

# Learning Assessment Guide 24875 v1

Describe and review team building and team leadership in a specified workplace (L3, C6)



## Learner to complete

Name:

Employer:

NSN or DOB:

## Assessor to complete

Meets requirements

Further evidence required

Name:

Signed:

Date:





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## INTRODUCTION

This Learning Assessment Guide will help you complete assessment for unit standard 24875 v1 Describe and review team building and team leadership in a specified workplace (L3, C6)

You can also refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).

Before assessment, you will need to:

- meet with your assessor
- complete a pre-assessment form.

When you have finished assessment you will need to sign a form that declares the work is yours.

A checklist at the end of this assessment lists everything you need to do before you give your completed assessment to your assessor.

**Important.** The Learning State Assessment Handbook has more information on the Learning State assessment process and completing assessments. Download this from our website or contact your Training Advisor.

Learning State Limited, Phone: 04 495 1410, [www.learningstate.govt.nz](http://www.learningstate.govt.nz), [info@learningstate.govt.nz](mailto:info@learningstate.govt.nz)

Kia Kaha and Good Luck

## PRE-ASSESSMENT FORM

Consider the following to find out if you are ready for this assessment:

- I understand the instructions for each task Yes / No
- I have the things I need to complete each task Yes / No
- I have the knowledge to complete each theory task Yes / No
- I have the skills to complete each practical task Yes / No
- I can produce the evidence listed for each task Yes / No

The people who will be involved in this assessment include:

Verifier(s) \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_  
Other \_\_\_\_\_  
Role: \_\_\_\_\_ Phone: \_\_\_\_\_

### Assessor – verifier(s) sign off

I am satisfied the people listed above have the required skills, knowledge and experience to provide valid and fair verification of performance, knowledge and understanding, and compliance with workplace policies, procedures, codes of practice, etc., and relevant legislation.

Assessor \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Learner - declaration of understanding

I confirm that I understand the evidence I am required to collect and produce.

Name: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## EXPLANATORY NOTES

### Definitions

*Myers-Briggs Type Indicator* refers to a personality inventory developed by Katharine Cook Briggs and Isabel Briggs Myers; see, Myers, Isabel Briggs; McCaulley Mary H.; Quenk, Naomi L.; Hammer, Allen L. *MBTI Manual: A guide to the development and use of the Myers Briggs type indicator* (Palo Alto, CA: Consulting Psychologists Press, 1998).

*DISC* (Dominance, Influence, Steadiness, Conscientious) is a behavioural model to examine the behavior of individuals in their environment or within a specific situation based on the work of Dr William Moulton Marston; see, Marston, William Moulton, *Emotions of Normal People* (New York: Harcourt Brace and Company, 1928).

*Kiersey Temperament Sorter* is a personality test designed to help people better understand themselves; see, Keirse, David, *Please Understand Me II: Temperament, Character, Intelligence* (Del Mar, CA: Prometheus Nemesis Book Company, 1998).

*Holland Codes* are personality types created by psychologist John L. Holland as part of his theory of career choice; see, Holland, John. L., *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments* (Odessa, FL: Psychological Assessment Resources Inc., 1997).

*Leadership styles* include, but are not limited to, four defined by psychologist Rensis Likert: *exploitative-authoritative* where the leader has a low concern for people and uses such methods as threats and other fear-based methods to achieve conformance; *benevolent-authoritative* where the leader adds concern for people to an authoritative position; *consultative* where the leader makes genuine efforts to listen carefully to ideas, but major decisions are still largely centrally made; *participative* where the leader makes maximum use of participative methods, engaging people lower down the organization in decision-making; see, Likert, Rensis, *The human organization: Its management and value* (New York: McGraw-Hill, 1967).

## ASSESSMENT TASK

### Outcome

This task is designed to demonstrate your knowledge of, and ability to review, team building and team leadership at work.

### Evidence required

Evidence	Sources
<ul style="list-style-type: none"><li>■ Answers to task questions</li><li>■ Workplace documentation relating to a review on a team building process for a specific activity</li><li>■ Completed verification form</li></ul>	<ul style="list-style-type: none"><li>■ your workplace</li><li>■ assessment tasks (this Learning Assessment Guide)</li></ul>

### Instructions

The primary purpose of any team is to achieve a collective goal. This requires the people who make up the team to be able to work cooperatively. Activities designed to encourage cooperation are collectively known as team-building.

The role of team leadership is to use team building to empower teams to achieve their goals.

