BSBTWK503

ASSESSOR GUIDE

MANAGE MEETINGS

Assessment 2 of 3

Project/Roleplay

Version 1

Assessment Details

Task overview

This assessment task is divided into two (2) parts:

- **Part A: Prepare for a formal meeting**
  In this task, you must prepare for a formal meeting by:
  - developing a meeting agenda (BSBTWK503_02_Agenda_Student name)
  - preparing an Email to the Managing Director to verify the meeting requirements (BSBTWK503_02_Verification email_Student name)
  - preparing an Email to distribute the agenda to meeting participants (BSBTWK503_02_Agenda email_Student name)
  - preparing an Email to brief the note-taker/minute-taker (BSBTWK503_02_Note-taker email_Student name).
- **Part B: Chair the formal meeting**
  In this task, you will be the chairperson at the formal meeting and must prepare:
  - Meeting minutes (BSBTWK503_02_Minutes_Student name).
  - Email of the minutes to meeting participants (BSBTWK503_02_Minutes email_Student name).
  - A reflection report (BSBTWK503_02_Reflection_Student name).

Additional resources and supporting documents

To complete this assessment, you will need:

- Access to your learning materials
- Access to a computer and the internet
- Access to Microsoft Word (or a similar program)
- CBSA Business Plan (accessible via the LMS)
- CBSA Style Guide (accessible via the LMS)
- CBSA Code of Ethics (accessible via the LMS)
- CBSA Access Equity and Anti-Discrimination Policy (accessible via the LMS)
- CBSA Document Management Policy Procedures (accessible via the LMS)
- CBSA Privacy Policy Procedures (accessible via the LMS)
- CBSA Confidentiality Policy (accessible via the LMS)
- CBSA Information Technology Policy Procedures (accessible via the LMS)
- CBSA Health and Safety Policy Procedures (accessible via the LMS)
- CBSA Communication Policy Procedures (accessible via the LMS)
- CBSA Quality Assurance Policy Procedures (accessible via the LMS)
- CBSA Meeting Agenda Template (accessible via the LMS)
- CBSA Meeting Minutes Template (accessible via the LMS)
- CBSA Email Template (accessible via the LMS)
- The assessor to play the role of one formal meeting participant
- Four classmates to play the role of the other formal meeting participants

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Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

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Part A: Prepare for a formal meeting

To begin this part, read the following email and its attachment, then complete the steps that follow. For this part, you will assume the role of the HR Manager, Glenda Williams.

To:	Glenda Williams (glenda.williams@cbsa.com.au)
From:	Gavin Stead (gavin.stead@cbsa.com.au)
Date/time:	Monday 9:19 a.m.
Subject:	Meeting to Address Unclean Office Premises
Attachment:	Main Issues.docx

Good morning Glenda,

I would like you to undertake a task for me to address the state of the work premises, which are often unclean, and not a good look for clients who come on-site.

There have been some housekeeping issues in the past with so many staff in one place. We used to send out a reminder email to everyone to address these issues. However, lately, with more staff on board and people being so busy, I feel it would be best to hold a meeting to remind everyone of their responsibility to keep a tidy and clean office.

Based on the attached list of cleanliness issues, I want you to conduct a meeting following organisational processes with the departmental heads to:

- talk about each area in the workplace and its problems (one agenda item per office area)
- discuss what can be done to fix the problem (you are to talk about resolutions once you have discussed the topic)
- come to an agreement for each issue.

Kind regards,

Gavin Stead

Managing Director
300 Fictional Way, Sydney, NSW 2000
Phone: 1800 111 222
www.cbsa.com.au

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Attachment

Main Issues.docx

Main Issues
The main issues include the following: • People leave their handbags, work bags and jackets on desks and the floor. • Rubbish bins are overflowing – each person has their small rubbish bin for food, take away coffee cups and general rubbish. However, people are throwing their printed work documents and other paper rubbish into their bins, and they are getting full very quickly. • The fridge sometimes smells if people have left their food there for too long. • The dishwasher is often not run and is also not emptied after it does get run. • It is summer, and some people are walking around barefoot because they are wearing slip-on shoes. • The bathroom often runs out of toilet paper and paper towels. These are stored in one of the stationery cupboards. • Dishcloths are being left in the kitchen sink. • Some people aren't cleaning up after themselves in the kitchen – food scraps are being left in the plughole, crumbs and food spilt on the table aren't getting wiped away, and dishes are left in the sink when the dishwasher is either full or hasn't been emptied. • The rubbish bin in the kitchen often smells because it isn't emptied. • There is no doormat in the foyer, and people are bringing in mud, dirt and leaves. • Coffee cups and plates are sometimes left on desks overnight or for several days. • People keep changing the temperature control of the air conditioning system, and tempers are getting short – not everyone likes to be so cold! • Deliveries are often left near the reception desk and not taken care of straight away.

