

# Learning Assessment Guide

## Unit Standard 8493 – Version 3

### Provide leadership for a team in an organisation

#### Level 5 – 10 Credits

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

## 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.

This Learning Assessment Guide is made up of:

- Task sheets for you to complete.
- A Participant Verification Form.
- A Manager Verification Form.
- An Assessment Guide that the assessor will use to assess and record your competence.

The assessment tasks are designed to show the assessor that you can:

- Identify and use appropriate leadership styles in the workplace in accordance with the organisation's vision and values.
- Establish team behavioural expectations and standards in accordance with the organisation's vision and values.
- Facilitate a team in its work in accordance with the organisation's vision and values.
- Enhance working relationships with people outside the team in accordance with the organisation's vision and values.

Special notes relating to this unit standard:

*'Leadership'* is defined as the process of influencing others to engage in work behaviours that are congruent with the organisation's vision and values necessary to reach organizational goals.

*'Team'* is defined as a temporary or on-going group whose members are jointly charged with working together to achieve a clearly defined purpose or outcome.

*Organisation* refers to a specific business entity which may be a business unit or your entire state sector organisation.

*Organisational requirements* include such activities as day-to-day business operations, planning, work allocation, performance assessment, service or product delivery.

Legislation that may be relevant includes:

- Employment Relations Act 2000
- Health and Safety in Employment Act 1992
- Privacy Act 1993

## Assessment Task One – Element 1

### Introduction

This assessment task is designed to assess your ability to identify and use appropriate leadership styles in the workplace in accordance with the organisation's vision and values.

### Instructions

You may complete this task orally or in writing. Please advise your assessor if your preference is to complete it orally.

1. **Describe your leadership style** in the context of your work, and the vision, values and goals of your organisation.
2. Provide examples of how you model behaviours that are congruent with your organisation's vision and values.
3. Briefly describe **two examples** where your identification of the personal and working style of individuals and teams has influenced your management of staff.
4. Provide an example of a workplace situation where incongruent styles were present, yet you were able to provide support that met the needs of all parties.

## Assessment Task Two – Elements 2, 3 and 4

### Introduction

This assessment task is designed to assess your ability to:

- Establish team behavioural expectations and standards in accordance with the organisation's vision and values.
- Facilitate a team in its work in accordance with the organisation's vision and values.
- Enhance working relationships with people outside the team in accordance with the organisation's vision and values.

### Instructions

This task is best completed orally through discussion with your assessor. However, it may be completed in writing if this best suits your situation.

#### Part One

You will need to provide a comprehensive description of how you establish individual and team behaviour expectations and standards.

You will also need to provide evidence of your documentation of behaviour standards and expectations by showing your assessor copies of performance agreements or similar. The documentation must meet the requirements of the individual, team and the organisation.

There must be evidence of you negotiating these standards with the team, and how you have aligned the standards with the organisation's visions and values.

Show how you review and update the behavioural standards and expectations.

#### Part Two

This description will likely continue on from that of Part One. Provide your assessor with documentation where possible.

Describe how you work with individuals and teams on a daily basis to:

1. Ensure team processes allow for issues identified by team members to be recognised and addressed.
2. Encourage and recognise actual and potential contributions of both individuals and the team.
3. Build mutual trust.
4. Involve the team in decision making.
5. Rethink old ways of doing things to enhance effective teamwork.
6. Provide coaching to enhance performance.
7. Support individuals and teams to continuously improve their performance

### Part Three

Continue your description of your provision of leadership by focusing on the various ways in which you enhance working relationships with colleagues and work associates.

You will need to describe how you enhance working relationships with those outside of your team. Within your description ensure that you include examples involving a colleague, work associates and stakeholders.

Your description must include:

- How you establish and maintain open communication with individuals outside of your team.
- How information from outside of your team is communicated to your team members.
- Instances where you have communicated unresolved issues, concerns and problems raised by members of your team to people outside of your team. Include your follow-up procedure.
- Instances where people from outside of your team have raised an unresolved issue, concern or problem and the corrective action taken. Give an example of an issue raised by someone within your organisation, and someone external to your organisation.

