

STUDENT ASSESSMENT GUIDE

Unit of competency name Work effectively with others

Unit of competency number BSBWOR203A

Unit Purpose

When you successfully complete this unit you will have demonstrated the knowledge and skills required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

Specifically, you should be able to:

- Develop effective workplace relationships
- Contribute to workgroup activities
- Deal effectively with issues, problems and conflict

Reporting of assessment outcomes

Your result will be recorded and reported to you as Competent or Not yet Competent.

Requirements to successfully complete this unit of competency

To demonstrate competence in this unit, you must provide evidence that you have the knowledge and skills required to:

- provide support to team members to ensure goals are met
- seek feedback from clients and/or colleagues and take appropriate action
- use appropriate conflict resolution techniques

Specific Requirements to successfully complete this unit of competency

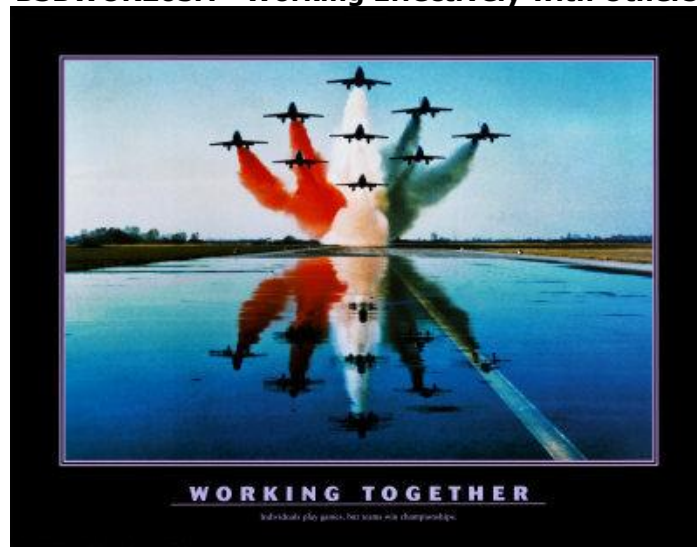
You are required to complete

- a) Your Workbook
- b) Case Study
- c) Scenario
- d) Work Experience

Assessment Table

Assessment Component	Assessment Method/Tool No	Assessment Method/Tool	Aspects of Evidence	Weighting %
COMPETENCY UNGRADED	1	Case study	1,2,3	25%
COMPETENCY UNGRADED	2	Portfolio	1,2,3	50%
COMPETENCY UNGRADED	3	Scenario	1,2,3	25%

BSBWOR203A - Working Effectively with Others



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Developing Effective Workplace Relations Teams

A team is a group of people who are working together for a specific purpose. Often each person has a different skill that they bring to the group so that they complement each other and are able to complete a wide range of tasks. The team may consist of the entire business organisation, a department or section, a group formed for a specific purpose which then disbands when the task is complete, or even a committee that meets every now and again. People are often members of a number of different teams at the same time.

Features and characteristics of successful teamwork include

- all members being committed to the goals of the team
- effective communication between team members so that each person understands what is expected of them
- each member co-operating with everyone and assisting others when they need help
- everyone being flexible with respect to the tasks they complete – the more multiskilled a team, the more work will be completed within the designated time frames
- sharing of ideas and everyone contributing to brainstorming activities, especially when problem solving
- everyone adopting a positive attitude
- people respecting differences in personal values and beliefs related to culture, religion and language.

For a team to be successful, responsibilities and duties must be undertaken in a positive manner to promote co-operation and good relationships. This can be achieved by following

- the requirements of your job description
- the goals and objectives of both the organisation and the team in which you are working
- the organisation's business plan
- the organisation's supervision and accountability requirements
- legal requirements, such as Occupational, Health and Safety regulations
- anti-discrimination policy
- access and equity principles
- ethical standards or industry Code of Conduct.

Teams Questions

Question 1 Complete the table in relation to Teams

Term	Definition or Description
Team	
Individual Contributions	
Team Make-up	

Question 2

Complete the table in relation to working as a team

Advantages	Disadvantages

Question 3

List 4 characteristics of successful teamwork

Question 4

For a team to be successful, responsibilities and duties must be undertaken in a positive manner to promote co-operation and good relationships. List four ways that this can be achieved.

Seeking assistance from workgroup members

There are many times when a problem arises that you cannot solve by yourself. If you cannot finish a task, then you slow down the whole group. It is then necessary to ask for assistance, by approaching others, for example

- your supervisor
- your coach or mentor
- your colleagues or other members of the team
- another member of the organisation.