Steps: Prepare for a formal meeting

Your assessor will organise you into groups – those in your group will be your meeting attendees. Your assessor will play the role of a department head.

You need to do the following to prepare for your meeting (all documents mentioned are accessible via the CBSA website)

Based on the email, you are to complete the following tasks:

Step 1

- Refer to CBSA's Business Plan to determine who the department heads are. Remember, you are role-playing the Human Resources Manager for this assessment task.
- Read CBSA's Communication Policy and Procedures and familiarise yourself with how the company likes to run its meetings and how it manages its meeting documents.

Step 2

- Fill out the Meeting Agenda Template (*CBSA Meeting Agenda Template*). Use today's date as the day you create your agenda. Your meeting will be held at a time and place of your choice. Follow the procedures to help you fill out the template. Your meeting will run between 15–20 minutes.

Step 3

- Prepare a reply email to Gavin Stead (demonstrated by submitting your verification email BSBTWK503_02_Verification email_Student name) to acknowledge his request, verify his requirements and confirm that you will be copying him into your email to the department heads.

To:	[enter text]
CC:	[enter text]
From:	Glenda Williams (glenda.williams@cbsa.com.au)
Date/time:	[enter text]
Subject:	[enter text]
Attachment:	[enter title of attachment or delete]

To [enter text],

[enter body of email]

The email must:

- specify that the email is to be delivered to Gavin Stead
- specify the date and time that they sent the email
- specify the subject (Re: Meeting to Address Unclean Office Premises)
- specify that the draft Meeting Agenda is attached
- students must complete the message body of the email, including acknowledging his request, verifying his requirements and confirming that he will be copied into the email to the department heads..

Kind regards,

Glenda Williams

Human Resources Manager

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au

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Step 4

Send your email to all attendees (demonstrated by submitting your agenda email BSBTWK503_02_Agenda email_Student name), notifying them of the meeting. You must distribute your agenda at least three (3) business days before the meeting. You should use the organisation's Email Template (*CBSA Email Template*), making sure your email is written in a professional manner, and:

- Specifies:
  - who the email is to
  - the date and time you 'sent' the email
  - the subject
- includes the body of the email:

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    - detailing the purpose of the meeting
    - states that the meeting agenda is attached
    - requests your attendees to confirm their availability.
- You must also copy Gavin Stead into the email to verify the meeting requirements with him.

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	To:	[enter text]
	CC:	[enter text]
	From:	Glenda Williams (glenda.williams@cbsa.com.au)
	Date/time:	[enter text]
	Subject:	[enter text]
	Attachment:	[enter title of attachment or delete]

To [enter text],

[enter body of email]

The email must:

- specify that the email is to be delivered to Tina Hughes, Con Kafatos, Henry Thomas, Wi Zhang, Steve Alfonso – Gavin Stead is to be copied in
- specify the date and time that they sent the email
- specify the subject (it must be relevant to the meeting topic, such as meeting to discuss office housekeeping issues)
- specify that the Meeting Agenda is attached.
- students must complete the message body of the email, including the purpose of the meeting (to discuss and come to a resolution on ways in which the workplace can be cleaner, safer and healthier)
- request the attendees to confirm their availability
- students must distribute their meeting agenda at least three (3) business days before the meeting.

Kind regards,

Glenda Williams

Human Resources Manager
300 Fictional Way, Sydney, NSW 2000
Phone: 1800 111 222
www.cbsa.com.au

Step 5

Choose one of your 'attendees' to be the minute-taker to take notes during the meeting. Use the Email Template and write a brief about how you would like the notes to be taken. This must include making sure the minute-taker has noted all actions to be taken and who will be responsible, any recommendations for future actions, and any actions that were advised against. The notes must be recorded electronically in a Word document and emailed to you so you can develop the meeting minutes. The email must:

- specify who the email is to
- specify the date and time you sent the email
- specify the subject of the email
- explain the information provided above
- thank the minute-taker for their assistance.

