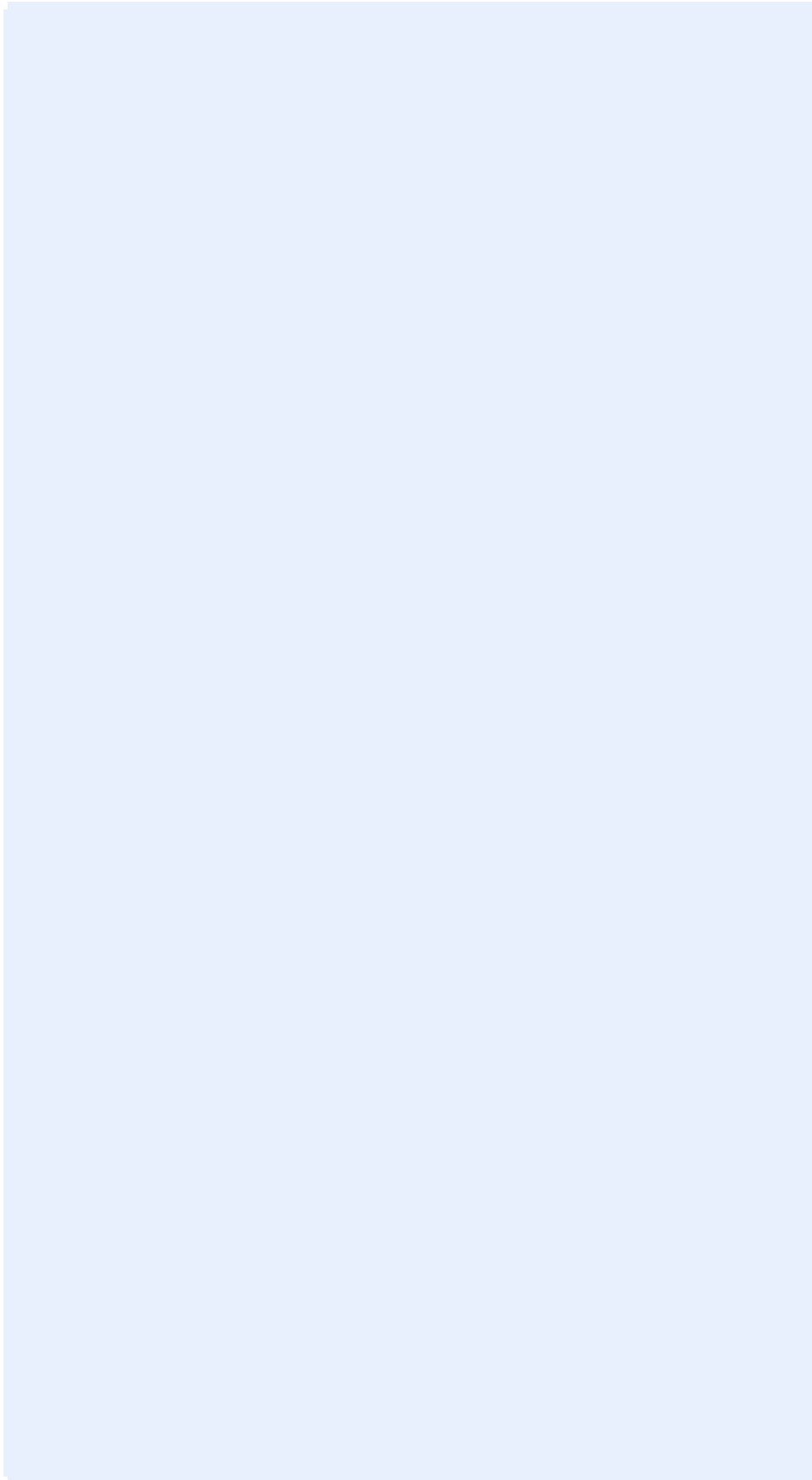
Q21. Create a Gantt chart for Roger and Janet. You may either use the template below, or insert an image on the following page.

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	Day 13	Day 14
Planning	Both	X													
Research	Rog		X	X											
Writing	Roger				X	X	X	X							
Research	Jan		X	X	X										
Writing	Jan					X	X	X							
Reading	Both								X	X					
Final Draft	Both										X	X	X	X	X
Binding And handing in	Both														



Answer



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. INTRODUCTION

3. Outline the objectives of your report and why the issue is important

2. BODY

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

3. CONCLUSION

5. A summary of your finding.

4. RECOMMENDATIONS

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

TIPS:

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

1. INTRODUCTION

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. 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 exam. '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 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 what should do, 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 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 them 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, measurable – 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 inspire 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 can 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 he changes 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 reports 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 new 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. CONCLUSION

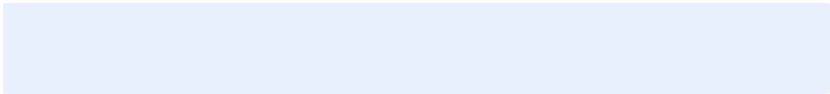
This report investigated the performance of John as a team leader, and the effect that his leadership has had on team performance. John has numerous significant failings in his leadership skills and no redeeming features were found in his leadership qualities. It is therefore, recommended that John be 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 to improve his team leadership skills.