It is important to work together. This can happen in either a meeting, teleconference, face-to-face or online via the Internet.

Seeking Assistance Questions

Question 1

Who could you approach if a problem arises that you can't solve by yourself?

Question 2

How could you approach someone if you can't solve a problem by yourself?

Feedback

It is important that your work performance is monitored and that you receive feedback that is constructive and encourages you to strive for improvement. Feedback is information given in response to a product, performance etc., used as a basis for improvement. High performing leaders regularly provide feedback.

Positive Feedback

Positive feedback will occur when you congratulate, reward or acknowledge a person for having done something correctly, efficiently, effectively or exceptionally well. It applies to every aspect of their performance and can be given in public or private. Positive feedback should be specific, valid and sincere. Giving positive feedback can be a powerful tool for employee motivation and reinforces good behaviour.

Negative feedback

Whilst not as 'nice' as positive feedback, negative feedback is also important. If staff members are doing something incorrectly, they need to be shown the correct way immediately. It does not just apply to health and safety situations. It applies to every aspect of their performance. The sooner the better, as it is much easier to correct a behaviour before it has become a bad habit that has to be 'unlearned'. Negative feedback should be given in private so that the employee does not feel embarrassed or singled out.

No feedback

Employees have to be told when they are not reaching performance standards or targets, so that they have the opportunity to improve. Too many employers and managers have 'swept poor performance problems under the carpet'. An employee can not be expected to improve if they have not been given any feedback in relation to their performance.

Feedback on performance may include.

Feedback Type	Description of how feedback is given
Formal or informal performance appraisals	The first appraisal usually takes place three months after an employee starts a job then every six or twelve months thereafter. These appraisals allow for a formal method of feedback which can lead to modification of work performance, further training and re-evaluation of performance
Feedback from supervisors and colleagues	Mainly in the form of informal comments on a job well done or suggestions of how to complete a task.
Feedback from clients	Hopefully positive praise rather than negative points. Can be given in person or via a feedback questionnaire, (paper, email or fax)
Personal, reflective behaviour strategies	Thinking about what you have done and how you can improve it next time
Routine organisational methods for monitoring service	These can include customer complaint or satisfaction forms, and surveys that are completed at the end of a task.

Feedback Questions

Question 1

What is the difference between positive and negative feedback?

Question 2

When should positive and negative feedback be given?

Question 3

Describe a situation where you were given Positive feedback and how this impacted on you.

Question 4

Describe a situation where you were given Negative feedback and how this impacted on you.

Question 5

What happens if no feedback is given?

Question 6

- a) Who would complete a performance appraisal on you in the workplace
- b) When are performance appraisals usually given
- c) Why are performance appraisals given?

Answers

- a)

- b)

- c)

Question 7

List five different ways that you can receive feedback in the Business Environment

- 1)

- 2)

- 3)

- 4)

- 5)

Question 8

How can feedback in the form of routine organisational methods for monitoring service be given?

Performance appraisals

There are three steps in the performance appraisal process

Step	Name	Description
1	Conducting	The studying of processes, people's abilities and hence their performance
2	Modifying	The changing of processes by introducing training to increase performance.
3	Evaluating	The process of review, to ensure that changes have been beneficial.

Conducting Team Appraisals

Teamwork is increasingly emphasised in many workplaces within the AOD and broader health sector.

Therefore, it is worthwhile considering conducting appraisals of team performance (including the team's relationship with the organisation as a whole), and individual workers' contributions to team effectiveness.

As with individual performance appraisals, the key to conducting successful team appraisals is to ensure performance criteria are relevant to work practice and accepted by team members.

Team members should be encouraged to participate in the appraisal process. For example, the team can be invited to

- Assist with the identification of key teamwork behaviours, and their relative importance
- Provide information on fellow team members' contribution to team effectiveness
- Conduct self assessments of their own contribution to team effectiveness.

Assessing Individuals' Contribution to Team Effectiveness

Appraisal of individual team members' contributions to the team should include assessment of four general competencies:

1. Self-management (e.g., goal setting, defining roles and responsibilities, facilitating team performance)
2. Communication (e.g., offering and accepting feedback, expressing ideas clearly, resolving conflict)
3. Decision-making (e.g., facilitating systematic decision-making, encouraging team involvement in decision-making)
4. Collaboration (e.g., problem-solving with group members' input).