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To: [enter text]

From: Glenda Williams [glenda.williams@cbsa.com.au]

Date/time: [enter text]

Subject: [enter text]

Attachment: [enter title of attachment or delete]

To [enter text],

[enter body of email]

The email must detail how they wish the notes to be taken:

- All actions are noted.
- Responsible parties are noted.
- Recommendations for future actions noted.
- Actions advised against noted.
- Use the CBSA Meeting Minutes Template.
- Email them so they can use the notes to create the meeting minutes.

Kind regards,

Glenda Williams

Human Resources Manager
300 Fictional Way, Sydney, NSW 2000
Phone: 1800 111 222
www.cbsa.com.au

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Assessment checklist:

Students must have completed all activities within this assessment before submitting. This includes:

		Y	N
1	Developing a meeting agenda. **[BSBTWK503_02_Agenda_Student name].**	☐	☐
2	Preparing an Email to Gavin Stead to verify requirements. **[BSBTWK503_02_Verification email_Student name].**	☐	☐
3	Preparing an Email to distribute the agenda to meeting participants. **[BSBTWK503_02_Agenda email_Student name].**	☐	☐
4	Preparing an Email to brief the note-taker/minute-taker. **[BSBTWK503_02_Note-taker email_Student name].**	☐	☐

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Part A: Assessor Instructions

Purpose of the part

This part is designed to ensure the student can prepare for a meeting following organisational policies and procedures.

Reassessment arrangements

If the student does not demonstrate the skills and knowledge required for this task, you must discuss the areas for further development with the student and arrange a time for reassessment. Provide the student guidance on what needs to be reassessed and how.

Guidance to Assessors

Use the following checklist to ensure that the student has sufficiently created a meeting agenda and communicated this to all required parties.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is unsatisfactory (U) and requires resubmission.

Assessor instructions: All sections/questions must be completed. Refer to the email templates for sample answers and benchmarks.

		S	NYS

(1)	Prepare a meeting agenda in line with the meeting's purpose
	Look for:
	• The student must use the CBSA Meeting Agenda Template.
	• The student must specify a location, date and time for the meeting (the location is the Boardroom, as indicated in the task instructions; date and time provided by the assessor).
	• The student identified and interpreted information from the task email
	• The student must specify the agenda items. This could include:
	  ○ at least one agenda item of the office uncleanliness, or
	  ○ all the bullet points from the task email, or
	  ○ break the agenda into areas of the business (e.g., kitchen, bathroom, foyer, workstations, heating and cooling etc.).
		☐	☐

2	Establish and verify meeting requirements with Managing Director.
	Look for:
	• The email must:
	  ○ specify that the email is to be delivered to Gavin Stead
	  ○ specify the date and time that they sent the email
	  ○ specify the subject (Re: Meeting to Address Unclean Office Premises)
	  ○ specify that the draft Meeting Agenda is attached
	• Students must complete the message body of the email, including acknowledging his request, verifying his requirements and confirming that he will be copied into the email to the department heads..
		☐	☐

3	Identify and invite meeting attendees	☐	☐

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The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is unsatisfactory (U) and requires resubmission.

Assessor instructions: All sections/questions must be completed. Refer to the email templates for sample answers and benchmarks.

		S	NYS
	Look for: • The student must specify who the attendees will be. This should include Tina Hughes, Con Kafatos, Henry Thomas, Wi Zhang, Steve Alfonso and themselves (as Glenda Williams). • Gavin Stead must be copied in		
4	Contact participants and confirm meeting with them Look for: • The email must: ○ specify that the email is to be delivered to Tina Hughes, Con Kafatos, Henry Thomas, Wi Zhang, Steve Alfonso – Gavin Stead is to be copied in ○ specify the date and time that they sent the email (which should be three days before when the meeting occurred) ○ specify the subject (it must be relevant to the meeting topic, such as meeting to discuss office housekeeping issues) ○ specify that the Meeting Agenda is attached. ○ students must complete the message body of the email, including the purpose of the meeting (to discuss and come to a resolution on ways in which the workplace can be cleaner, safer and healthier ○ request the attendees to confirm their availability ○ students must distribute their meeting agenda at least three (3) business days before the meeting. • The student follows CBSA procedures by using: ○ CBSA Meeting Minutes Template ○ CBSA Email Template	☐	☐
5	Provide meeting papers to participants according to task requirements • The student is required to distribute the meeting agenda to the meeting attendees at least three (3) business days before the meeting via email • Used the CBSA Email Template.	☐	☐
6	Brief minute-taker on the methods for recording meeting notes Look for: • Chose one of the meeting attendees to take the minutes • Used the CBSA Email Template • The email informs minute-taker of their role • The email must detail how they wish the notes to be taken: ○ All actions are noted. ○ Responsible parties are noted. ○ Recommendations for future actions noted. ○ Actions advised against noted.	☐	☐

