

Learning Assessment Guide

Unit Standard 18336 – Version 2

Demonstrate and apply knowledge of team-building skills

Level 4 – 5 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- demonstrate knowledge of the processes of team building in the workplace
- facilitate team-building processes in a workplace activity
- review and evaluate workplace team-building processes in relation to the workplace activity.

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- A verification form for your manager to complete
- A verification form for one of your team members to complete.
- Assessment Guide that the assessor will use to assess your competence.

Special notes relating to this unit standard:

- 1 This unit standard is for people who manage or supervise work teams.
- 2 Relevant Legislation includes the Health and Safety in Employment Act 1992.
- 3 Glossary
Team is a temporary or ongoing group whose members are jointly charged with working together to achieve a clearly defined purpose or outcome.
Workplace refers to a permanent or semi-permanent site where work is undertaken. It may also refer to a specific project undertaken in a workplace.
- 4 This unit standard may lead on to Unit 8493, *Lead individuals and teams*.
- 5 This unit standard will be assessed on the basis of evidence of demonstrated performance in the workplace, or in simulated situations that demand performance equivalent to that required in work.

Assessment Task One – Element 1

Introduction

Assessment task one is designed to assess your ability to demonstrate knowledge of the processes of team building in the workplace.

Instructions

- Your assessment tasks require you to answer all the written questions, make observations about the team you are facilitating over a period of a month, and arrange with your manager to comment on your work with a team.
- You may do this in writing or orally. If you answer the questions orally, your assessor is likely to write down comments on your answers.
- There are verification forms for your manager and a team member to record their comments.
- Your assessor may also ask you questions concerning the evidence you have produced. The assessor will write down your responses as additional evidence.
- If you answer the questions in writing, please use a separate sheet of paper. You may use a word processor. Make sure that you clearly identify which question your answers relate to.

The completed assessment for task one will include:

- answers to all the questions.

Question 1

Explain your workplace activity. Explain what the team is doing and why. What are the objectives and outcomes of the activity?

Question 2

Teams are said to go through a number of recognisable stages in their formation. Name the five stages commonly identified. Then explain their characteristics and how they develop a team. Relate your answers to your workplace activity.

Question 3

Styles of leadership and membership are significant factors in a team's success. All managers and team members have different styles and some are more appropriate to team situations than others. From the following list, explain and compare three styles and discuss their potential impact on team dynamics.

- autocratic
- consultative
- representative
- cooperative
- permissive
- confrontational
- supportive
- distant.

Question 4

Team members can have different roles which impact on the team dynamics. Explain how these roles can affect team dynamics:

- task focused
- process focused
- blocking.

Question 5

The relationship between a team leader and a team can depend on how effectively the delegation of roles/activities/projects is managed. Using three of the principles below describe their relevance to team building.

- devolvement of responsibility to team members
- setting context for delegation
- establishing clear objectives and standards
- granting autonomy and formal authority to act
- agreeing on reporting structure within a team.

Question 6

Describe your organisation's environment and the culture of your organisation and/or team. Explain how these impact on the team dynamics and intended outcomes.

Assessment Task Two – Elements 2 and 3

Introduction

Assessment task two is designed to assess your ability to facilitate team-building processes in a workplace activity and review and evaluate workplace team-building processes in relation to the workplace activity.

Instructions

- For this task you will need to use your experience as a team leader working with a team on a specific activity. In a processing environment 'specific activity' could include meeting regular monthly targets.
- Select a task for which you are required to lead a team in your workplace during the next month or two.
- You will need to record/diary your experiences of working with the team over a period of a month or more to gather sufficient insight on how you work with the team and how the team works as a unit.
- You will specifically need to:
 - make notes of the stages the team is working at, based on the principles identified in Task One
 - explain your reasons for choosing these stages
 - explain how you took the team to the next identified stage.
- It is possible that the team may not progress in a linear manner and could return to an earlier stage(s) to establish team attributes.
- The second part of the task requires you to review and evaluate the effectiveness of the processes you employed in building your team. Part of this review can include comments on progress toward or evidence of the team outcomes.
- Use the Task Two Questions to structure your account of the above process.
- Write your account on a separate piece of paper, clearly identifying which question you are responding to.

The completed assessment for task two will include:

- answers to all the questions.

Question 1

Using the information you have recorded, identify the stage the team was at when you began your recording. Provide two examples to support your view of the team being at this stage.

Question 2

What is the next stage for this team?

Question 3

What did you, as team leader, do to bring the team to the next stage?

Question 4

Explain the activity outcome that the team is intending to achieve.

Question 5

Explain how you used two of the following procedures (or another process relevant to team building with your team) to develop the team to achieve the activity outcome.

- contributing and sharing job related and personal information
- furthering understanding about individual jobs and responsibilities
- reviewing and refining team objectives
- considering problems
- formulating joint decisions.

Question 6

Analyse the skills and abilities of your team members. What roles were agreed to in order to achieve the activity outcomes?

Question 7

Using the intended outcomes of this team activity, review and evaluate the effectiveness of team roles used. How did they contribute to the activity outcomes?

Question 8

Using the intended outcomes of this team activity, review and evaluate the effectiveness of team building processes you used. How did they contribute to the activity outcomes?

Question 9

What evidence do you have of the outcomes or progress toward the outcomes of the team activity?

Question 10

Do you have any recommendations for future team building activities based on your experience of working with this team?

Assessment Task Three – Element 2

Introduction

Assessment task three is designed to assess your ability to facilitate team-building processes in a workplace activity.

