Australian Government

Department of Education, Employment and Workplace Relations

# ICAW4026B Coordinate and maintain work teams

Release: 1

## ICAW4026B Coordinate and maintain work teams

## Modification History

Not Applicable

## Unit Descriptor

| Unit descriptor | This unit defines the competency required to establish and improve work teams and their performance in an IT environment.<br><br>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. |
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## Application of the Unit

| Application of the unit | |
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## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

| Prerequisite units | | |
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## Employability Skills Information

| Employability skills | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
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| 1. Establish team | 1.1. Select and identify suitable **team members** for a particular project or **problem** |
| | 1.2. Secure agreement from appropriate persons for release of **team members** |
| | 1.3. Identify the type of work **team** |
| | 1.4. Determine time allocation for **team members** to suit team operations or nature of the project or **problem** |
| | 1.5. Define **team** and individual responsibilities |
| | 1.6. Define how **team** performance will be measured |
| 2. Coordinate team | 2.1. Clarify and plan **tasks** in consultation with **team** |
| | 2.2. Allocate **tasks** appropriately |
| | 2.3. Determine and apply motivational factors |
| | 2.4. Represent the **team** at meetings |
| | 2.5. Work with **team members** to manage interpersonal conflict |
| 3. Conduct team activities and review team performance | 3.1. Regularly review **team** performance against objectives and take corrective action where necessary |
| | 3.2. Regularly communicate with the **team** on policies, plans and other matters affecting the **team** |
| | 3.3. Seek the input of **team members** during the decision making process |
| | 3.4. Consult the **team** regarding proposed workplace changes and improvements to processes |
| | 3.5. Recognise **team** and individual achievement |
| | 3.6. Validate **team** objectives against targets |
| | 3.7. Determine ongoing nature of the **team** and either disband, select new objective, incorporate new **team members** or change **team** profile |

# Required Skills and Knowledge

| REQUIRED SKILLS AND KNOWLEDGE |
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| This section describes the skills and knowledge required for this unit. |
| **Required skills** |

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**REQUIRED SKILLS AND KNOWLEDGE**

- Leadership skills in relation to guidance for achieving outcomes, transferring and collecting information and gaining consensus on concepts
- Planning skills in relation to time and quality relations (e.g. when clarifying and planning team tasks to ensure effective team operation and efficient use of human resources)
- Basic problem solving involving analysis, diagnosis, evaluation and the development of new criteria, knowledge and procedures
- Problem solving skills involving participation in the development of team building initiatives (e.g. when delegating and encouraging participation and group work)
- Communication skills in relation to analysis, evaluation and presentation of information (e.g. when communicating policies, plans, problems and solutions to the team)
- Teamwork skills that involve the contribution to solutions and goals of a non-routine or contingency nature
- Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts

**Required knowledge**

- Principles of EEO and anti-discrimination (e.g. when establishing, developing and improving teams)
- Detailed knowledge of OH&S requirements in relation to work safety, environmental factors and ergonomic considerations
- Broad knowledge of three or more current industry systems development methodologies
- Current business practices in relation to preparing reports (e.g. when establishing, developing and improving teams)
- Components of the business planning process relevant to the development of IT business solutions (e.g. when delegating responsibility and authority)
- Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities
- Broad knowledge of vendor product directions
- Broad general knowledge of the client business domain (e.g. when establishing, developing and improving teams)
- Broad knowledge of quality assurance practices (e.g. when coordinating a team)
- Basic knowledge of information gathering techniques
- Broad general knowledge of change management systems (e.g. when establishing, developing and improving teams)

# Evidence Guide

| EVIDENCE GUIDE | |
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| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. | |
| **Overview of assessment** | |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Evidence of the following is essential: <br><br> • Assessment must confirm the ability to establish, coordinate and maintain work teams to meet organisation requirements and to coordinate teams to meet requests and prioritise work schedule to meet organisational guidelines. <br><br> To demonstrate competency in this unit the learner will require access to: <br><br> • Team members <br> • Team projects or tasks |
| **Context of and specific resources for assessment** | Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. <br><br> Assessment must ensure: <br><br> • Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. <br><br> • Applications involve responsibility for, and limited organisation of, others. |
| **Method of assessment** | The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the |

| EVIDENCE GUIDE | |
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| | implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.<br><br>• Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.<br><br>• Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario. |
| **Guidance information for assessment** | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.<br><br>An individual demonstrating this competency would be able to:<br><br>• Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts<br>• Apply solutions to a defined range of unpredictable problems<br>• Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas<br>• Identify, analyse and evaluate information from a variety of sources<br>• Take responsibility for own outputs in relation to specified quality standards<br>• Take limited responsibility for the quantity and quality of the output of others<br>• Maintain knowledge of industry products and |

| EVIDENCE GUIDE |  |
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## Range Statement

| RANGE STATEMENT |  |
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| The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included. |  |
| *Team members* may include but are not limited to: | • peers<br>• supervisors and other members of the organisation<br>• people from outside the organisation<br>• people from a range of social, cultural or ethnic backgrounds<br>• dynamics of team<br>• autonomy and responsibility of the team<br>• responsibility of team members<br>• degree of delegation authorised<br>• life of the team<br>• size and diversity of team<br>• English language, literacy and numeracy skills may vary<br>• leadership style of team leader<br>• communication style of team members |
| *Problem* may be in reference to: | • business<br>• system<br>• application<br>• network<br>• people in the organisation<br>• there may be a business need or opportunity that must be addressed |
| *Team* | • May include organisational, workgroup based, interdepartmental<br>• May be temporary or on-going; formal or informal |

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| RANGE STATEMENT | |
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| ***Tasks*** may include but are not limited to: | • specific projects<br>• work<br>• activities<br>• function<br>• job |

# Unit Sector(s)

| Unit sector | Team Work |
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# Co-requisite units

| Co-requisite units | | |
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# Competency field

| Competency field | |
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