1. This task requires you to answer questions relating to team-building and team-leadership and review team building processes at work.
2. You are also required to provide verification from a verifier that has been approved by your assessor during the pre-assessment meeting. Ensure the verifier completes the form fully; including appropriate comments and the form is signed and dated, before handing it to your assessor, along with this Learning Assessment Guide.



### Questions – team building

1. Workplace culture is made up of the practices and attitudes that are commonly shared. These practices and attitudes evolve as a result of how individuals are introduced to, learn to behave in, and develop in, the workplace (socialisation and orientation).

In terms of your own workplace, describe how culture can impact on personal relationships (dynamics) during team building activities.

Workplace culture	Impact on personal relationships (dynamics) during team building
Socialisation – the way individuals are introduced to and develop in the workplace	
Orientation – the way individuals learn to behave in the workplace	
Further comments, ideas?	

2. To follow are some personality models and their associated personality types. Using your knowledge of these and your workplace, choose two personalities types and describe the potential influence each may have on team group formation in relation to team building

- **Myers-Briggs Type Indicator:** extraversion/introversion, sensate/intuitive, thinking/feeling, judging/perceiving.
- **DISC assessment:** Dominance, Influence, Steadiness, Conscientiousness
- **Kiersey Temperament Sorter:** Artisan, Guardian, Idealist , and Rational
- **Holland Codes:** Realistic, Investigative, Artistic, Social, Enterprising, Conventional.

Personality type	Potential influence on team forming in relation to team-building activities



3. Change the workplace, especially in relation to people, can impact workplace culture in many ways, both positively and negatively. Examples of change are where people leave, new people start or where people are employed on a part-time (eg, seasonal or relief) basis. Consider two changes that have occurred in your workplace and describe how each impacted team building.

Change	Impact on team-building

4. Inevitably a team is going to have some conflicts. For example, conflicts between expectations, personality types, differences of opinions, core beliefs and so on.

Methods to deal with conflict, include negotiation, compromise and consensus between the parties, often assisted by a neutral third party such as the manager.

Describe how you would use these methods (and any others you use) to deal with conflicts in your team.

Method	How this method is used to deal with conflict
Negotiation	
Compromise	
Consensus	
Other	



### Questions – team leadership

5. Describe a minimum of three key activities in team leadership that take place in your workplace. Examples include:
- **linking** coordinating and integrating the work of others
  - **exploring** promoting and presenting opportunities
  - **organising** establishing and implementing ways of making things work
  - **controlling** inspecting and auditing the working of systems
  - **advising** gathering and reporting information

Activity	Description

6. Personality also has a part to play in team leadership, leading to different leadership styles. Four examples are; exploitive-authoritative, benevolent-authoritative, consultative, participative.

Choose a minimum of three team leadership activities that regularly take place in your workplace (such as those you chose for the previous question).

For each activity describe the style and responsibility of the team leadership that takes place and the impact of this leadership on team dynamics and motivation.

<b>Activity:</b>	
<b>Style:</b>	
<b>Responsibilities</b>	
<b>Impact on team dynamics and motivation</b>	



<b>Activity:</b>	
<b>Style:</b>	
<b>Responsibilities</b>	
<b>Impact on team dynamics and motivation</b>	

<b>Activity:</b>	
<b>Style:</b>	
<b>Responsibilities</b>	
<b>Impact on team dynamics and motivation</b>	



7. One of the biggest challenges for a team leader is to overcome resistance to change. Change requires team members to step outside their comfort zone. There are several strategies that might be used, depending on the nature of the resistance, the personality type of the members involved and other factors we have discussed. To follow is a table that lists some of these strategies. Describe at least one strength and one weakness for each.

Strategy	Strength	Weakness
Education		
Participation		
Facilitation		
Negotiation		
Manipulation		
Coercion		

8. Delegation is the art of distributing work to team members. Problems can arise such as when work is unevenly or unfairly distributed. Use the following chart to establish:
- the strengths and weaknesses of members in your team
  - how tasks could be delegated to best meet team objectives
  - whether these tasks are compatible with the employee’s job description or not
  - the reporting lines for each member/task

**Delegation chart**

Team member	Strengths	Weaknesses	Team task(s) best suited to this person	Compatibility with job description	Reporting line(s)



9. Review a team-building process you have used for a specific activity at work. Your goal is to find out:
  - how effectively tasks were delegated and how this helped to meet the activity outcomes.
  - what the strengths and weaknesses were of the team building process you followed.

To follow is an example of a completed performance review form. There is also a blank form which you can use to conduct your review or you can use a workplace equivalent.

