



Certificate III Education Support

CHC30808

Education Teams



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About This Workbook

This workbook is divided into sections that will cover the competencies and skills required.

This unit has several resources:

- Education Teams Workbook (this workbook)
- Moodle course: Ask your teacher/assessor to register you in this on-line resource.

This course has been designed to appeal to differing learning styles, so the information and learning experiences are presented in different ways.

Learning Outcomes

The learning outcomes are shown at the beginning of each section. Learning outcomes match the competencies you must demonstrate to be successful in this course of study.

By the completion of the course the participant will be able to:

- Understand what is required of membership in a work team
- Reflect on the personal skills required within each team member

Learning Icons

Throughout each book icons are used to indicate the activity or purpose of the text. The icons used in this course are explained on the following page.

Prerequisites

1. Sound literacy skills.
2. Sound numeracy skills.
3. Basic computer skills, e.g. able to use a mouse and limited keyboard skills

As you work through this booklet you will encounter different symbols that indicate a task for you to complete.



The introduction to the topic and overview of the units, and includes your instructions, assessment and objectives.



This symbol indicates there are Internet sites that will support your learning and provide further resources.



You are to complete the work indicated by this symbol in your notebook.



Work that is to be completed by you and returned to your teacher use this icon. You are return your work primarily through e-mail where possible otherwise by other methods.



You may be asked to listen to or prepare a piece of audio work. Read the instructions carefully.



In some instances, your work may be returned by fax. This is indicated by the icon on the left.



A practical exercise is indicated by this symbol.



Supporting resources may be provided in CD-ROM format. Locations where these resources are to be used display this icon.



This symbol indicates “self-check” questions. Once you have completed the question you need to check your answers from the self check pages at the back of the book.

Unit Overview

This workbook supports the Unit of Competency CHCEDS314A *Work effectively in an education team*.

This unit describes the skills and knowledge needed to work effectively with team members, colleagues and others in an educational work environment. This is a core skill which underpins effective work performance in any enterprise that requires groups of people to work together for common goals.

The Unit of Competency, CHCEDS314A *Work effectively in an education team*, contains the following elements and performance criteria:

Participate in work groups and teams

- 1.1 Identify correctly relevant goals to the education team
- 1.2 Identify own and others roles in meeting work requirements and ensure that own role is carried out effectively
- 1.3 Provide assistance to others involved the education work group/team, as required and make constructive contributions to achieving work goals
- 1.4 Consider time and resource constraints when undertaking work requirements
- 1.5 Perform work in accordance with the education organisation's policies and code of conduct
- 1.6 Consider individual's personalities and work styles when working toward group goals
- 1.7 Access wider networks to inform the work of the team

Contribute to ideas and information within the education team

- 2.1 Share information and ideas with others to enhance work processes and student learning outcomes
- 2.2 Provide relevant and accurate information to team members and supervisors as required
- 2.3 Seek information and ideas from other team members to support the achievement of work goals/targets as needed
- 2.4 Record information in required detail and format as determined by the team
- 2.5 Record information systematically and accurately and file for retrieval as determined by the team

- 2.6 Consider linguistic and cultural differences in team members' communication style and identify the value of these to tasks identified
- 2.7 In consultation with teacher, identify issues, problems and/or conflicts encountered within the education team or workplace and consider appropriate actions

Critical aspects of evidence

The following evidence is critical to the judgment of competence in this unit:

- ability to interact effectively with a diverse range of people within the range of situations required for the job role
- ability to work effectively as part of an education team
- knowledge of effective communication techniques, including active listening, questioning and non-verbal communication



Section I

Personal Organization

On completion of this section, participants will be able to:

1. Identify and prioritise their personal goals.
2. Identify and prioritise their assigned tasks.
3. Time and resource constraints are considered.



Individual Planning

Setting your own work goals

In most cases, as part of a work team, you will have to set your own personal work goals in order to meet the deadlines imposed by the team goals. When setting your own work schedule, it is important to keep in mind what the team is trying to achieve and set your work goals accordingly.

Provided below are a number of handy hints to remember when setting your own work schedule.

Identifying and prioritising tasks

The first step toward creating your own work schedule is identifying the tasks that you need to complete. These tasks will often be allocated in consultation with the team and with regard to your individual skills.

When your tasks have been identified, it is then up to you to prioritise your tasks in order of urgency or importance. Urgent tasks should generally be completed first. These are often the most important tasks although, this may not necessarily be the case. Urgent tasks may include things such as preparing a funding application which must be with the Principal that day or ordering more stock as supplies are critically low.

<i>Daily Planner</i>		
Priority	Task/Activity	Completed
---	_____	<input type="checkbox"/>
---	_____	<input type="checkbox"/>
---	_____	<input type="checkbox"/>

Non-urgent tasks may include sorting the mail. This is an important task but, not necessarily urgent. It may therefore be placed lower on your order of priorities. In many instances, you may be confronted with a situation where you have a number of tasks that are not necessarily urgent but are very important. These tasks need to be considered in terms of the nature of the organisation and the priorities of your team.