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The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is unsatisfactory (U) and requires resubmission.

Assessor instructions: All sections/questions must be completed. Refer to the email templates for sample answers and benchmarks.

		S	NYS
	○ Use the CBSA Meeting Minutes Template. ○ Email notes to the student (HR Manager), so they can use them to create the meeting minutes.		

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Part B: Chair a Formal Meeting (Observation)

To begin this part, read the following email and then complete the steps that follow. For this part, you will assume the role of the HR Manager, Glenda Williams.

To:	Glenda Williams (glenda.williams@cbsa.com.au)
From:	Gavin Stead (gavin.stead@cbsa.com.au)
Date/time:	Monday 9:19 a.m.
Subject:	Meeting to Address Unclean Office Premises

Good morning Glenda,

Thank you for the meeting agenda.

I want you to conduct the meeting following organisational processes with the departmental heads to:

- talk about each area in the workplace and its problems (one agenda item per office area)
- discuss what can be done to fix the problem (you are to talk about resolutions once you have discussed the topic)
- come to an agreement for each issue.

I look forward to receiving a copy of the minutes with the resolutions documented. Good luck!

Kind regards,

Managing Director

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

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Steps

Step 1

Now it is time to run your meeting.

- You should review the Communication Policy and Procedures, including the Code of Ethics. Remind yourself of your responsibilities as Chair of the meeting.
- If you haven't already done so, provide the Meeting Minutes Template to your minute-taker so they have it as guidance to make their meeting notes for you.

Role play instructions

The role-play/meeting must include four (4) to six (6) attendees (you and 3-5 other participants), must not exceed 20 minutes in duration, and must address all elements of the Observation Checklist below.

In this task, you will participate in a role/play meeting with others. These may be resourced using one of the following options:

1. Peer/s who you are already working with, in the industry your qualification relates to.
2. Fellow student/s who will play the role of a team member. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

If you cannot find a participant/s to play the role of the other team member/s, contact your assessor via the Discussion Forum, who will discuss options for pairing up with another student/s to complete this task.

Option 1: Peer/s participant

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Should you complete this task with your Peer/s, you must fully brief all participant/s, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peer/s will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student/s participant

Fellow student/s participating in the recording must be provided context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

Student/s will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants stating their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

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Step 2

Start the meeting on time and follow your agenda – make sure all your topics are discussed, and resolutions are found. Demonstrate professional, appropriate practice that meets CBSA's expectations. For example:

- Let everyone have a chance to speak.
- Encourage brainstorming ideas to make the workplace cleaner, safer, and healthier.
- Get the group to agree on the best ideas.
- Keep the meeting on track.
- Be a role model for professional and appropriate behaviour.
- Consider how you communicate with others – do they understand what you are saying, can they hear you, and how does your body language come across?

You must keep the meeting focused and on track. Meetings can easily stray into time-wasting territory.

Ensure a resolution is found, and remember to thank your meeting attendees when you adjourn the meeting.

During the meeting, your assessor will be looking to see that you can: • ensure that the meeting area is free from potential hazards and take action to address any hazards found • follow the agenda and keep the meeting focused and time efficient • participate in verbal exchanges using appropriate style, tone and vocabulary for the audience, context and purpose • listen for specific information during the meeting • ask questions and listen to responses to clarify understanding • select the appropriate form, channel and mode of communication for a specific purpose • enable participation, discussion, problem-solving and resolution of any issues that arise • cooperate with others as part of familiar activities, playing an active role in facilitating group interaction • achieve a consensus amongst the team regarding how to keep the workplace safer, cleaner and healthier for all.

