

Demonstrate and apply knowledge of team-building skills

Level 4

Credits 5

Purpose People credited with this unit standard are able to: demonstrate knowledge of the processes of team building in the workplace; facilitate team-building processes in a workplace activity; and review and evaluate workplace team-building processes in relation to the workplace.

Subfield Business Operations and Development

Domain People Development and Coordination

Status Registered

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Entry information Open.

Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) NZQA Business and Management

Accreditation and Moderation Action Plan (AMAP) reference 0113

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special notes

- 1 This unit standard is for people who manage or supervise work teams.
- 2 Legislation relevant to this unit standard includes but is not limited to:
Health and Safety in Employment Act 1992.
- 3 **Glossary**
Team, in the context of this unit standard, 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.

Elements and performance criteria

Element 1

Demonstrate knowledge of the processes of team building in the workplace.

Performance criteria

- 1.1 The objectives and outcomes of the workplace activity are identified.
- 1.2 The underpinning processes of team formation are described in relation to the workplace activity.
- Range processes may include but are not limited to – forming, storming, norming, performing, adjourning.
- 1.3 Styles of team leadership and membership are identified and contrasted in terms of their potential impact on team dynamics.
- Range styles may include but are not limited to – autocratic, consultative, representative, cooperative, permissive, confrontational, supportive, distant;
evidence of at least three styles is required.
- 1.4 Team membership roles, and their potential impacts on team dynamics are described.
- Range roles – task focused, process focused, blocking.
- 1.5 Principles of effective delegation are identified and explained in terms of their relevance to team building.
- Range 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.
- 1.6 Factors affecting team dynamics are identified and explained in terms of their potential impact on intended outcomes.
- Range includes but is not limited to – organisational environment, team and/or organisational culture.

Element 2

Facilitate team-building processes in a workplace activity.

Performance criteria

- 2.1 The underpinning principles of team formation are used to achieve the intended outcomes of the activity.
- Range processes may include but are not limited to – forming, storming, norming, performing, adjourning.
- 2.2 Skills and abilities of team members are analysed, and roles agreed to achieve the intended outcomes of the activity.
- 2.3 Team-building processes are applied to achieve activity outcomes.

Element 3

Review and evaluate workplace team-building processes in relation to the workplace activity.

Performance criteria

- 3.1 Review examines and evaluates the effectiveness of team roles used in terms of their contribution to the outcomes of the activity.
- 3.2 Review examines and evaluates the effectiveness of the team-building processes in achieving the intended outcomes of the activity.
- 3.3 Review notes recommendations about team building for future team activities in the workplace.

Please note

Providers must be accredited by the Qualifications Authority, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.