



BSBXTW401

ASSESSOR GUIDE

## Lead and facilitate a team

Assessment 1 of 2

Short Answer Questions

## Assessment Instructions

### Task overview

This assessment task is divided into fourteen (14) questions. Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents.

To complete this assessment, you will need:

- Access to the learning material

## 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.

## Question 1

Briefly describe how the organisational requirements listed below are relevant to workplace teams.

- a. Code of Conduct
- b. Organisation reputation and culture
- c. Workplace policies

### Assessor Instructions

For satisfactory performance, students must provide answers that reflect the sample answers in the table below.

Question 1
a. Code of Conduct (Approximate word count 60 words)
The Code of Conduct is designed to outline the standard of behaviour expected by employees of an organisation. Having a Code of Conduct can give workplace teams a structure to follow from the moment they join the company, reducing the chances of problems coming up at any time and making dealing with issues a lot easier should the worst occur.
b. Organisation reputation and culture (Approximate word count 80 words)
Organisational values are important in developing the workplace culture and the organisation's reputation for those working in the organisation and outside of it. These principles and ethics guide the behaviour of the organisation's members. They assist organisation's in determining what is right and wrong. Workplace teams are guided to act in certain ways, using the values as a guide. It is important to know and understand the organisation's values because it will guide the staff towards the kind of performance that truly represents it.
c. Workplace policies (Approximate word count 110 words)
<p>A workplace policy is a statement that outlines an organisation's practices and procedures concerning part of its business, which can cover everything from day-to-day operational matters to compliance with employment legislation. Organisational workplace policies are courses of action adopted by an organisation and provide workers and workplace teams with organisational standards on how to work and conduct themselves. Thus, every staff member of the organisation must comply with the requirements set out in the policies and procedures document. For example, certain WHS policies in an organisation have specific rules or procedures to follow.</p> <p>These procedures make it safe for workers when they are at work.</p>

## Question 2

You work as a team leader at a private company. In an interview, you noticed that your HR officer dismissed a candidate because he was using hearing aids.

Complete the table below. In your response you must explain the ethical, legal, regulatory, and organisational responsibility in relation to this issue.

(Approximate word count 160 words)

## Assessor Instructions

A sample answer is provided below. Students must identify the correct form of discrimination, and student's answers must reflect the model answer provided below; however, the wording may vary.

Question 2	
This is an example of which type of discrimination?	Discrimination on the grounds of disability/hearing impairment
What is the relevant legislation you would refer to in relation to this discrimination?	Disability Discrimination Act 1992
List two (2) ethical and two (2) legal issues	<p>Two (2) legal issues:</p> <ul style="list-style-type: none"> <li>the Disability Discrimination Act 1992 makes it against the law to treat people unfairly because of their disability.</li> <li>people with a disability are protected by the same laws as everyone else.</li> </ul> <p>Two (2) ethical issues:</p> <ul style="list-style-type: none"> <li>any discrimination is an act of disrespect towards the essential individuality, worth and dignity of people with disability.</li> <li>discrimination on the basis of disability can lead to potential harm as it can lead to people losing their self-worth and self-esteem</li> </ul>
Briefly explain the organisational responsibility based on the situation.	All employers are obliged to actively prevent disability discrimination in their workplace, including in the areas of recruitment, work conditions and salary,

## Question 3

List three (3) laws that the workplace must comply with.

### Assessor Instructions

The student's answer must list the three (3) laws below.

Question 3
<ul style="list-style-type: none"> <li><b>WHS law</b></li> <li>Privacy law</li> <li>Anti-discrimination legislation/Equal opportunity law – e.g., Age Discrimination, Disability Discrimination etc.</li> </ul>

## Question 4

When leading a new team, it is important to have great synergy within the team.

Write two (2) facilitation techniques you would use for team building to encourage team cohesion and effectiveness during each of the project stages listed below.

### Assessor Instructions

Students must identify two (2) facilitation techniques for each of the project stages. The answer provided must reflect the answer below.

Stage of Project	Facilitation techniques
Project kick-off	<ul style="list-style-type: none"><li>• Facilitating icebreaker sessions.</li><li>• Team building activities.</li><li>• Activities to identify:<ul style="list-style-type: none"><li>○ key skills and reporting lines of people</li><li>○ project and communication methods within the team.</li></ul></li><li>• Engaging team members in participation.</li><li>• Activities such as puzzles, quizzes, etc., as a team-building activity.</li></ul>
During the project	<ul style="list-style-type: none"><li>• Facilitating brainstorming and training sessions.</li><li>• Morning tea/lunch.</li><li>• Team outings.</li><li>• Safety moments at meetings where each person takes turns presenting,</li><li>• Acknowledging individual and team milestones.</li><li>• Posters or scoreboards.</li><li>• Facilitating milestone celebrations to <b>acknowledge teams'</b> achievements.</li></ul>
Project completion	<ul style="list-style-type: none"><li>• Recognising the team members' efforts at the completion of the project.</li><li>• Celebration.</li><li>• Acknowledgements.</li><li>• Success planning.</li><li>• An introduction to the next project development ideas.</li><li>• Setting goals to encourage a future within the organisation.</li><li>• Acknowledging the achievements of individuals and teams.</li></ul>

## Question 5

As a leader, one of the most important roles is to support your team through coaching. In the table provided:

- List the steps of the GROW model in the correct sequence.
- Define the significance of each step in the GROW coaching model.
- Explain briefly how each step of the GROW technique aids in supporting team members.