Step 3

Meeting minutes:

- Your minute-taker will email you the meeting minutes with their meeting notes. Your job is to review them and ensure that the minute-taker has documented a true and accurate record of your meeting.
- Ensure the Meeting Minutes Template has been used to record the meeting notes in a format that meets CBSA's requirements. If you identify any issues with the notes, make appropriate changes.
- You must also ensure minutes are formatted according to the CBSA Style Guide. When you have finished reviewing the minutes and are satisfied that they accurately reflect your meeting and its outcomes, proofread the document and make sure it is clear, accurate and free of errors.
- Save the meeting agenda and the finalised meeting minutes to the LMS and invite your assessor to view the files.
- Ensure you follow CBSA's Document Management Policy and Procedures when storing these files.

Step 4

Distribute meeting minutes:

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- You are now required to send the meeting minutes to the attendees. Use the Email Template to:
    - specify who the email is to
    - specify the date and time you sent the email
    - specify the subject of the email
    - provide a copy of the finalised meeting minutes as an attachment
    - summarise the outcome of the meeting and include any action items.

To:	[enter text]
From:	Glenda Williams (glenda.williams@cbsa.com.au)
Date/time:	[enter text]
Subject:	[enter text]
Attachment:	[enter title of attachment or delete]

To [enter text],

The email must specify:

- the email is delivered to Tina Hughes, Con Kafatos, Henry Thomas, Wi Zhang and Steve Alfonso. Gavin Stead is to be copied in
- the date and time that they sent the email
- a relevant subject (such as meeting follow-up or Meeting minutes)
- the meeting minutes document is attached.
- students must communicate the outcome of the meeting (including action items) in the body of the email (the assessor should refer to the minutes to ensure that the student has documented the correct result)

Kind regards,

Glenda Williams

Human Resources Manager

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

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Step 5

Reflection:

- Write a short report about your experiences during the meeting. Your report must be typed in Microsoft Word or a similar word processing program. You will need to email your assessor this report. In your report, you should write about the following:
    - A brief summary of the discussion and agreed action items to address the state of the work premises.
    - Is there anything you would improve/change next time you have to chair a meeting?
    - Was there anything you found challenging in your responsibilities as Chair?
    - What types of meeting-specific terminology did you use?
    - What legal and ethical requirements did you consider while conducting this meeting?
    - Describe any strategies you used to guide the meeting back on track, defuse disagreements or arguments, and encourage participation and problem-solving to come to a resolution.
    - Describe the organisational policies, procedures and templates that you referred to and used to chair this meeting.

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- Your report must use appropriate structure and be free of spelling, punctuation and grammatical errors.

Assessor Instructions

Purpose of the part

This part ensures that the student can deliver and document a meeting following organisational policies and procedures.

Reassessment Arrangements

If the student does not demonstrate the skills and knowledge required for this task, you must discuss the areas for further development with the student and arrange a time for reassessment. This may involve rerunning the management meeting or the student revising their written documentation. Provide the student guidance on what needs to be reassessed and how.

Guidance to Assessors About This Part

Use the following as guidance to ensure that the student has sufficiently completed the tasks in this assessment part.

Students will need to work in groups that represent the management team of CBSA. As per the organisation chart, there are six management roles. The student must play the role of Glenda Williams, the HR Manager. Peers and classmates may take on the roles of the remaining managers (the meeting does not include Gavin Stead). Students may remain in the same group and rotate in the role of chairperson for their assessment, or they can swap between other peers/classmate groups.

The student must provide the person designated as the minute-taker with a copy of the Meeting Minutes at the beginning of the meeting. This person will need to take notes using a program such as Microsoft Word (or similar). It is suggested the assessor tells this person to make a couple of inaccuracies in their notes so that the student being assessed can address them when developing the minutes. For example, they might document that one person stated something another attendee said or document a different resolution to the one being decided upon.

If the student has difficulty assembling peers or classmates, provide assistance.