A “to do” list is excellent for short term planning and prioritising of tasks, however, over the longer term, it may be necessary to use a diary or long-term work schedule to plan your routines and identify deadlines for the achievement of individual and team goals.

A long-term work schedule is generally far more detailed than a daily “to do” list. It usually lists each task to be completed, the date for completion of each task and often the resources that you will need in order to complete each task. A large task may be broken down into a number of small steps to be completed in order to achieve the final goal.

Tasks	Time	Goal	Deadline
Reception	8.00 - 11.00 M to F		
Processing teacher photocopying		within 24 hours	
Collection Junior Primary funds		Balanced figures up to date. Give print out to John	Friday, 31 May
Laminating	Daily	Incoming material prepared and laminated by 11.00 am Outgoing items trimmed and placed in teacher pigeonhole by 4.15 pm	

Samples of personal planning sheets are included in the appendix of this unit. You may copy these planning sheets and use them in your personal organization and planning.

Your Diary

As you manage your most valuable resource - your time - you will find that you need to schedule activities in the short and long term. The only effective way you can manage this is through the use of a diary.

Diaries come in many formats. You need to identify what format best suits your style of daily management. Diaries are still generally in book form though many computers may also offer a digital form of diary or scheduler.

October Diary and Work Planner			
Appointment & scheduled events		To be done today	
1			
2			
3			
4			
5			
6			
7			
8			
9			

Diary Sample

Goals and Tasks

A goal is something that you want to achieve. Your goals may be daily, on-going or long term. Your goals will affect what your tasks are. Tasks are those things that you need to do to achieve your goals. It is important that you are able to prioritise your goals to assist you in achieving your personal or team goals.

If unsure how to prioritise your goals, it may be a good idea to discuss your goals and the tasks as you see them with your supervisor. Your daily goals should reflect your team's goals. By achieving your own goals and completing the designated tasks, you are also ensuring that the team goals are met.

It is of value to clearly articulate and perhaps even write down the goals for which you believe you are responsible.

To process incoming and outgoing mail so that costs are minimised and information flows quickly and smoothly.

To have families perceive our school to be a good school that is creative, supportive of their child, efficient and successful in helping their child learn.

Samples of work goals

Clarifying Tasks

It is important that you understand each of the tasks associated with the goals that you are trying to achieve. If necessary, you will need to clarify tasks with your supervisor or the person who has assigned the task. It will then be necessary to assign priority to each task according to your own goals or the team goals.

Prioritising Tasks

In most roles, it is likely that your daily work routine will involve a variety of tasks. Some tasks may be more important than others and should take priority over others. For example, answering a telephone is an immediate task whilst filing of routine correspondence is important but, can wait until you have time available at any stage during the working day. Similarly, hazardous student misbehaviour is a generally more important than tuckshop orders!

It is common for your supervisor or team leader to allocate tasks to you in order of priority. If this is not the case you will need to organize your own work schedule to prioritise tasks in order of importance. When deciding on priorities it is important that you consider not only your own goals but the goals of the team. Tasks that will be of priority to the team should be higher up your list of priorities.

When considering your priorities it is recommended that you make up a work schedule. A work schedule lists the tasks that you need to complete in order of priority. It is a good idea to make up a work schedule on a daily basis so that you can track your progress. In addition, you may choose to make up weekly or monthly work schedules to assist you in your long-term planning.

Check Your Understanding...

Email your answer to your teacher/assessor.

The role of the team leader includes:

1. To tell other team members how to do their jobs
2. Supervise and coordinate the whole team activities
3. To motivate the team and provide individual responsibilities
4. Do the job if other team members are not doing their fair share





Section 2

Your role in a team

On completion of this section, participants will be able to:

