Contents

Before you begin

This learner guide is based on the unit of competency *TLIG3002 Lead a work team or group*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. This learner guide will help you in your training.

Icon	Feature	How you can use each feature
	Learning content	Read each topic. Speak to your trainer if you need help.
	Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
	Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code, or for more help, visit our website: www.aspirelr.com.au/help
	Workplace examples	Workplace examples at the end of each topic show how your learning applies in practice.
	Summaries	Key learning points are provided at the end of each topic.
	Words to remember	As you read the learner guide, use the table at the back of the book to write down any words you need to remember. There is a space for you to write the word and a space for you to write down what the word means. You can also access a full glossary of terms via this QR code.

Steps for continuous improvement

Plan

The planning process takes place to enable all team members to gain an understanding of the requirements, actions and practices needed to work towards continuous improvement in a specific area.

If the goals of the work task are simple and clear to understand, members will be more likely to acknowledge them and work toward their completion. If you set out clear and reasonable time lines for completion, members will see that the goal is achievable.

Do

The stage of 'doing' relates to developing and testing a potential solution. When setting out the continuous improvement plan, you need to reflect on the areas that can be improved and how this will be achieved.

If you have created reasonable goals, team members will independently work towards achieving the task. By including performance measures, you will also clarify how to determine whether the goal has been achieved.

Check

As you work towards specific steps or goals, you need to check regularly to ensure that:

• you are working in the right direction
• your steps and success measures are adequate
• progress is being made.

Once you have established that your goal is progressing adequately, it may be possible to move forward to complete the task.

Act

The improvement process is cyclic and does not have a final step. The 'act' stage is marked as the time when you implement fully your continuous improvement goals. However, these need regular review and you will be planning, doing, checking and acting based on future aspects.

At times, you may find that issues arise at the 'act' stage. Your goals may not quite be reached or obtained. If this occurs, you need to return to the planning stage and with the team members review why goals are not being achieved.

Work health and safety (WHS)

WHS Regulations keep you and others workers safe in the workplace.

The largest responsibility a team leader has is to ensure the safety of the team members by taking all reasonable steps to prevent harm or injury. When assigning tasks to team members, it is the team leader's role to ensure they have the necessary training and skills to perform the tasks safety and successfully.

Workplace procedures and guidelines are written based on laws and best practice. There will be a range of guidelines and procedures for carrying out work tasks. For example, for selecting and using PPE correctly, such as high-visibility clothing, safety boots, breathing apparatus, eyewear and gloves required when handling dangerous goods. There are also procedures for completing WHS documents, such as an incident report form.

Regulations apply to WHS issues such as:

- managing risks

- using plant and structures

- undertaking construction work

- handling hazardous substances

- handling asbestos

- undertaking manual-handling tasks, such as heavy items

- working in confined spaces

- licensing of high-risk work.

Workplace hazards

Hazards in the workplace must be identified, assessed and controlled.

According to WorkSafe Victoria, a hazard is anything in the workplace that has the potential to harm people. Hazards can include objects such as machinery or dangerous chemicals. Other hazards relate to the way work is done.

Checklists can help you to recognise hazards by systematically checking an area for risks. Once a hazard has been identified, immediate steps must be taken to eliminate it, if possible. If the hazard cannot be eliminated, take immediate steps to minimise the hazard and report it to the health and safety representative (HSR) or manager.

A procedure for managing and handling hazards should form part of the planning process to identify and eliminate any potential harm. This procedure should always be used when the team is carrying out workplace tasks.

Watch this video [00m:49s] to learn about the correct procedures for hazard identification in the workplace.

Lifting procedures

Depending on the task the team is undertaking, specific load-shifting or manual-handling procedures may apply.

As a team leader, you will need to instruct and remind team members about the importance of following policies and procedures. This includes controlling the risks associated with manual handling, mechanically assisted lifting equipment and load-shifting equipment. Hazards may relate to picking orders, handling awkward items, stocking shelves and using equipment.

Examples of lifting procedures

Manual-handling procedures

- Manual order picking procedure
- Handling large, bulky or awkward items procedure
- Team-lifting procedure

Mechanically assisted lifting procedures

- Unpacking shipping containers procedure
- Forklift operation procedure
- Air freight roller procedure
- Hand trolley procedure
- Hand pallet jack procedure

Load-shifting procedures (e.g. for bulk goods)

- Operating front-end loader procedure
- Operating excavator procedure
- Operating dozer procedure
- Operating dragline procedure

Read the following workplace example to see how the concepts you have learned are applied in a real-life situation.

Workplace example for Topic 1

Juliet has returned to work after a 5-day course on leading teams in the workplace. Her employer, Warehouse Manufacturing Supplies, paid for her to attendance because she begins a new role in the company as group leader in the receiving area of the business.