When managed carefully, team appraisals have the potential to enhance team pride, sense of ownership and cohesion. However, receiving performance feedback from team members can be a sensitive issue for some workers. It is recommended that appraisals of individuals' contribution to the team is provided;

- By the team leader or manager
- In private one-to-one feedback sessions
- With an emphasis on constructive, positive feedback
- Anonymously (i.e., team members' comments are provided anonymously).

Performance appraisals Questions

Question 1

Name the three steps in the '*performance appraisal process*' and give a definition for each.

1) _____

2) _____

3) _____

Question 2

How can team members be encouraged to participate in the appraisal process?

Question 3

List the four general competencies that should be assessed in the appraisal of individual members' contributions to the team?

Question 4

Who should provide appraisals of individuals' contribution to the team?

Question 5

Complete the following Performance appraisal form based on your work experience.

Work Experience Performance Self-Appraisal Form

Workplace		Address of Workplace	
Name	Position		Phone

Time Covered	Time in position	Length of service:
Appraisal date & time:	Appraisal venue:	Self Appraisal

Part A

A1 State your understanding of your main duties and responsibilities.

A2 Discussion points:

1 Was the work experience week good/bad/satisfactory or otherwise for you, and why?

2. What do you consider to be your most important achievements of the week?

3. What do you like and dislike about working for this organisation?

4. What elements of your job did you find most difficult?

5. What elements of your job interested you the most, and least?

Contributing to Workgroup Activities

Providing support

It is important to provide support to team members to ensure that workgroup goals are met. Providing support to team members may include

- explaining or clarifying policies, procedures, instructions etc
- helping colleagues to complete tasks on time, especially if you have completed your own tasks ahead of schedule
- assisting with solving problems
- providing encouragement in order to foster a positive attitude
- providing feedback to another team member
- undertaking extra tasks if necessary.

Time management strategies

In order to ensure workgroup goals are met, it is important to apply time management strategies, including

- **Prioritising:** the ordering of tasks so that the most important are completed first and so on to the least important.
- **Delegation:** passing on specific tasks for completion by someone else, particularly if that person is more skilled to complete the job than you are.
- **Problem-solving:** often achieved by brainstorming so that the best method of solving the problem is adopted and agreed on by all team members.
- **Decision-making:** often the responsibility of the team leader so that tasks are completed within the set deadline.

Communication

Effective communication is important so that

- team members understand and agree with team goals
- goals and tasks can be clarified
- team members understand how their tasks fit in with other people's tasks
- problems can be sorted out before they become too serious
- information that affects team goals can be shared
- the team can evaluate their progress and discuss ways to improve their work.

Communication may either be oral or written.

Oral communication methods may include	Written communication methods may include
Discussion: to share ideas to facilitate a job being completed on time	Instructions: to explain how a task must be completed in order to limit misunderstanding
Debate: when two people do not agree so put forward their point of view in order to convince the other person	Schedules: to prioritise tasks so that the most important is completed first
Negotiation: when people discuss their differences of opinion but are willing to compromise with each other in order to get a job done	Reports: often used as feedback or when evaluating a task/procedure.
Speeches: for example, in a training session.	

Contributing to Workgroup Activities Questions

Providing support -Question 1

How can support be given to team members to ensure that workgroup goals are met?

Time Management Strategies - Question 1

Complete the following table in regards to Time Management Strategies.

Time Management Strategy	Definition
Prioritising	
Problem-solving	
	Often the responsibility of the team leader so that tasks are completed within the set deadline.
	Passing on specific tasks for completion by someone else, particularly if that person is more skilled to complete the job than you are

Communication - Question 1

True or False; Effective communication is important so that.....

Statement	True or False
Team members understand and agree with team goals	
Problems can be sorted out before they become too serious	
Team members understand how their tasks fit in with other people's tasks	
Information that affects team goals can be kept to yourself	
Goals and tasks don't need to be clarified	

Question 2 State if the following are Oral or Written methods of communication

Communication Methods	Oral or Written
Discussion	
Instructions	
Schedules	
Negotiation	
Speeches	
Reports	
Email	
Fax	
Meetings	

Question 3 Give a definition for the types of Communication

Communication Type	Definition
Discussion	
Reports	
Debate	
Negotiation	
Instructions	

Strategies and Opportunities for Improvement of the Workgroup

It is important that strategies and opportunities for improvement of the workgroup are identified and planned in liaison with the workgroup.