### Team building process – review form EXAMPLE

<b>Activity</b>	<i>a group training session on project management</i>
<b>Team-building process followed</b>	<ul style="list-style-type: none"> <li>a. <i>bringing all members of the team onboard in terms of wanting the training</i></li> <li>b. <i>conducting a survey to identify individual strengths and weaknesses in project management</i></li> <li>c. <i>establishing a clear outcome, eg, all team members able to use the project management application selected by the company</i></li> <li>d. <i>arranging the training session – who, what, when, how, where</i></li> </ul>
<b>Tasks delegated</b>	<b>How this helped to meet activity outcomes</b>
<i>Sam – proposal</i>	<i>As team leader, Sam was able to ‘sell’ the benefits to the team at the team meeting, bringing everyone ‘onboard’ and eager to learn</i>
<i>Tom – survey</i>	<i>Tom created a list of key tasks in project management and established where each team member felt their strengths and weaknesses were. These were confirmed by the team leader.</i>
<i>Susan – venue</i>	<i>Susan worked with the admin staff to arrange a suitable venue, including resources. This turned out to be our organisation’s board room.</i>
<i>John – facilitation</i>	<i>John made enquiries and was able to contract an excellent facilitator for the training session</i>
<i>Mary – catering</i>	<i>Mary ordered catering and arranged for all other</i>



<b>Strengths of team-building process</b>	<b>Weaknesses of team-building process</b>
<p><i>Everybody understood the reasons why the training was required and this dissolved any resistance to the training. Everyone was keen and positive about the event.</i></p> <p><i>Tom's survey helped tailor the training session to individual needs – the feedback was positive with those requiring extra coaching and tuition receiving this and those who had experience in project management able to work independently on tasks.</i></p> <p><i>The common goal meant that everyone was willing to persevere and work collaboratively – mentoring and coaching each other as needed</i></p> <p><i>In-house venue meant no transport costs or disruption to people's daily transport arrangements</i></p> <p><i>The chosen facilitator was dynamic and engaging which motivated everyone to achieve more than they thought they could</i></p> <p><i>As the event was catered, the breaks and lunch hour was used for further team bonding, questions and answers and support.</i></p>	<p><i>In-house venue meant that staff were 'on-call' and could duck out to check their emails. This was distracting and affected time keeping.</i></p> <p><i>The facilitator was good but was from out-of-town and the all up costs were excessive.</i></p> <p><i>Mary didn't spend time establishing people's dietary needs or preferences and the results were cause for a couple of complaints.</i></p>

### Team building process – review form

<b>Activity</b>	
<b>Team-building process followed</b>	
<b>Tasks delegated</b>	<b>How this helped to meet activity outcomes</b>



<b>Strengths of team-building process</b>	<b>Weaknesses of team-building process</b>

## VERIFICATION FORM

Name of Learner:	
Name of Verifier:	
Contact details:	
Position of Verifier:	
Date verified:	

\_\_\_\_\_ is currently being assessed against Unit Standard 24875 v1 Describe and review team building and team leadership in a specified workplace (L3, C6). They are required to

- describe the processes of team building in a specified workplace;
- describe team leadership and its interaction with team members in a specified workplace; and
- review a specified workplace's team-building processes for a specified activity.

Please review the answers that the learner has provided in this Learning Assessment guide and make a decision as to whether the learner's answers are valid in terms of their workplace.

### Comments

Your signature confirms:

- that the learner met your requirements and those of the organisation.
- That you have received a copy of the *Learning State Good Practice Guide for Workplace Verifiers* (available from [www.learningstate.govt.nz](http://www.learningstate.govt.nz)).

Verifier's Signature \_\_\_\_\_

***Thank you for your assistance.***



## ASSESSMENT SUMMARY CHECKLIST

Use the following checklist to check that you have completed everything you need to do before you give your assessment to your assessor.

I have completed/produced the following:	✓
Pre-assessment form	
Assessment task: <ul style="list-style-type: none"><li data-bbox="395 763 783 797">■ Answers to task questions</li><li data-bbox="395 831 1286 913">■ Workplace documentation relating to a review on a team building process for a specific activity</li><li data-bbox="395 947 799 981">■ Completed verification form</li></ul>	
Declaration of authenticity	

### DECLARATION OF AUTHENTICITY

I confirm that I have completed assessment for Unit Standard 24875 on my own and the evidence produced is my own work.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ASSESSMENT RESULT:

The learner has:

**Met requirements**                      **Further Evidence Required**                      (please circle)

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

If further evidence is required, please provide details of next action:





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