Her responsibilities in the new role include planning, managing and developing the team's performance. She will need to lead the team in the review of the workplace tasks and document any improvements and record recommendations for continuous improvements.

After completing the course, Juliet has a better understanding of how good leadership using coaching and mentoring skills can be used to encourage participation and responsibility in the team. Juliet will apply her new skills when reviewing work practices and implementing changes that improve levels of performance.

On her first day back to work, Juliet's manager reminds her that the organisational policies and plans must be used as a reference for any changes to procedures and processes.

Juliet has some ideas about new measures that could be introduced to save time and increase efficiency. She knows that she will need to work as part of the team if she wants the team members to offer their expertise and take responsibility for reviewing, planning and improving work tasks. She reminds herself not to expect her team to do any task that is unsafe or beyond their skill level. Some tasks may need to be carefully reviewed and additional skills training may need to be arranged.

The team morale has been poor over the last year as they are still recovering from the shock of witnessing a workplace incident in which several of their co-workers were injured. This incident has resulted in the team being particularly safety conscience. Juliet feels that this is an asset she can build upon. The different personalities of her group means that there may be some resistance to change, so her first task as leader will be to gain their trust as a way of encouraging participation in the process.

Topic 2 | What you need to do to lead a work team or group

{ *A team leader is the critical link between management and staff. Management depend on team leaders to help meet organisational goals. Team members depend on a team leader to solve workplace issues and problems, and to provide guidance and support.* }

A team leader needs to assess the abilities, certifications and training of the team members against the requirements of the task. A team member's attitude and aptitude also affects task assignments.

Team leaders need to ensure of the health and safety of the team. A major part of their job relates to meeting safety standards at all times. If standards start to slip, the leader must investigate the cause and bring everyone's attention to this.

In this topic you will learn how to:

2A Prepare to lead

2B Assign tasks to the work team

2C Monitor work activities

2D Document and review work team tasks

Activity 4

Question 1

Which of the following are factors that must be clarified with team members? Tick all that apply.

☐ Enterprise agreements and work conditions

☐ Requirements and steps of the task

☐ Charges to customers

☐ Applying legislation and workplace procedures

☐ Manufacturers' specifications

Question 2

Circle the correct answer.

A team leader doesn't need to read, interpret or follow instructions or procedures. This is the job of the manager.

✲ True

✲ False

Question 3

Circle the correct answer.

Applying WHS at work means taking precautions and required action to minimise, control or eliminate identified hazards and risks.

✲ True

✲ False

2C | Monitor work activities

Work activities need to be performed in a practical and organised manner.

When sequencing tasks in the planning stage, you should have considered the most practical way to approach the tasks. Sometimes unexpected problems may arise when the project is underway. Leaders benefit from having a good understanding of the work tasks from the team because they can better handle the negative effects of problems and become skilled at predicting consequences before they happen.

It is good practice to develop a contingency plan to counter the negative effects or consequences of problems if they arise. Monitoring and identifying improvements ensures better work practices and efficiencies in work tasks over time. This involves consulting with team members, discussing alternative options and reviewing why decisions were made when planning and scheduling a project.

Monitor the team and the schedule

During the implementation phase of a project, you should monitor the team and the project schedule.

As a team leader, you need to be able to find solutions to problems that arise and guide the resolution of issues as quickly and efficiently as possible. In some cases, external customers or suppliers need to be informed if changes to schedules occur due to problems that arise. They may have solutions and ideas that can be helpful in resolving and modifying work activities.

The following changes may be required as a result of monitoring work activities.

Planned schedules

Sometimes schedules must be changed to accommodate a new process or procedure as a result of an adjustment in time, resources or the skills needed to complete the task. Any changes to the schedule must be communicated to the team as well as management, if applicable.

Sequencing of tasks

The sequencing of tasks for each team member may need adjustment. Task sequencing would have been developed in the planning and consultation process. However, new factors may influence the way tasks are undertaken. For example, a procedure may no longer be safe, such as the operation of a crane in high wind. The order of steps in a task may need to be changed for better efficiency, but this is often not noticeable until steps are applied in practice.

Summary of Topic 2

1. Businesses depend on people working together to achieve common goals as this leads to successful business outcomes.
2. For team members to fully participate in any process, they must understand the requirements of the task.
3. A team leader is responsible for monitoring the progress and managing the achievements of the team.
4. Performance measures are used to measure the progress and outcomes of a project.
5. Working effectively with team members is mostly about communicating well.
6. Task activities should be assigned to team members based on their competence, expertise and availability.
7. Most businesses have a set of protocols that outline the particular way things should be done.
8. Monitor the team and their progress during the implementation phase of a project to make sure the project schedule is on track.
9. Reviewing team tasks and projects is part of an organisation's quality assurance.