1. Set and review priorities.
2. Evaluate team performance.



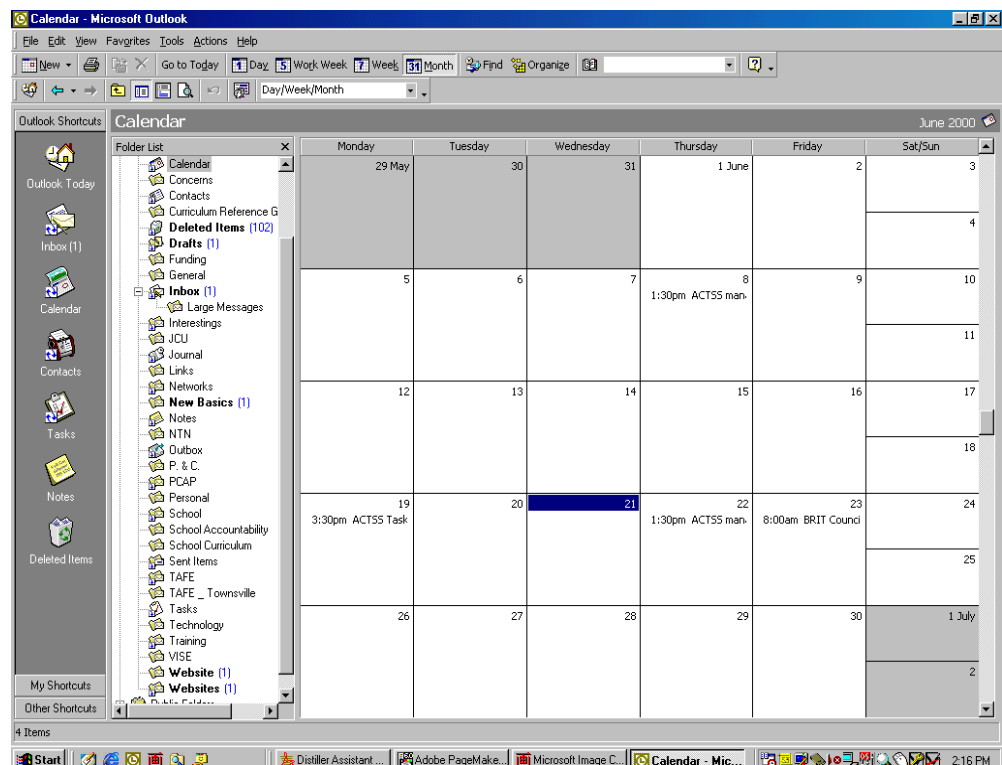
Setting Timelines and Reviewing Priorities

When completing a work schedule, it is important that you consider the amount of time that you need to set aside to complete a task. This is known as a timeline.

When setting timelines it is important to consider carefully how long you will need to complete a task. Timelines that are too short will place undue stress upon workers. Timelines that are too long will lead to workers sitting around unproductively. Timelines should be realistic. They should allow sufficient time to complete a task without the advent of any undue disruptions. If unexpected complications arise, it may be necessary to revisit the timelines and if necessary, reallocate tasks.

It is vitally important that when assigned tasks by a supervisor or team leader you are vocal concerning unrealistic work rates. Research indicates that this is one of the main causes of job dissatisfaction.

When planning for the completion of tasks you may need to take advantage of the vast range of planning tools that are available to assist you. These may include wall planners, personal diaries, computer based calendar software, etc.



Calendar Software - Microsoft Outlook

It is also important to note that as the goals of the team change, your priorities and therefore your work schedule may need to change. Your work schedule should be a dynamic document - it should be constantly changing as your priorities change in response to unexpected events that take priority or changing team goals.

Breaking tasks into smaller parts

In many cases, you may be allocated tasks, which at first, seem enormous. It is common to feel unsure of where to begin, how to go about it or even think that the workload is too great. In such cases, it will be necessary to break the task down into individual components which can then be allocated in order of priority.



Remember, if the workload allocated to you is too great, it is important that you inform your supervisor immediately so that tasks or timelines can be reassessed and reallocated if necessary. It is sound practice to always ask for help when necessary.

Use of Resources

When planning your workload and allocating priorities, it is important that you consider the resources that are necessary in order to complete each task. Resources are any equipment or materials that you will need to complete the task. Resources might include:



- Stationery
- Office equipment
- Printed materials
- Manuals
- People
- Planning tools

It is necessary to ensure that all relevant resources are available prior to commencing a task. If not all the necessary resources are available, you may need to collect or purchase these or to arrange access to the necessary equipment. It is a good idea to plan ahead so that all necessary resources are available in advance. In the case of routine tasks, it may be necessary to keep an inventory of resources which should be replenished as supplies begin to run low. For example, it would be wise to keep on hand sufficient

stocks of stationery, envelopes, mailing labels, etc. Where it may be necessary to purchase additional resources or equipment, it is important that you follow the procedures that are set within your organisation for this.

Following set procedures

Most school or training environments will have already well-established procedures in place for the completion of certain tasks. This will mean that a particular task is done in a certain way, regardless of who is doing it. This may be done for reasons of efficiency, consistency, safety, etc.

It is important that you find out what standard procedures are in place in your organization. In some cases you may need to establish these yourself based on efficiency principles or professional standards.

Efficient use of time

In any occupation, time really is money. Consider the situation where an worker is sitting around idle because they are unsure of how to allocate their time to the tasks at hand. They are being paid for their time regardless of whether the jobs are being done.

When planning your workload, in addition to prioritizing tasks, you should consider:

- Whether a task needs to be done at a particular time or,
- Whether the tasks need to be done in any particular order.

In some cases, it may be necessary for you to complete several tasks at once. This is known as multi-tasking and is a skill that is generally learned with experience. It involves making use of what would otherwise be idle-time to complete several tasks at once.

For example, it may be necessary to photocopy several documents. While these are copying, you may have time that can be used to do something else; you do not necessarily need to watch the photocopier. It may also be the case that in some roles, such as reception, you may have time to complete typing tasks, etc.