## Assessment Task Three – Elements 1, 2, 3 and 4

### Introduction

This task is designed to obtain evidence from other parties on learner performance related to:

- Identify and use appropriate leadership styles in the workplace in accordance with the organisation's vision and values.
- Establish team behavioural expectations and standards in accordance with the organisation's vision and values.
- Facilitate a team in its work in accordance with the organisation's vision and values.
- Enhance working relationships with people outside the team in accordance with the organisation's vision and values.

### Instructions

You are to provide at least two colleagues or members of your team who are able to be impartial with a copy of the 'Participant Verification Form.' Please check with your assessor before deciding who to give the forms to.

Please also provide them with the assessor's mail and fax address so that they can forward their completed form direct to the assessor.

Provide your manager with a copy of the 'Manager Verification Form' and the assessor's address so that s/he can provide comment on your workplace leadership also.

The assessor may wish to discuss the content of these verifications with you.

### Participant Verification Form One

<b>Name of Learner:</b>	<b>Learner's DOB:</b>
<b>Signature of Participant.</b>	<b>Phone:</b>
<b>Relationship to Learner:</b>	
<b>Date:</b>	

\_\_\_\_\_ (name of learner) is currently being assessed toward Unit Standard 8493 Provide leadership for a team in an organisation. Your experience as a as a close colleague or member of the learner's team is sought for comment on how you view their leadership style and performance.

Please circle the number that best describes the learner's work performance in your view. Use the 'Comments' section to provide examples or comments to elaborate on your rating.

**Part A Identify and use appropriate leadership styles in the workplace in accordance with the organisation's vision and values.**

The learner models behaviour consistent with the vision and values of the organization.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner is able to identify different personal and working styles of others and these to achieve goals and objectives of the organisation.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner chooses leadership styles to influence others and to achieve goals which are consistent with the vision, values and purpose of the organisation.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The leadership style of the learner encourages the team's commitment to and enthusiasm for achieving the goals of the organization.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always / cont

Comments

**Part B Establish team behavioural expectations and standards in accordance with the organisation's vision and values**

The learner establishes behaviour standards and expectations in consultation and agreement with individual team members.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always

The learner establishes behaviour standards and expectations that are clear and concise.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always

The learner records and documents standards and expectations in a format and timeframe which you can understand.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always

The learner reviews and updates behaviour standards regularly.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always

Comments

**Part C Facilitate a team in its work in accordance with the organisation’s vision and values.**

The learner ensures team processes identified by members of the team are recognised and addressed.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner recognises and values the efforts and contributions made by members of the team.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner provides or arranges coaching to improve the performance of the team as the opportunity arises.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner’s leadership contributes to the building of mutual trust with individuals and within teams.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

Individuals and teams are involved in decision making in a way that promotes the achievement of organizational goals and values.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

New ideas, concepts, paradigms and opportunities are offered to stimulate rethinking of old ways of doing things, with apparent obstacles being overcome.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

Learner supports individuals and the team to continuously improve their performance.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

/cont

Comments:

**Part D Enhance working relationships with colleagues and work associates.**

Learner maintains open communication with people outside of the team.

1	2	3	4
Seldom	Sometimes	Usually	Always

Learner communicates information from outside the team to team members.

1	2	3	4
Seldom	Sometimes	Usually	Always

Learner communicates unresolved issues, concerns and problems raised by team members to the relevant people outside of the team (including management) and follows-up.

1	2	3	4
Seldom	Sometimes	Usually	Always

The following applies to people both external to and within the organisation. Learner takes necessary corrective action when issues, concerns or problems are raised by people outside the team.

1	2	3	4
Seldom	Sometimes	Usually	Always

Comments

Thank you for your assistance.

**Participant Verification Form Two**

<b>Name of Learner:</b>	<b>Learner's DOB:</b>
<b>Signature of Participant.</b>	<b>Phone:</b>
<b>Relationship to Learner:</b>	
<b>Date:</b>	

\_\_\_\_\_ (name of learner) is currently being assessed toward Unit Standard 8493 Provide leadership for a team in an organisation. Your experience as a as a close colleague or member of the learner's team is sought for comment on how you view their leadership style and performance.

Please circle the number that best describes the learner's work performance in your view. Use the 'Comments' section to provide examples or comments to elaborate on your rating.

