

Core Unit 5: BSBWOR502A: Ensure team effectiveness

This Unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

References: Course manual, section 3.2; Sport and Recreation Victoria, 1995, section 3; Dwyer, J. and Hopwood, N., 2010, Ch. 6, 7; Materials from a selected organisation

Unit Element	Performance Criteria	Study Program	References	Assessment Criteria	Work Evidence
1. Establish team performance plan	1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives	1. Read the references for this Unit. Explain why it is important to liaise with project team members on a regular basis and suggest how this might be done	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 6, 7; Materials from the selected organisation	Students will demonstrate the ability to: <ol style="list-style-type: none"> 1. Explain why it is important to liaise with project team members on a regular basis and suggest how this can be done most effectively 2. Outline a draft statement of the role and responsibility of each team member in a proposed/ hypothetical recreation planning study 	<ol style="list-style-type: none"> 1. A written or verbal explanation as to why it is important to liaise with project team members on a regular basis 2. A listing of suggestions as to how this can be done most effectively 3. Preparation of a draft statement of the role and responsibility of each team member in a proposed/ hypothetical recreation planning study
	1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team	<ol style="list-style-type: none"> 1. Go to the following web sites and read about performance plans: http://education.qld.gov.au/staff/development/performance/ www.unisa.edu.au/hrm/.../performance/dev/yourperfplan.doc 2. Have performance plans been prepared in your organisation? If so, review several of them, discuss them with the responsible officer and provide a commentary on their value and how they might be improved. If there are no performance plans in the organisation, use the material in the above web sites (or others) to formulate the framework for a plan 	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 6, 7, 11; Materials from the selected organisation	Students will demonstrate the ability to: <ol style="list-style-type: none"> 1. Identify any performance plans in their select organisation 2. Summarise the plans and in the light of the wider reading, provide a commentary on their value and how they might be improved 3. If there are no performance plans in the organisation, use the material in the web sites (or others) to formulate the framework for a plan 	<ol style="list-style-type: none"> 1. A listing of existing performance plans in the select organisation 2. A summary of two plans 3. The provision of a written or verbal commentary on the value of the performance plans and how they might be improved 4. The formulation of a written framework for a plan using use the material in the web sites (or others) as a guide where there are no performance plans in the select organisation
	1.3 Support team members in meeting expected performance outcomes	1. See 1.1 and 1.2 above	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 7, 11; Materials from the selected organisation	Students will demonstrate the ability to: <ol style="list-style-type: none"> 1. Describe the ways by which a project leader can support team members in helping them to meet the performance outcomes expected of them 	<ol style="list-style-type: none"> 1. Provision of a describe of the ways by which a project leader can support team members in helping them to meet the performance outcomes expected of them

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2. Develop and facilitate team cohesion	2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team	1. Identify strategies commonly used in your organisation or in a recent project to ensure team member input. Review and add to the strategies you have identified. If no strategies have been put in place, devise a checklist of opportunities for a future project	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 4, 7,11; Materials from the selected organisation	Students will demonstrate the ability to: 1. Research the strategies used by organisations to achieve optimum team member input 2. Assess whether any of the identified strategies have been used in their selected organisation and if not, propose a method for doing so 3. Identify processes that seek to ensure that issues, concerns and problems identified by team members are recognised and addressed	1. Provision of evidence of research 2. A discussion of the strategies used by organisations to achieve optimum team member input 3. A discussion of whether any of the identified strategies identified in 2. have been used in their selected organisation and if not, proposals as to a method for doing so 3. Presentation of a discussion of processes that should ensure that issues, concerns and problems identified by team members are recognised and addressed
	2.2 Develop policies and procedures to ensure team members take responsibility for their own work and assist others to undertake required roles and responsibilities	1. Identify strategies commonly used in your organisation or in a recent project that seek to ensure that team members take responsibility for their own work and assist others to undertake required roles and responsibilities. If no strategies have been put in place, devise a checklist of opportunities for a future project	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 3, 7,11; Materials from the selected organisation	Students will demonstrate the ability to: 1. Identify if their selected organisation has strategies in place that seek to ensure that team members take responsibility for their own work and assist others to undertake required roles and responsibilities 2. If no strategies can be identified or put in place, devise a checklist of opportunities for a future project	1. A list of the strategies that are in place in the selected organisation to ensure that team members take responsibility for their own work and assist others to undertake required roles and responsibilities 2. Provision of a checklist of possible strategies where no strategies (under 1. above) can be identified or are in place
	2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions	1. Prepare a list of tools for providing feedback to team members at various stages of a planning project	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 7; Materials from the selected organisation	Students will demonstrate the ability to: 1. Prepare a list of tools for providing feedback to team members at various stages of a planning project and discuss the likely effectiveness of the methods identified	1. A listing of tools for providing feedback to team members at various stages of a planning project and discuss the likely effectiveness of the methods identified
	2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed	1. See 2.1 above	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 4, 7; Materials from the selected organisation	1. See 2.1 above	
3. Facilitate teamwork	3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes	1. See 2.2, 2.3 above	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 4, 7; Materials from the selected organisation	1. See 2.2, 2.3 above	