Sticking to timelines

It is important that as much as possible, you stick to the timelines that you have set. This is a very important skill and it takes practice. When working to timelines, it is important to:

- **Stay organised:** Make sure that routine tasks are done as you go. This assists in keeping the place tidy and makes it much easier to find things.
- **Set realistic timelines:** Allow sufficient time to complete a task. It is better to slightly overestimate the amount of time required to complete a task than to underestimate. It is important to review your progress regularly with your supervisor.
- **Understand where your time goes:** To assist you, it is a good idea to jot down the time it takes you to complete each task. This would include time you spend talking unproductively to work colleagues, etc. This allows you to see where your time goes, helps eliminate unproductive activities and assists you in your future planning.



Changing plans

Sometimes, problems may arise which will prevent you from completing your tasks on time. In these circumstances it is important that you reassess the priorities, inform your supervisor immediately and choose the best options to remedy the situation. It may also be necessary to ask for assistance.



Team work schedule

It is also sound practice for work teams and in particular project teams, to prepare a team work schedule. This allows the team to allocate tasks efficiently, allows individual team members to plan their own work schedules and allows for resource allocation appropriate to achieve each task. Shown below is a typical team work schedule.

Goal	Task	Time	Who
Find out what our clients want through some market research	Prepare a telephone survey	Monday 10 August	James
	Construct a list of clients to call	Tuesday 11 August	Sarah
	Design a database to record client responses	Tuesday 11 August	Ian
	Make telephone calls	14 - 20 August	Wendy, Ian, Sarah and James
	Enter responses into database	14 - 22 August	Wendy and Ian
	Analyse data gathered	By 14 September	James and Wendy
	Prepare a report with recommendation	By 16 September	James and Wendy

Changing Plans

It is common, when working as part of a team, for a team member to have unexpected situations arise which may mean that tasks cannot be completed according to plans. If this situation occurs, you should:

- Inform the team leader of the situation.
- Negotiate changes to your responsibilities.
- Renegotiate timelines for completion of tasks if necessary.
- Suggest alternative arrangements that can be made.
- Seek support from the team.
- Renegotiate the allocation of tasks with other team members and team leader.
- Ask for assistance if required

Remember you will be working in an education team. Education teams may include:

- education support workers
- teachers and education support workers
- volunteers and education support workers
- administrators and education support workers
- work experience students and education support workers
- students and education support workers
- established or ad hoc teams
- committees
- small semi-autonomous teams
- or any combination of the above

Practical Exercise

Use any two forms either provided in the appendix or constructed/ found by yourself in your weekly planning or personal organization. Fax the worksheets with your notes on how useful these were to you to your teacher/assessor at the end of the week.



Evaluating Team Performance

The performance of an educational team will be evaluated by a number of people. These will include:

- The team leader
- Individual team members
- The team as a whole
- Senior management
- Clients, i.e. families enrolled in the school
- Others reliant on the team

In order for a work team to be considered successful, it must satisfy the expectations of all those who are reliant on the team's performance. This is no easy task given that individuals have different expectations of what is acceptable. It is often possible to satisfy one group of people while falling short of the mark with others. In order to evaluate team performance effectively, there are a number of measures which may be used. These include:

Achievement of team goals

A team's performance is often measured in terms of how well they have achieved the overall objectives. This is one of the most common measures but it does not take into account achievements which fall short of the goals or achievements which are not related to the project goals however significant these may be. Measuring performance against team goals does, however, provide important information for future planning and allows questions to be raised as to why goals were not achieved fully. This can then be used in future team planning. This form of evaluation is particularly common with project teams.

Quality of goods or services

Team performance may be judged in terms of the quality of the goods produced or the services offered. Quality standards are generally set by senior management and require some sort of measure against the work done and errors made. Errors may be clearly identifiable in products that do not work as they should; clients (e.g. teachers) who are left dissatisfied or expected objectives/targets not achieved. Generally the greater the number of errors, the poorer the team's overall performance will be deemed. This is a common measure in many service industries.

Quantity of goods produced or services delivered

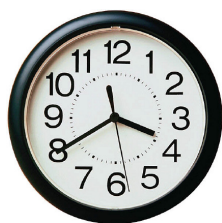
Another common measure of a team's performance is the number of goods produced or a task performed in a set period of time. This acts as a measure of productivity. This form of evaluation is common in the mining industry where performance is often measured against the amount of ore extracted on each shift. Quantity is not always an effective measure by itself as often it is possible to improve productivity at the expense of safety or work conditions.



Safety

While all jobs have particular hazards, some jobs are obviously more hazardous than others. Another measure of team performance which can be used along with other measures is safety. While there is a demand for teams to perform tasks as quickly as possible this should not occur at the expense of safety. A workplace accident can have serious consequences for all concerned so team performance should also take into account how efficiently and safely a team has performed its duties.