Instructions

- Discuss with your assessor whether they wish to obtain this verification orally through direct contact with your manager and a team member, or whether they prefer that you obtain it in writing.
- If the latter, provide your manager with the accompanying Manager Verification Form and ask them to complete it.
- Provide your manager with a briefing on the content of this unit standard prior to asking them to complete it, as your manager has been asked to provide examples of your work performance as part of the verification and needs to know the focus of this assessment.
- Brief one of your team members similarly, and have them complete the Team Member Verification Form.

The completed assessment for task three will include:

- one verification form from your manager
- one verification form from a member of your team.

Manager Verification Form

To: Manager of learner

_____ (name of learner) is currently being assessed toward unit standard 18336 - Demonstrate and apply knowledge of team-building skills. Would you please use your knowledge of the learner to verify whether or not they demonstrate a good understanding and the application of team-building principles in the workplace.

Please complete this form and arrange for it to be passed on to the 18336 assessor.

1. Does the learner demonstrate an understanding of the principles of team formation to achieve intended outcomes in the workplace? Processes may include forming, storming, norming, performing and adjourning. Yes/No

Comments/examples:

2. Does the learner analyse team members' skills and abilities and agree on roles to achieve intended activity outcomes? Yes/No

Comments/examples:

3. Does the learner apply team-building processes to achieve intended activity outcomes? Yes/No

Comments/examples:

Name:

Signature:

Position:

Contact telephone number:

Date:

Thank you for your help

Team Member Verification Form

To: Team member of learner

18336 - Demonstrate and apply knowledge of team-building skills. Would you please use your knowledge of the learner to verify whether or not they demonstrate a good understanding and the application of team-building principles in the workplace.

Please complete this form and arrange for it to be passed on to the 18336 assessor.

1. Does the learner demonstrate an understanding of the principles of team formation to achieve intended outcomes in the workplace? Processes may include forming, storming, norming, performing and adjourning. Yes/No

Comments/examples:

2. Does the learner analyse team members' skills and abilities and agree on roles to achieve intended activity outcomes? Yes/No

Comments/examples:

3. Does the learner apply team-building processes to achieve intended activity outcomes? Yes/No

Comments/examples:

Name:

Signature:

Position:

Contact telephone number:

Date:

Thank you for your help

Assessment Guide

These are the evidence and judgements that your assessor will use to assess your competence in unit standard 18336.

Task / Element	Evidence required	Judgement
<p><i>Task 1 / Element 1</i> (PC 1.1 – 1.6)</p> <p>Demonstrate knowledge of the processes of team building in the workplace</p>	<p>The learner answers the Task One Questions. These may be answered in writing or orally.</p> <p>The objectives and outcomes of the workplace activity are identified.</p> <p>The underpinning processes of team formation are described in relation to the workplace activity.</p> <p>Styles of team leadership and membership are identified and contrasted in terms of their potential impact on team dynamics.</p> <p>Team membership roles, and their potential impacts on team dynamics are described.</p> <p>Principles of effective delegation are identified and explained in terms of their relevance to team building.</p> <p>Factors affecting team dynamics are identified and explained in terms of their potential impact on intended outcomes.</p>	<p>Answers provide sufficient and appropriate examples.</p> <p>Answers demonstrate an understanding of the principles and process of team-building.</p> <p>Answers show ability to analyse behaviour and use this information to progress work tasks.</p> <p>Processes may include but are not limited to – forming, storming, norming, performing, adjourning.</p> <p>Styles may include but are not limited to – autocratic, consultative, representative, cooperative, permissive, confrontational, supportive, and distant; evidence of at least three styles is required.</p> <p>Roles – task focused, process focused, blocking.</p> <p>Principles may include but are not limited to – devolvement of responsibility to team members, setting context for delegation, establishing clear objectives and standards, granting autonomy and formal authority to act, agreeing on reporting structure within the team; evidence of at least three principles is required.</p> <p>Range includes but is not limited to – organisational environment, team and/or organisational culture.</p>

Task / Element	Evidence required	Judgement
<p><i>Tasks 2 & 3 / Element 2</i> (PC 2.1 – 2.3)</p> <p>Facilitate team-building processes in a workplace activity</p>	<p>The learner records team activity for one month or more.</p> <p>The learner answers the Task Two Questions related to their team activities.</p> <p>The underpinning principles of team formation are used to achieve the intended outcomes of the activity.</p> <p>Skills and abilities of team members are analysed, and roles agreed to achieve the intended outcomes of the activity.</p> <p>Team-building processes are applied to achieve activity outcomes.</p> <p>The learner obtains a completed Manager Verification Form.</p> <p>The learner obtains a completed Team Member Verification Form.</p>	<p>Recorded activity demonstrates ability to reflect and analyse team-building processes.</p> <p>Answers to Task Two Questions are complete and have appropriate and sufficient examples.</p> <p>Answers demonstrate the ability to apply the theory of team-building principles to the development of a working team.</p> <p>Processes may include but are not limited to – forming, storming, norming, performing, adjourning.</p> <p>The manager and team member responses endorse the learner's understanding and demonstration of team-building knowledge and skills.</p>
<p><i>Task 2 / Element 3</i> (PC 3.1 – 3.3)</p> <p>Review and evaluate workplace team-building processes in relation to the workplace activity.</p>	<p>Review examines and evaluates the effectiveness of team roles used in terms of their contribution to the outcomes of the activity.</p> <p>Review examines and evaluates the effectiveness of the team-building processes in achieving the intended outcomes of the activity.</p> <p>Review notes recommendations about team building for future team activities in the workplace.</p>	<p>Answers to Task Two Questions are complete and have appropriate and sufficient examples.</p> <p>Answers demonstrate the ability to apply the theory of team-building principles to the development of a working team.</p> <p>Review demonstrates appropriate awareness and analysis.</p>