

UAN:	R/506/1789
Level:	2
Credit value:	3
GLH:	19
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"> CFAM&LDD1 Develop and sustain productive working relationships with colleagues
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to develop working relationships with colleagues, and introduces learners to the key principles underpinning effective team working. Upon completion of this unit, learners will be able to maintain effective working relationships with colleagues and work collaboratively to resolve problems.

Learning outcome

The learner will:

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| 1. understand the principles of effective team working |
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Assessment criteria

The learner can:

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| 1.1 outline the benefits of effective team working |
| 1.2 describe how to give feedback constructively |
| 1.3 explain conflict management techniques that may be used to resolve team conflicts |
| 1.4 explain the importance of giving team members the opportunity to discuss work progress and any issues arising |
| 1.5 explain the importance of warning colleagues of problems and changes that may affect them. |

Assessment Guidance

1.1 Benefits of effective team working include:

- greater flexibility within the team
- high morale
- increased efficiency
- mutual support
- better ideas from the team
- etc.

In this criterion the learner is required to provide an outline of the main features of benefits of effective team working; it is not acceptable to merely list benefits.

1.3 Conflict may be defined as the internal or external discord that occurs as a result of differences in ideas, values or beliefs of two or more people.

Conflict management is important in order to:

- maintain morale
- maintain performance standards
- minimise absenteeism
- promote a safe working environment
- maintain group cohesion
- etc.

Conflict management techniques that may be used to resolve team conflicts include:

- Win-Win (collaborating)
 - Attempting to identify the underlying concerns in order to find an alternative that satisfies everyone
- Compromise
 - Working to a mutually-acceptable solution that partially satisfies everyone
- Forcing
 - Using formal authority or coercion to get one's own way at the expense of others
- Avoiding
 - Not addressing the conflict, withdrawing from a threatening situation
- Accommodating
 - Neglecting own concerns to satisfy others

In this criterion the learner is required to explain how conflict management techniques may be used to resolve team conflicts. (Using examples may make this more relevant.)

1.4 Discussing work progress and any issues arising with team members provides an opportunity to:

- acknowledge team achievements and celebrate success
- discuss strengths and identify areas for improvement
- clarifying and agreeing any steps required to improve performance
- identify how systems, procedures, work methods might be improved etc.

In this criterion the learner is required to describe reasons that explain the importance of giving team members the opportunity to discuss work progress and any issues arising. (Using examples may make this more relevant.)

1.5 Warning colleagues of problems and changes that may affect them allows issues to be addressed before they get out of hand and are still manageable, and allows possible solutions to be explored as opposed to merely reacting to a situation.

Failure to warn might also threaten the trust relationship with colleagues, who will typically assume the worst if there is a failure to communicate.

In this criterion the learner is required to describe reasons that explain the importance of warning colleagues of problems and changes that may affect them. (Using examples may make this more relevant.)

Learning outcome

The learner will:

2. be able to maintain effective working relationships with colleagues

Assessment criteria

The learner can:

- 2.1 recognise the contribution of colleagues to the achievement of team objectives
- 2.2 treat colleagues with respect, fairness and courtesy
- 2.3 fulfil agreements made with colleagues
- 2.4 provide support and constructive feedback to colleagues.

Assessment Guidance

2.1 Colleagues want to be appreciated, and recognising their contribution to the achievement of team objectives lets them know that their efforts are noticed and valued.

Praise should be timely, direct, personal and specific, with colleagues being told exactly what they do well and why their contribution is appreciated.

There are numerous ways to recognise an colleague's contribution, and the praise must be given in a way that is meaningful to the colleague: some colleagues may prefer to be praised in public, for example, whilst others may be more comfortable with being praised in private, and some colleagues will find it more meaningful to have their contribution recognised by a higher-level manager.

In this criterion the learner is required to provide evidence that he or she has recognised in an appropriate and meaningful way the contribution of colleagues to the achievement of team objectives.

2.2 Colleagues will be better motivated to complete allocated tasks if they feel they are being listened to and that they are appreciated as part of a team.

Treating colleagues with respect, courtesy and fairness is fundamental in creating a positive climate within the team in order to influence team members to feel motivated.

In this criterion the learner is required to provide appropriate evidence that he or she has treated colleagues with respect and fairness and courtesy.

2.3 Fulfilling agreements is one way to ensure you develop working relationships with colleagues, within your own organisation and within other organisations, which are productive in terms of supporting and delivering your work and that of your organisation.

Colleagues should be informed when agreements have been fulfilled, or advised promptly of any difficulties or where it will be impossible to fulfil agreements.

In this criterion the learner is required to provide evidence of correctly and appropriately fulfilling agreements made with colleagues.

2.4 Providing support to colleagues might include:

- explaining policies, procedures, task requirements
- helping with their workload
- problem-solving
- obtaining additional resources
- providing encouragement
- providing constructive feedback that focuses on issues and solutions, not personalities or blame

In this criterion the learner is required to provide evidence of appropriate support to colleagues and constructive feedback to two or more colleagues.

Learning outcome

The learner will:

3. be able to collaborate with colleagues to resolve problems

Assessment criteria

The learner can:

- 3.1 take others' viewpoints into account when making decisions
- 3.2 take ownership of problems within own level of authority
- 3.3 take action to minimise disruption to business activities within their own level of authority
- 3.4 resolve problems within their own level of authority and agreed contribution.

Assessment Guidance

3.1 Empathy is the ability to identify and understand another's situation, feelings and viewpoints, and to 'put yourself in the other person's shoes'.

Successful leaders and managers work hard to understand others' viewpoints in a particular situation. They acknowledge others' viewpoints when making decisions and consider the impact of their choices on the wellbeing and interests of others.

In this criterion the learner is required to provide evidence that he or she understands the viewpoints of colleagues in particular situations and has taken their viewpoints into account when making decisions on those situations.

3.2 'Level of authority' refers to the different hierarchical management levels in an organisation and the duties and responsibilities assigned to each of those levels.

The more senior roles in an organisation will have greater authority to give instructions and make decisions and to ensure compliance with organisational policies and procedures, and problems that lie outside own level of authority must be referred to a more senior manager at the appropriate level.

The authority given to a role is usually formalised in a job description, which will generally include the roles and responsibilities of the job as well as the job-holder's direct report.

In this criterion the learner is required to provide evidence that he or she has taken ownership of problems within own level of authority.

3.3 Business activities are activities that provide a product or service that customers require, and a disruption to business activities could have far-reaching consequences for the organisation, such as:

- loss of income
- loss of reputation
- loss of customers
- penalty payments for not meeting deadlines
- failure of the business

It is therefore the responsibility of everyone in an organisation to take appropriate and effective action, within their own level of authority, to minimise disruption to business activities.

In this criterion the learner is required to provide evidence that he or she has taken effective and appropriate action, within own level of authority, to minimise disruption to business activities.

3.4 'Resolve problems' is taken here to mean the resolution of problems relating to working relationships with colleagues.

To resolve a problem is to find an effective and satisfactory answer or solution, and a problem with working relationships with colleagues may be resolved formally or informally, depending upon the nature and extent of the problem.

If the problem with a working relationship is a relatively minor issue, then an informal resolution may be possible.

If, however, the problem is more serious, then it may be necessary to use the organisation's formal disciplinary or grievance procedures.

If the formal procedures are used, then each procedure should specify the level of authority appropriate to each stage.

In this criterion the learner is required to provide evidence that he or she has appropriately resolved, either formally or informally, problems relating to working relationships with colleagues. The evidence should additionally demonstrate the learner's agreed contribution within the learner's own level of authority.