Timing



Many teams have deadlines that they are required to meet. How well a team meets these deadlines can be used as a measure of team performance. Failure to meet deadlines can cause frustration and may in fact prove crucial to an organisation's overall performance. Failure to meet deadlines can also cost a business customers or a school funds and students.

Flexibility

Flexibility refers to the team's ability to respond to the unexpected. Often in the workplace, unforeseen events will occur which can

inhibit the plans of a work team in achieving their goals. How well a team can respond to the unforeseen events is often used as a measure of how effective a work team is. Some teams will respond to these situations with little disruption to their routine whilst others may fall into complete disarray. Effective work teams will generally deal with these situations with a minimum of fuss with little or no detriment to the achievement of the team goals.



Check Your Understanding...

An important part of your role as part of a work team is to prioritise your own work to help achieve the team goals. List your activities and responsibilities for the next week and prioritise them in order of importance. Be sure to place a completion date beside each. Fax the completed sheet to your teacher/assessor at the end of the week.

Priority	Task or Activity	Completion Date	Completed
_____	_____	___/___/___	<input type="checkbox"/>
_____	_____	___/___/___	<input type="checkbox"/>
_____	_____	___/___/___	<input type="checkbox"/>
_____	_____	___/___/___	<input type="checkbox"/>
_____	_____	___/___/___	<input type="checkbox"/>
_____	_____	___/___/___	<input type="checkbox"/>
_____	_____	___/___/___	<input type="checkbox"/>
_____	_____	___/___/___	<input type="checkbox"/>
_____	_____	___/___/___	<input type="checkbox"/>

Team Tips

Here are five tips to influencing team members and ensuring your team is effective, positive in outlook and pleasant to work in.

A Second Chance

Once your team agrees on a course of action, hold a "second chance" meeting before you begin to implement it. This gives the team members time to reflect and bring up points that may not have been overlooked in the first meeting. Often people are not critically considering all points when solutions are first proposed and time enables reflection and further thought outside the pressure of the meeting. Teams that follow this rule avoid the dangers of making rash decisions that were carried more by enthusiasm, time pressure or 'group think' than by what is perhaps the best decision. (Sue Birley and Daniel F. Muzyka, *Mastering Enterprise*. Pitman Publishing, 4750A Boston Way, Lanham, MD, 20706)

Treasured Characteristic

When asked which characteristic they most prized in a fellow team member, 37% of workers surveyed by Accountemps, a temporary-staffing firm, cited the ability to meet deadlines. Prized colleagues also avoid politics (mentioned by 20%), are pleasant to work with (20%) and support the supervisor (17%).

Keep these points in mind and reflect when setting your priorities or before speaking...

(Effective Meetings, <http://www.effectivemeetings.com>)

The Basics

When looking for ways to energize your fellow team members, make sure that you address one or more of eight basic human desires:

- | | |
|----------------|----------------|
| 1. Activity | 5. Competence |
| 2. Ownership | 6. Achievement |
| 3. Power | 7. Recognition |
| 4. Affiliation | 8. Meaning |

If team members feel their needs are being met, they will value being in the team.

(Bob Nelson, *1001 Ways to Energize Employees*. Workman Publishing Company, 708 Broadway, New York, NY, 10003-9555)

Finding a Consensus

Learning to reach a consensus can be difficult. Team members may wonder, "How will we know when we're there?" This is one definition of team consensus: "Everyone must be at least 70 percent

comfortable with the decision and 100 percent committed to its implementation."

(Gary Dessler, *Winning Commitment*. McGraw-Hill, 11 W. 19th St., NY, 10011)

Communication and Motivation

Are you aware of the motivational role of communication? As a team member, your comments have an enormous impact on how your fellow team members feel about their workplace, their team and their work. Here are two suggestions that can help you increase team members' work enjoyment and enhance their self-esteem:

1. In every meeting, make a few positive statements about each team member. Your comments should be sincere, factual and relevant to that person's job performance.
2. Each time you talk to a team member, make an accurate and positive statement about how that person is doing on a specific project or assignment.

(Jim Pancero, *Leading Your Sales Team*. Chicago, IL, Dartnell, 4660 N. Ravenswood Ave., 60640)



Web Links for Further Study

The following website links may assist you in researching this module or being a reference point for your duties in the workplace:

Time Management - Personal Organization

<http://www.mindtools.com/page5.html>

Controlling Procrastination

<http://www.learningcommons.uoguelph.ca/ByTopic/Learning/TimeManagement/Fastfacts-Procrastination.html>

Making a Task List

<http://www.learningcommons.uoguelph.ca/ByTopic/Learning/TimeManagement/Fastfacts-MakingTaskList.html>

Effective Time Planning Strategies

<http://www.learningcommons.uoguelph.ca/ByTopic/Learning/TimeManagement/Fastfacts-EffectiveTimePlanning.html>

Making Time Management Work for You

<http://www.learningcommons.uoguelph.ca/ByTopic/Learning/TimeManagement/Fastfacts-MakingTimeManagementWork.html>

Transforming groups into teams

<http://www.tms.com.au/tms12-3c.html>

How to be an effective team member

<http://www.effectivemeetings.com/teams/teamwork/effective.asp>

Stages of Team Development

The Forming, Storming, Norming and Performing Model of Team Development

<http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm>

Working on Teams

http://web.mit.edu/hr/oed/learn/teams/art_stages.html

There are many websites that can provide you with ideas and resources to better management your efforts and time. Conduct your own search of the Internet and share the five best sites with your fellow learners through the discussion boards of this course.