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	3.2 Support the team in identifying and resolving work performance problems	1. Summarise a strategy for identifying and resolving work performance problems	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 4, 7; Materials from the selected organisation	Students will demonstrate the ability to: 1. Research strategies for identifying and resolving work performance problems 2. Liaise with appropriate human resources staff to determine whether work performance assessment strategies exist in their selected organisation 3. Review and evaluate any strategies identified under 2.	1. A listing of research strategies for identifying and resolving work performance problems 2. A discussion of the process of liaise with appropriate human resources staff to determine whether work performance assessment strategies exist in their selected organisation 3. A written or verbal review and evaluation any strategies identified under 2.
	3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders	1. Write a performance statement designed to develop and maintain a positive and creative relationship between a planning team leader and his/her team members	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 13; Materials from the selected organisation	Students will demonstrate the ability to: 1. Identify conceptual strategies for developing and maintaining a positive and creative relationship between a planning team leader and his/her team members 2. Review & evaluate any strategies identified in their selected organisation in the light of the conceptual strategies defined in 1. Revise the list in 1. in the light of 2.	1. A listing of conceptual strategies for developing and maintaining a positive and creative relationship between a planning team leader and his/her team members 2. A review and evaluate of any strategies identified in the selected organisation in the light of the conceptual strategies defined in 1. together with a revision of the list in 1. in the light of 2.
4. Liaise with stakeholders	4.1 Establish and maintain open communication processes with all stakeholders	1. See 1.2 of Core Unit 3: BSBMGT515A: Manage operational plan 2. Determine whether your organisation has a communications plan that could be usefully applied to a recreation planning study. Review the plan and assess how it could be applied and what modifications may be needed to make it effective 3. If your organisation does not have a communications plan, use the web reference provided in section 3.2.10 of this manual and other web/book resources to identify a useful model. Prepare a communications plan	Manual, 3.2; SRV, 1995, section 3; Dwyer & Hopwood, 2010, Ch. 2, 9; Materials from the selected organisation	Students will demonstrate the ability to: 1. Determine whether their selected organisation has a communications plan that could be usefully applied to a recreation planning study 2. Review the plan and assess how it could be applied and what modifications may be needed to make it effective 3. If the organisation does not have a communications plan, use the web reference provided in section 3.2.10 of this manual and other web/book resources to identify a useful model and to prepare a draft communications plan. Ensure that items 4.2 – 4.4 are addressed by the draft plan	1. A written or verbal statement re whether the selected organisation has a communications plan that could be applied to a recreation planning study 2. A written or verbal description of the communications plan and an assess whether and/or how it could be applied and what modifications may be needed to make it effective 3. If the organisation does not have a communications plan, evidence of the preparation of a draft plan developed from use of the web reference provided in section 3.2.10 of the course manual and other web/book resources. Evidence that Performance Criteria 4.2 – 4.4 are addressed by the draft plan
	4.2 Communicate information from line manager / management to the team	1. Incorporate into 4.1 above	Dwyer & Hopwood, 2010, Ch. 2; Materials from selected org.	See above	
	4.3 Communicate unresolved issues, concerns & problems raised by team members and follow-up with line manager/ management and other relevant stakeholders	1. Incorporate into 4.1 above	Dwyer & Hopwood, 2010, Ch. 2, 7; Materials from selected organisation	See above	
	4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns & problems raised by internal or external stakeholders	1. See 3.2.16	Dwyer & Hopwood, 2010, Ch. 9, 12; Materials from selected org.	See above	