Some strategies or opportunities may include

Strategy	Definition
Holding meetings	Important way for members to communicate and solve problems
Brainstorming	Many people are able to contribute ideas, particularly when trying to solve a problem, so that the best alternative is adopted.
Coaching, mentoring or supervision	Enables more experienced personnel to help the less experienced in order to improve the latter's efficiency and performance.
Formal and informal training provisions	Formal includes attending courses whereas informal is often one colleague helping another, which will improve the performance of the person receiving the training.
Internal and external training provisions	internal training occurs on site whereas external is held at a TAFE College or other business premises, depending on the size and resources of the business. All training would result in improvements in awareness, performance and efficiency of the workgroup.
Work experience or exchange opportunities:	Allows a worker to see what is occurring in other work venues and can share ideas with team members to improve work performance of team.
Personal study	To improve knowledge and performance, which can then be shared with other team members
Recognition of prior learning	To ensure that the most experienced or the person with the most training will be chosen for each task to ensure that tasks are completed on time.
Career planning and development	To have a plan for the future, which can benefit the team
Performance appraisals	Will identify the need for further training
Workplace skills assessment	To determine what skills the members of a particular workplace have so that workgroups can be chosen with the knowledge that the best people for a certain task will be chosen to maximise the outcomes.

Strategies and Opportunities for Improvement of the Workgroup Questions

Question 1 In the table below, mark whether each characteristic is describing the team leader, a member of a team or both.

Characteristic	Team leader	Team member
Makes decisions		
Solves problems affecting team progress		
Positive attitude		
Keeps the team focused		
Allocates responsibilities		
Gives feedback on progress		
Conducts team meetings		
Motivated to work		
Co-operative		
Good at motivating others		
Flexible		

Question 2 What is the difference between informal and formal training?

Question 3 Match the term with the correct definition

Strategy	Definition
Internal and external training provisions	To have a plan for the future, which can benefit the team
Holding meetings	Many people are able to contribute ideas, particularly when trying to solve a problem, so that the best alternative is adopted.
Coaching, mentoring or supervision	Will identify the need for further training
Work experience or exchange opportunities	Formal includes attending courses whereas informal is often one colleague helping another, which will improve the performance of the person receiving the training.
Brainstorming	Internal training occurs on site whereas external is held at a TAFE College or other business premises, depending on the size and resources of the business. All training would result in improvements in awareness, performance and efficiency of the workgroup.
Workplace skills assessment	Allows a worker to see what is occurring in other work venues and can share ideas with team members to improve work performance of team.
Career planning and development	To improve knowledge and performance, which can then be shared with other team members
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Personal study	Important way for members to communicate and solve problems
Performance appraisals	Enables more experienced personnel to help the less experienced in order to improve the latter's efficiency and performance.
Formal and informal training provisions	To determine what skills the members of a particular workplace have so that workgroups can be chosen with the knowledge that the best people for a certain task will be chosen to maximise the outcomes.

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STUDENT ASSESSMENT GUIDE - UNIT OF COMPETENCY**

Key Terms and Concepts

Term	Definition
Acknowledge	To express appreciation or recognition to a person carrying out a task.
Anti-discrimination	Not being allowed to treat people differently because of their race, sex, disability, homosexuality, age etc.
Business plan	A plan of where a business wants to go in the future, its short and long term goals and how it plans to achieve them.
Code of conduct	A set of practices regarding the conduct that employees must follow while at work.
Competencies	The abilities that an employee displays while completing set tasks in the course of his or her employment.
Controls	Commands or restraints put in place to restrict activities that can cause injury or illness.
Delegation	A representative group of employees who represent other employees.
Discussion	An informal conversation about a specific subject.
Empathise	To identify with and understand another's situation, feelings, and motives.
Encourage	To give reassurance, stimulation, support, inspiration etc to someone either during or at the completion of a task.
Feedback	A response or information given during or at the completion of a task.
Hazard	Anything that has the potential to cause injury or illness.
Job description	A document that sets out the description of the tasks to be completed by an employee in the course of his or her employment.
Negotiation	A discussion to enable an agreement or a compromise.
Occupational Health and Safety	Legislation to protect the health and safety of all workers and visitors in a business.
Open communication channels	Processes to encourage open communication between all levels of employees within a workplace.
Opportunity	A chance or opening offered by circumstances.
Preferred task completion method	The way that the organisation likes to have a task completed.
Prioritise	To rank tasks according to their importance or urgency.
Risk	The likelihood of injury or illness if exposed to a hazard.
Strategy	A plan of action or policy within a business organisation.
Supervision and accountability requirements	The policy relating to who supervises whom and who is accountable for what tasks and to whom.