Section 3

Work Groups

On completion of this section, participants will be able to:

1. Identify and use goals in work group situations.
2. Identify the purposes of work groups.
3. Understand what qualities make successful work groups.
4. Understand the roles and responsibilities of work groups.



Work Teams

Work teams are groups formed in the workplace in order to achieve a particular goal or to perform a set task. These groups usually consist of people with different skills but who combine these skills to complete the task efficiently. The diverse range of skills within a work team often complement one another and it is often possible to achieve more as a team than as individuals each working alone.

Work teams vary in size depending on the type and size of the organisation for which they are working; the goal that they are attempting to achieve; or the task that they are required to perform. In many organisations, especially smaller organisations, it is common for all persons to work together as a team. In larger organizations such as a large school, the employees will be grouped into teams, e.g. the school administration team, Early Childhood team, Middle School team, Senior Schooling team, etc.



Setting Team Goals

In order to work efficiently and achieve success, all members of the work team need to understand what they are trying to achieve. It is important that team goals are clearly identified from the outset. This allows team members to prioritise working arrangements for the most efficient work strategies. It also allows planning of both team and individual goals within a set timeframe.

Team goals are generally either short term or task specific. Once the milestone is reached, the team may often be disbanded. However, some teams may have ongoing goals and for this purpose these teams may be formed on a long term or even permanent basis.

Work Groups

It is common in most workplaces to encounter workgroups or teams. The size and nature of work groups will vary according to the size and type of organisation for which you work. In small organisations it may be common for all employees to work together as a group or team. In large organisations each individual department may work together as a work group, or workgroups from many sections may sometimes be formed to address specific issues common to all departments.



Outlined below are some common categories of work groups that you are likely to encounter in the workplace. Identify and write in the space, an example of a school or education/training team that may meet each category's definition.

Short term work groups

Many work groups are formed for a specific purpose such as organising a conference and once this is achieved, they may never work together again.

Example: _____

Permanent work groups

Some work groups may be formed on a permanent basis. These teams generally have a variety of goals or are responsible for the ongoing management and direction of a specific project.

Example: _____

Management teams

It is common in many workplaces to have a team responsible for the management of the organisation. These work groups make decisions regarding the directions of the enterprise. It is common to find management teams in large organisations. For example, a large corporation may have a Board of Directors that makes strategic decisions regarding the overall direction of the business or in a large school a School Management Team will exist that is responsible and accountable for the strategic direction of the school.

Example: _____



Project teams

A project team often has a specific goal within the workplace. They are assigned a task to be completed and upon completion, it is common for the team to be disbanded. An example may be a school's team selected to plan and oversee the implementation of a new reading approach.

Example: _____

Formal and informal teams

Work groups may be either formal or informal in nature. Formal groups or teams may have specific responsibilities for individual team members and may have set rules about the structure of the team, the way it communicates, etc. On the other hand, informal work groups may have a specific goal, but there is a less formal team organisational structure. Here members meet as needed and have no specific rules about communications and meetings.

Check Your Understanding...



Email the correct response for each question to your teacher/ assessor.

Work teams are generally formed to:

1. Prevent boredom in the workplace
2. To make it easier to monitor employees' activities
3. To achieve a particular goal or task
4. Allow supervisors more time to complete other tasks

Setting team goals:

1. Allows all team members to stay on track
2. Allows priorities to be set
3. Allows some team members to take things easy
4. Allows management to cut back on employee supervision

Email a short passage to your tutor identifying some teams you think may exist in a school or training organization. Explain why you think such teams may exist and what their jobs may be. (100 - 200 words)

Qualities of Successful Work Groups

Working as part of a group or team is not as straight forward as it seems. Groups can be very demanding on individual team members. In order for a team to achieve its objectives, it must be well coordinated and all members must work together to achieve the team goals. An examination of the qualities which are common in successful work groups are shown below.

1. Communication

Clear communication between group members is essential if teams are to function effectively. Individual members must be free to express their opinions, share information and ask for advice and direction. It is also important that team members agree on team goals and tasks and can evaluate team performance against team goals.



2. Commitment

Group members must be committed to achieving the team goals. In highly successful work teams not only are team members committed to the team goals but, in many instances, they demonstrate loyalty and commitment to each other and support for the group leader is often strong. If an individual group member places their own goals above the goals of the team, it is common for this team member to fail to work as part of the team, thereby reducing the effectiveness of the work team.