**Part A Identify and use appropriate leadership styles in the workplace in accordance with the organisation's vision and values.**

The learner models behaviour consistent with the vision and values of the organization.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner is able to identify different personal and working styles of others and these to achieve goals and objectives of the organization.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner chooses leadership styles to influence others and to achieve goals which are consistent with the vision, values and purpose of the organisation.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The leadership style of the learner encourages the team's commitment to and enthusiasm for achieving the goals of the organisation.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always / cont

Comments

**Part B Establish team behavioural expectations and standards in accordance with the organisation's vision and values**

The learner establishes behaviour standards and expectations in consultation and agreement with individual team members.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always

The learner establishes behaviour standards and expectations that are clear and concise.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always

The learner records and documents standards and expectations in a format and timeframe which you can understand.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always

The learner reviews and updates behaviour standards regularly.

1 Seldom                      2 Sometimes                      3 Usually                      4 Always

Comments

**Part C Facilitate a team in its work in accordance with the organisation’s vision and values.**

The learner ensures team processes identified by members of the team are recognised and addressed.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

The learner recognises and values the efforts and contributions made by members of the team.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

The learner provides or arranges coaching to improve the performance of the team as the opportunity arises.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

The learner’s leadership contributes to the building of mutual trust with individuals and within teams.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

Individuals and teams are involved in decision making in a way that promotes the achievement of organizational goals and values.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

New ideas, concepts, paradigms and opportunities are offered to stimulate rethinking of old ways of doing things, with apparent obstacles being overcome.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

Learner supports individuals and the team to continuously improve their performance.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

/cont

Comments:

**Part D Enhance working relationships with colleagues and work associates.**

Learner maintains open communication with people outside of the team.

1	2	3	4
Seldom	Sometimes	Usually	Always

Learner communicates information from outside the team to team members.

1	2	3	4
Seldom	Sometimes	Usually	Always

Learner communicates unresolved issues, concerns and problems raised by team members to the relevant people outside of the team (including management) and follows-up.

1	2	3	4
Seldom	Sometimes	Usually	Always

The following applies to people both external to and within the organisation. Learner takes necessary corrective action when issues, concerns or problems are raised by people outside the team.

1	2	3	4
Seldom	Sometimes	Usually	Always

Comments

Thank you for your assistance.

### Manager or Team Leader Verification Form

<b>Name of Learner:</b>		
<b>Name of Verifier:</b>		<b>Phone:</b>
<b>Relationship to Learner:</b>		

\_\_\_\_\_ (name of learner) is currently being assessed toward Unit Standard 8493 Provide leadership for a team in an organisation. Your knowledge of the learner’s work performance is sought to confirm that the learner regularly meets the performance standards listed below.

Please indicate ✓ or ✗ whether or not the learner meets the following standards regularly. Use the ‘Comments’ section to give examples or to elaborate on your judgment.

**Part A Identify and use appropriate leadership style sin the workplace in accordance with the organisation’s visions and values.**

- Learner models behaviours that are congruent with the visions and values of the organisation.
- Learner identifies and utilises different personal and working styles of individuals and teams to attain goals and objectives.
- Learner selects and uses leadership styles to influence others to achieve organisational goals in a manner congruent with the organisation’s vision, values and purpose.
- Where styles are incongruent with the organisation’s values, goals and objectives, individuals and teams are supported to achieve consistency.

**Comments:**

**Part B Establish team behavioural expectations and standards in accordance with the organisation's vision and values.**

- Learner establishes behavioural standards in consultation and negotiation with their team. The standards and expectations are aligned with the visions and values of the organisation.
- Behavioural standards and expectations agreed to are clear and concise.
- Learner records behavioural standards and expectations in a format that meets individual, team, and defined organisational requirements.
- Learner reviews and updates behavioural expectations and standards regularly.

**Comments:****Part C Facilitate a team in its work in accordance with the organisation's visions and values.**

- Learner ensures the team has a process that allows issues identified by members of the team to be recognised and addressed.
- Learner recognises and encourages actual and potential contributions of individuals and teams.
- Opportunities to coach individuals and teams are utilized to enhance performance.
- Learner continuously supports the team and individuals to improve their own performance.
- Mutual trust is built with individuals and teams and within teams.
- Learner involves individuals and teams in decision making in a way that promotes the attainment of organisational goals and values.