To provide the opportunity for students to promote participation, discussion, problem-solving and resolution and participate in verbal exchanges using appropriate style, tone and vocabulary for the audience, the following role-play descriptions are available. Please provide to students and role-play participants before they begin:

- **Manager 1:** is quite outspoken and doesn't 'mince their words'. They almost had a near-miss in the kitchen due to water spills on the floor; they have started to meet with their clients or visitors off-site at the local café because they are embarrassed about the mess. During the meeting, they will spend a lot of time complaining but very little time coming up with ideas. Manager 3 knows how to push Manager 1's buttons.
- **Manager 2:** tends to get distracted during the meeting and go off-topic. This person should try to find at least two things that come up during the meeting and take them off-topic; the student will need to demonstrate the ability to keep this person on track so that the meeting does not run overtime. Manager 2 doesn't get involved with office politics or conflict. They will find the issue with Manager 1 and Manager 3 quite amusing; they will only contribute ideas when asked.
- **Manager 3:** is a bit of a joker and thinks Manager 1 is being over the top. Manager 3 believes that if you see a problem, clean it up yourself. If you leave it, you are complicit in any health or safety

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issues that arise. Manager 3 also believes that their staff are not the ones causing a lot of problems. Manager 1 and Manager 3 are opposites in personality and opinion and often clash. Manager 3 will think Manager 4 is their 'ally'.

- **Manager 4:** is very busy at this time and resents having to come to this meeting and get further behind in their work. They will try and get the meeting to come to a quick conclusion, pushing for Manager 3's thoughts to be agreed upon (the other managers will be hesitant). They will have a disdainful attitude and cannot believe they have to meet to come up with ideas to get everyone involved in housekeeping. Manager 4 is agreeable with Manager 3 only because they want to get out of the meeting as soon as possible. When Manager 1 and Manager 3 start to disagree, they will try to interrupt and change the subject.
- **Manager 5:** is a person who loves to brainstorm and come up with ideas; they often take over the meetings (with good intentions only); they will frustrate Manager 4, and their ideas will be of interest to Manager 1. Manager 5 tries (along with the student) to get Manager 2 involved in brainstorming; some ideas raised by this person should be a bit vague, requiring the student being assessed to clarify.
- During the meeting, Manager 1 and Manager 3 will waste some time arguing back and forth about who is causing the housekeeping issues (Manager 1 believes Manager 3 is indirectly blaming their team; Manager 3 firmly believes housekeeping is everyone's responsibility to pick up themselves and anyone else who has not; Manager 3 also believes that busy schedules can lead to people forgetting to clean up after themselves; Manager 1 makes vague allusions to 'some people' simply being lazy). The student will need to be able to address this issue and keep the meeting on track.

In the role of the Chair, the student is required to keep the meeting on track and promote participation, discussion, problem-solving and resolution. In addition, the student should be able to role model correct behaviour (per organisational requirements, i.e., CSBA's Code of Ethics) and follow meeting procedures (as per 'Meeting delivery' in the CSBA's Communications Policy and Procedures).

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Assessment checklist:

Students must have completed all activities within this assessment before submitting. This includes:

		Y	N
1	Chairing a formal meeting.	☐	☐
2	Developing meeting minutes. [BSBTWK503_02_Minutes_Student name].	☐	☐
3	Emailing minutes to meeting participants. [BSBTWK503_02_Minutes email_Student name].	☐	☐
4	Preparing a reflection report. [BSBTWK503_02_Reflection_Student name].	☐	☐

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Part B: Assessment Marking Criteria/Observation Checklist

Guidance to Assessors

Use the following checklist to ensure that the student has led the meeting successfully:

During the demonstration of skills, the student has satisfactorily (S) or unsatisfactorily (U) facilitated a discussion and debate on ideas with team members and:		S	NYS
1	The student conducted/chaired/managed a formal meeting. Look for: • Followed CBSA requirements and conventions (reflection report). • Followed legal and ethical requirements (reflection report). • Kept to the agenda and ensured the meeting remained focused and time efficient. • Achieved consensus amongst the team. ○ shortlisted several good ideas and determined the best ○ agreed on a specific number of ideas to implement or trial ○ decided on at least one idea by the end of the meeting.	☐	☐
2	The student promoted participation, discussion, problem-solving and resolution of issues. Look for: • Respectfully coaxed the group back on topic. • Was polite and respectful to the ideas being brought up and allowed others to contribute. • Role modelled correct behaviour (as per Code of Ethics) and followed meeting procedures (as per 'Meeting delivery' in the Communications Policy and Procedures). • Actively drove discussion, discouraging distraction, defused potential for conflict or other issues, encouraged participation etc. • Addressed issues respectfully and sensitively • Treated attendees the same, showed integrity in their approach and acknowledged each attendee's opinions. • Cooperated with others • Actively facilitated group interaction.	☐	☐
3	The student used appropriate style, tone and vocabulary for the meeting Look for: • Used a professional and business-like approach. • Used effective communication skills to drive the group towards choosing an idea to implement. • Used a respectful and calm approach when dealing with clashes and problems within the group. • Showed enthusiasm and interest when ideas were raised. • Respectfully and politely addressed ideas that weren't appropriate or relevant. • Used an encouraging/engaging tone to get quiet people to contribute ideas.	☐	☐