3. Sharing

Successful work teams share knowledge and skills with all team members. This allows all team members to perform well as they

have the information and skills required to perform effectively as part of the team. It is important that team members keep each other informed, so that all team members know what each person within the team is doing. This also gives team members advice about better and easier ways to go about their tasks and opens up a forum for others to share their opinions and ideas.

Additional resources can be made available to assist you in meeting deadlines. In situations where one team member is experiencing difficulties, it is the role of the other team members to provide support so that the team may reach its goal.

4. Positive Disagreement

Team members must feel comfortable expressing their point of view with relation to team goals, work procedures and so on. Disagreement among team members is common but it is usually about the manner in which the job needs to be done rather than if the job needs to be done. Disagreement can have a very positive impact on work teams, as it opens a forum for discussion where all team members can share their ideas. Provided team members share the same common goals, disagreements provide the platform for improving team performance.



5. Honesty

Team members of effective teams must be honest with each other. This occurs when each member of the group is confident to say what they think and members are not threatened by what they hear. This also includes team members feeling comfortable asking for help when required. It is common for a new addition to an established work team to be afraid to ask for help or share their point of view. This is something that generally comes with experience.

6. Belief in the Team

Teams must share a belief in their collective ability if they are to function efficiently. All team members must share a commitment to the team goals and the ability of the team to achieve those goals. Team members must also believe in the ability of individual team members and support them to this end.

7. Support for the leader

Effective work teams must support their team leader. Team members must be willing to accept the authority of the team leader and recognise that they are the major influence on the team. The leader must in turn believe in individual team members and share information openly with the team. Back-biting and running down the leader does not make for effective work teams.

8. Compromise

In many cases, individual team members will have to compromise for the benefit of the team goals. Compromise requires a trade off for the longer term benefit of the team. Individual team members may need to sacrifice some of their personal goals for the team. That is not to say that individual goals should be abandoned altogether, but rather delayed for the benefit of the team.

9. Ability to say “no”

It is sometimes necessary in a team situation to say no to certain tasks, changes to priorities and so on. This should be done in an open forum and your justification shared with the team. Saying no will make it clear that you are in a difficult position, overworked or your beliefs have been compromised. This will then allow the team to re-examine the situation, adjust work schedules or team goals and recognise the value of individual team members.



10. Flexibility

A necessary part of working in a team is flexibility. It may be necessary at times to step in and help out other team members with urgent tasks, complete work that you hadn't planned for or complete tasks in a way that you would normally not consider. It is also possible that your team's goals may change and you may be required to adapt in order to achieve the revised goals.

11. Asking for help

It is important that team members are able and willing to ask for help as required. It is common for people working in teams to experience an overload of work or fall behind in their work due to technical difficulties or unforeseen problems. In these cases, it is essential to seek support from the team so that a reallocation of tasks may be undertaken or additional resources made available to assist you in meeting deadlines. In situations where one team member is experiencing difficulties, it is the role of the other team members to provide support so that the team may reach its goal.



Check Your Understanding...

Briefly outline the 11 qualities of successful work teams. Suggest an order of priority from what you consider to be the most important to the least important qualities. Explain your order of priority. Email your response to your teacher/assessor.

Team Roles and Responsibilities

Individual team members will generally have different roles and responsibilities depending upon their particular skills. Some of these roles may overlap or they may be totally independent. Whatever the case it is usually the role of the team leader, with the help of all team members, to combine the team into a cohesive unit in order to achieve the team goals. In this sense, the achievement of the team goals will require all team members to be interdependent.

Team Leader

The role of the team leader is to ensure that the team operates efficiently so that it can achieve its goal. The team leader is responsible for the overall management of the project and supervision and encouragement of team members toward the team goals. The team leader may also be responsible for:

- Development of strategies to assist in achieving goals
- Deadlines for completion of tasks
- Individual responsibilities
- Prioritising of tasks
- Provision and allocation of resources
- Provision of leadership and focus toward the overall goals
- Coordination of team's work into a cohesive unit
- Training for team members
- Motivation of the team
- Advising team members
- Communication of goals and roles



The team leader often provides a link between the work team and management within an organisation. It is generally the responsibility of the team leader to report on the team's activities and progress and to communicate a change in direction or team goals with team members.

Team Members

The role of team members within a work team will vary according to the nature of the team and the goals that a team is trying to achieve.

In some teams, all team members may have a similar role. For example a sales team will have the shared responsibility of being responsible for sales and customer service.

In other teams individual team members may all have different roles. This is common in project teams where each team member has their own responsibility and it is the role of the team leader to combine the work of all team members into a cohesive unit.