BSBWOR502 LEAD AND MANAGE TEAM EFFECTIVENESS

PRACTICAL ASSESSMENT INSTRUCTIONS

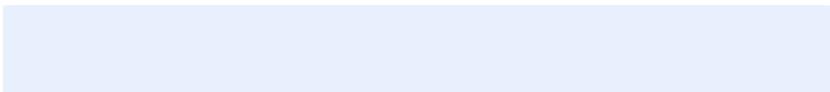
- 8.0 The following practical assessment will require the Participant to complete work related activities.
- 9.0 The Assessor will conduct observations of the Participant's work to determine whether they display sufficient practical skills and knowledge.
- 10.0 Please fill in the details below – providing your name, signature and date of assessment.
- 10.1 The Participant's signature acknowledges that the Assessor provided clear instructions and the Participant understood what was required to complete this assessment.
- 11.0 The Assessor may substitute a Practical Task with an alternate task of equal value.
- 11.1 Alternate tasks must be fully documented by the assessor in the Assessor Comments area.

Participant name Josh Badman

Participant signature 

Date Click here to enter a date.

Assessor name _____

Assessor signature 

Date Click here to enter a date.

Task	Task outcome (Tick)	
	Satisfactory	Not Yet Satisfactory
Task 1	☐	☐

ASSESSOR COMMENTS

BSBWOR502 LEAD AND MANAGE TEAM EFFECTIVENESS

Practical Task 1		
Description of task: A suitable observer is to verify the participant's ability to lead teams in the workplace and to actively engage with the management of the organisation. The participant is to gather evidence of how they have completed each component of the Practical Task, which is to be submitted with this Practical Assessment sheet. Examples can be found on the following pages. The observer is to provide detailed comments on the tasks completed by the participant. The assessor is to verify the observer's comments in the Assessor Comments section, and provide the Practical Assessment outcome on the front cover of this document.		
Resources required: Project documentation, Office equipment and resources.		
Assessment of task		
Name of participant:	Josh Badman	
Name of observer:		
Role of observer (Confirm suitability to sign)		
Email address of observer		
Signature of observer:		
Date:	Click here to enter a date.	
When completing the task, did the participant:		Tick if satisfactorily completed. Provide comments if left unticked.
1 Establish team performance plan		
1.2A.	Consult team members both orally and in writing to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives.	☐
1.2B.	Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team.	☐
1.2C.	Support team members both orally and in writing in meeting expected performance outcomes.	☐
2 Develop and facilitate team cohesion		
1.4A.	Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team.	☐
1.4B.	Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities.	☐
1.4C.	Provide oral and written feedback to team members to encourage, value and reward individual and team efforts and contributions.	☐
1.4D.	Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed.	☐

3 Facilitate teamwork	
• Encourage team members and individuals, both orally and in writing to participate in and to take responsibility for team activities including communication processes.	☐
• Support the team in identifying and resolving work performance problems.	☐
• Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders.	☐
4 Liaise with stakeholders	
Q23. Establish and maintain open communication processes with all stakeholders both orally and in writing.	☐
Q24. Communicate information from line manager/management to the team both orally and in writing.	☐
Q25. Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders both orally and in writing.	☐
Q26. Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.	☐
The Participant's performance was: ☐ Satisfactory ☐ Not Satisfactory	

EXAMPLE EVIDENCE

The following are examples of types of evidence that may be collected:

1. A student diary that could include:
 1. The team's purpose, a list of team members and the roles, responsibilities and accountabilities of each member
 2. How the team purpose etc., relates to organisational goals and plans
3. Other documentation which shows:
 4. How you consulted team members to help all team members have a common understanding of the team's purpose and the individual roles and responsibilities of each team member.
 5. Plans and KPIs developed by the team
 6. Examples of your support of team members to meet their performance expectations
 7. How you supported team cohesion, participation and performance
 8. How you helped the team achieve consensus or tied to and if, consensus was not achieved, what other strategies you used.
 9. Issues that you resolved and the strategies you used to resolve them.
 10. Strategies you used to make sure that team members were involved in planning, decision making and the operating of the team
 11. Policies and procedures used to ensure team members take responsibility and fulfil their roles
 12. Processes to make sure that issues raised by team members are addressed
 13. Processes to resolve performance issues
 14. How you provided feedback to team members to encourage them
 15. How you encouraged team members to take responsibility for team activities
 16. Any team performance problems encountered and how you supported the team to identify and resolve them.
 17. How you acted as a role model and any affect you noted on team members
 18. Issues brought up by team members and how you communicated them with management.
 19. Other stakeholders you interacted with and communication processes you established and used to liaise with them.

OBSERVER COMMENTS