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During the demonstration of skills, the student has satisfactorily (S) or unsatisfactorily (U) facilitated a discussion and debate on ideas with team members and:		S	NYS
	• Ensured issues between managers were dealt with in a way that acknowledges differences of opinion and explores collaboration.		
4	The student listened for specific information during meetings. Look for: • Listened for ideas that have promise and could be implemented. • Listened to the undertones of conversation between attendees. • Kept an ear out for attendees going off-topic. • Listened for any appropriate ideas that needed addressing.	☐	☐
5	The student asked questions to clarify understanding. Look for: • Clarified ideas provided by attendees. • Questioned attendees for other ideas or used their ideas as a 'springboard' to others. • Used active questioning – open questions to draw out ideas and closed questions to keep the meeting on track. • Encouraged attendees to answer questions honestly and openly.	☐	☐
6	The student reviewed the meeting notes/minutes and edited them as needed Look for: • Received the meeting notes from the nominated minute-taker. • Record the information from the notes in the Meeting Minutes Template. • Identified inaccuracies by the colleague/classmate and corrected information. • Identified style errors in the Meeting Minutes Template and corrected them as per the CBSA Style Guide. • Formatted minutes as per the CBSA Style Guide.	☐	☐
7	The student circulated and stored minutes and other documentation within designated timelines and according to CBSA requirements. Look for: • Store meeting documentation, including the agenda and the finalised minutes, to a cloud-based document storage system according to CBSA's Document Management Policy and Procedures. • Used an appropriate file name for each (e.g., Management Meeting, Housekeeping or Housekeeping Meeting or similar, Meeting Agenda [date of the meeting]). • Provided the assessor with an invite to view each document. • Used the Email Template to communicate the meeting minutes and outcomes and action items of the meeting with the team.	☐	☐

ASSESSOR GUIDE

During the demonstration of skills, the student has satisfactorily (S) or unsatisfactorily (U) facilitated a discussion and debate on ideas with team members and:

		S	NYS
8	The student reported meeting outcomes by completing a short reflection about their experiences during the meeting. Look for: • The report is structured and clear (e.g., use of headings, information presented in paragraphs, etc.) • The report summarises the discussion and agreed action items to address the state of the work premises. • They identified areas to improve/change for the next time they chair a meeting, including any challenges encountered and how they might overcome them next time. • They identified types of meeting-specific terminology they used, e.g., 'agenda', 'meeting minutes', 'brainstorming', 'consensus', 'adjourning', 'closure', 'Chair', 'next business' etc. • They identified legal and ethical requirements they considered while conducting the meeting, e.g. Code of Ethics, WHS, anti-discrimination, sensitive and respectful conduct etc. • They described strategies to guide the meeting back on track, e.g., defusing disagreements or arguments and encouraging participation and problem-solving to come to a resolution. • They identified the organisational policies, procedures and templates that were used. • The report must be free of spelling and grammatical errors.	☐	☐

ASSESSOR GUIDE

Assessment checklist:

Students must have completed all activities within this assessment before submitting. This includes:

Part A: Prepare for a Formal Meeting		
1	Developing a meeting agenda.	☐
2	Preparing an Email to distribute the agenda to meeting participants.	☐
3	Preparing an Email to brief the note-taker/minute-taker.	☐
Part B: Chair a Formal Meeting		
1	Developing meeting minutes	☐
2	Emailing minutes to meeting participants	☐
3	Preparing a reflection report	☐

Congratulations, you have reached the end of Assessment 2!

ASSESSOR GUIDE