/cont

**Comments:****Part D Enhance working relationships with people outside of the team in accordance with the organisation's visions and values.**

*Includes but is not limited two colleagues, work associates, stakeholders. Verification is required for one person from each group.*

- Learner establishes and maintains open communication with people from outside of their team.
- Learner communicates information from outside of the team to team members.
- Learner communicates and follows-up issues, concerns and problems raised by team members to the relevant people external to the team (including manager).
- Learner takes necessary corrective action when people outside the team but *within* the organisation raise issues, concerns or problems.
- Learner takes necessary corrective action when people outside the team and *external* to the organisation raise issues, concerns or problems.

**Comments:**

The assessor may contact you to discuss the learner's performance.

Signed: \_\_\_\_\_

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

## Assessment Guide

This is the assessment guide your assessor will use to assess your competence in unit standard 8493.

Element	Task	Evidence Required	Judgment
Element One	One, Three.	<p>The learner describes his/her leadership style, using the questions provided to help structure their description.</p> <p>All four questions are answered.</p> <p>Descriptions may be given orally or in writing.</p> <p>Part A Manager Verification Form completed.</p> <p>Part A Two Participant Verification Forms completed.</p>	<p>Learner models behaviours that are congruent with the visions and values of the organisation.</p> <p>Learner identifies and utilises different personal and working styles of individuals and teams to attain goals and objectives.</p> <p>Learner selects and uses leadership styles a to influence others to achieve organisational goals in a manner congruent with the organisation's vision, values and purpose.</p> <p>Where styles are incongruent with the organisation's values, goals and objectives, individuals and teams are supported to achieve consistency.</p> <p>Participant Form ratings should be 3-4 by majority.</p>
Element Two	Two and Three	<p>Learner describes their handling of behavioural expectations and standards required of their team (Part A Task Two).</p> <p>Part B Manager Verification Form completed.</p> <p>Part B Two Participant Verification Forms completed.</p>	<p>Learner establishes behavioural standards in consultation and negotiation with their team. The standards and expectations are aligned with the visions and values of the organisation.</p> <p>Behavioural standards and expectations agreed to are clear and concise.</p> <p>Learner records behavioural standards and expectations in a format that meets individual, team, and defined organisational requirements.</p> <p>Learner reviews and updates behavioural expectations and standards regularly.</p>

Element	Task	Evidence Required	Judgment
			Participant Form ratings should be 3-4 by majority.
Element Three	Two and Three	<p>Learner describes their facilitation of a team (Part B Task Two).</p> <p>Part C Manager Verification Form completed.</p> <p>Part C Two Participant Verification Forms completed.</p>	<p>Learner ensures the team has a process that allows issues identified by members of the team to be recognised and addressed.</p> <p>Learner recognises and encourages actual and potential contributions of individuals and teams.</p> <p>Opportunities to coach individuals and teams are utilized to enhance performance.</p> <p>Learner continuously supports the team and individuals to improve their own performance.</p> <p>Mutual trust is built with individuals and teams and within teams.</p> <p>Learner involves individuals and teams in decision making in a way that promotes the attainment of organisational goals and values.</p> <p>Participant Form ratings should be 3-4 by majority.</p>
Element Four	Two and Three	<p>Learner describes how they enhance workplace relationships with those outside of their team (Part C Task Two).</p> <p>Part D Manager Verification Form completed.</p> <p>Part D Two Participant Verification Forms completed.</p>	<p>Learner establishes and maintains open communication with people from outside of their team.</p> <p>Learner communicates information from outside of the team to team members.</p> <p>Learner communicates and follows-up issues, concerns and problems raised by team members to the relevant people external to the team (including manager).</p> <p>Learner takes necessary corrective action when people outside the team but <i>within</i> the organisation raise issues, concerns or problems.</p> <p>Learner takes necessary</p>

Element	Task	Evidence Required	Judgment
			<p>corrective action when people outside the team and <i>external</i> to the organisation raise issues, concerns or problems.</p> <p>Participant Form ratings should be 3-4 by majority.</p>