While the role of individual team members will vary according to the nature of the team, team members will generally complete a variety of functions. These may include:

- Assume responsibility for specific tasks
- Contribute to the decision making of the team
- Complete assigned duties in a competent and responsible manner
- Organise their own work schedule to meet the needs of the team
- Provide feedback to the team and team leader
- Assist other team members
- Assist in the evaluation of the team's performance



Conflict

Workplace conflict is generally categorised into two types: when people's ideas, decisions or actions about the job are in opposition, or when two people just don't get along.

A conflict of ideas on any part of work can often be productive, if the persons are willing to listen, appreciate other perspectives and come to agreement on possible solutions. Sometimes, the synergy of two or more perspectives can produce a better result than any of the single, original ideas. Of course, this requires the persons involved to be mature enough to consider what is best for the organisation.

Personality clashes (i.e. where two people just don't get along) are very rarely productive. A clash may start with a dispute on school practices and then grow to loathing or hatred. This type of workplace conflict is bad for the organisation as it will lead to disruption of activity and poor morale. At a personal level such conflict at work is unpleasant and stressful for everyone. The stress can often not be left at work and may be evident in other areas of life and personal relationships.

It is important to work out whether the conflict is caused by a personality clash or due to a dispute over work decisions, ideas or actions. Some questions to think about:

- Do you get frustrated or angry with the other person all the time, or just when particular work-related issues are raised?
- If you feel angry about their views on work-related issues, is your anger unreasonable or out of proportion? Would you feel as mad if someone else in the school had a similar viewpoint?
- Do you respect the other person in any way?

(The Psychological Society Ltd)

If the conflict is caused by personality clashes, the conflict will most likely continue unless attitudes and behaviours are changed. Suggestions include:

- Accept that people are different.
- Think about how much energy you are wasting in your dislike for the other person, and how you could invest that energy in more productive ways.
- Don't gossip or complain about the person to others.
- Try to be reasonable and polite, or at least neutral, to the other person.
- Work towards making your workplace a friendlier environment.

(The Psychological Society Ltd)

If the conflict is over work ideas or approaches, you could:

- Try to stick to the issue in all dealings. This will encourage the other person to do the same.
- Appreciate that other people have different opinions that are just as valid as yours.
- Work out whether the issue really means that much to you, or whether your dislike for the other person has hardened your stance.
- Decide that your aim is to solve the problem, rather than 'win' the argument. Be prepared to compromise.
- Push aside feelings or judgments about the other person, and try hard to listen and understand their point of view.
- Get others to mediate.

(The Psychological Society Ltd)

Workplace violence

Workplace violence is conflict escalated to the point of threats, insults, ethnic abuse, sexual harassment or physical contact, such as pushing or punching. Under Australian law, employers are responsible for workplace violence and have a duty of care to their employees. Anyone experiencing workplace violence should approach their employer (i.e. Principal) or occupational health and safety representative. The person's union can also offer help and advice.

Workplace violence is not common and is generally between employees where their 'personality clash' has got out of control.

Where to get help

- Your employer (through the Principal)
- Employee's Advisory Service (Education Queensland employees only) through your district officer

Things to remember

- There are broadly two kinds of workplace conflict: when people's ideas, decisions or actions about the job are in opposition, or when two people just don't get along (i.e. personality clash).
- Conflict in your workplace is bad for education and training environments because it can lead to poor service, provides poor models for the students and decreases morale.
- At an individual level, workplace conflict is stressful, unpleasant and diminishes the joy of your job.



Websites for Further Study

Team

(<http://terrymorris.net/teamwork/>)

A website learning object that discusses teams, virtual teams, team roles, productive teams, resolving conflicts, first meeting, student success stories (with audio), and reflection activities.

Conflict Style Profile

(<http://diversity.gsfc.nasa.gov/dcprivate/diversityresources/conflictprofile.html>)

In dealing with any kind of conflict, it is important to be aware of one's own style in dealing with conflict. By "conflict style", we mean a the collection of attitudes, beliefs, and behaviors that constitute the way we approach conflict.

Twelve Skills for Resolving Conflict

(<http://www.crnhq.org/twelveskills.html>)

Here are the details of 12 skills which may be relevant to solving any conflict within a group or team. Study the skills and select the nes you feel you can use.

Initiating Conflict Resolution:

(<http://www.wisc-online.com/objects/LDD502/index.html>)

Students learn about conflict resolution and identify and write assertive "I" statements that focus on BCF (behavior, consequences, and feelings). The lesson also lists the steps in the conflict resolution process.

Appendix

Personal Planning Sheets

Travel Itinerary

Meeting Schedule

Projects Planner

Travel Itinerary

Travel Itinerary	
Date	SCHEDULE
CARRIERS	
1	
2	
3	
4	
AUTO/OTHER	

Travel Itinerary sample

Projects

	Projects	
TARGET	START	FINISH
IDEA	SUMMARY	

Project Planner Sample

Also check out the Microsoft template site for many differing forms that can help you in organising yourself and your team. The site is located at:

<http://office.microsoft.com/en-us/templates/default.aspx>