(Approximate word count 145 words)

### Assessor Instructions

Students must:

- list each of the steps in the GROW model in the correct order.
- define the meaning of each step.
- explain briefly how they can use the GROW coaching technique to support team members.

The sequence of steps must match the sample answer below. The meaning and how the student would use the Gow technique to support team members must reflect the sample answer below.

Sequence	Meaning of each step	How does the GROW model help support team members?
Grow	Establish a meaningful goal	Help your team member define a specific, measurable, and realistic goal.
Reality	Examine the current reality	Ask the team member to describe their current reality. This will help the team member to be contemplative and reflective of the current situation, encouraging the solutions to slowly emerge by examining the situation.
Options	Explore the options	Once you and your team members have explored the current reality, it is time to explore what is possible – meaning, all the many possible options you have for solving the problem. Help your team member generate as many good options as possible and discuss these. Prioritise allowing your team members to share their suggestions first and take the lead in the conversation.
Will/Way forward	Establish the will	By examining the current reality and exploring the options, team members will have a good idea of how they can achieve their goals. The final step as a coach is to get the team to commit to specific actions that will help them establish their will.

## Question 6

Briefly define mentoring in the words of Eric Parsloe and list six (6) mentoring techniques you would use to support your team members.

(Approximate word count 120 words)

### Assessor Instructions

Students must define mentoring and list all the six (6) techniques listed below. The student's response must reflect the sample answer.

Eric Parsloe's definition of mentoring	
According to Eric Parsloe, 'Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.'	
Six (6) mentoring techniques to support team members	
1.	Build rapport to get to know your mentee
2.	Actively listen to understand the needs and interests of the mentee
3.	Discuss and establish goals and objectives.
4.	Assist mentees with exploring opportunities that can help in achieving their goals, maximising their potential, developing their skills, improving their work performance
5.	Meet regularly to check in to review and discuss any challenges or roadblocks
6.	Inspire and help the mentee become more knowledgeable and effective in their current job.

## Question 7

You are working as a project lead in a private company, managing a small team. List the six (6) conflict resolution and negotiation strategies and briefly explain how you would apply these strategies for managing disagreements that may arise within the team during a project cycle.

(Approximate word count 250-300 words)

### Assessor Instructions

Students must identify the six (6) conflict resolution and negotiation strategies below and provide a brief explanation of how they would apply these strategies for managing disagreements within a team during a project cycle. The student's response must reflect the sample answer provided below.

Six (6) conflict resolution and negotiation strategies	Briefly explain how each would be applied to manage disagreements.
1. Clarify what the disagreement is	Continue to ask questions until you are satisfied you understand what the disagreement is about. Sometimes, parties see the disagreement differently, so it is important to know how each team member views the issue.

2. Establish and negotiate a common goal for all parties	Establish what each team member would like to see happen. If both sides agree on a common goal, they are more likely to work through the required changes or processes to reach it. Continue asking questions until all parties can agree on an outcome.
3. Discuss ways to meet the common goal	Ask what problems may prevent a resolution and discuss these as a team. By understanding what problems may be, you can find solutions
4. Determine barriers to the common goal	Understanding possible problems that can occur is important so a resolution can be found. It is important for everyone to understand what can and cannot be changed and work around fixed issues.
5. Agree on the best way to resolve conflict	Everyone needs to agree on the best solution. Begin by asking each person what he or she considers common ground. This can help to find a solution that everyone can live with. This also leads to a discussion about responsibilities in maintaining the solution, understanding how the conflict came about, and finding a solution to resolve the conflict.
6. Acknowledge the agreed solution and responsibility	The point where they own their responsibility in resolving the conflict. Having all involved express what they have agreed to is important so you can be confident that everyone is on the same page and understands what is to happen moving forward. Following up with an email outlining these responsibilities can be helpful to once again ensure these are clear to all.

### Question 8

To be a successful leader, you will always require communicating effectively and efficiently with diverse people. List and briefly explain six (6) key principles of cross-cultural communication when interacting with individuals from different cultures and individuals with special needs.

(Approximate word count 300 words)

#### Assessor Instructions

Students must identify and write the six (6) key principles of communication. The response must reflect the sample answer below. However, the order in which they list them can vary,

List the six (6) key principles of cross-cultural communication	A brief explanation of each of the principles.
Respect, openness, curiosity	Be willing to be wrong, or at least to have one's perspective altered or widened. You are not the centre of everyone's universe. Realise that one's own culture is specific and study how it has affected one's own worldview – also how odd or foreign it may seem to others and how it may impact them.
Culture, power, status	Understand that cultures are often in a relationship of status, power and domination/subordination – that those who feel dominated often feel ignored and marginalised, and those who



	<p>dominate often do not recognise their privilege or power.</p> <p>When these power or status relationships change, there is often upheaval, fear, anger and anxiety.</p>
Learn from the other	With this understanding, be willing to learn as much as possible <b>about others’</b> cultures, as far as possible, without judgment but with respectful curiosity. This will often throw a <b>new light on one’s</b> own culture.
Develop core skills	Intercultural communication requires self-mastery as we develop our willingness and ability to observe, listen, evaluate, analyse, interpret and relate with less judgment and more openness.
Reap the inner dividends	This process will enrich you personally and professionally as you gain flexibility, adaptability, empathy, <b>and the ability to really ‘get’</b> what others experience and perceive, whether or not you agree with them.
Reap the outer dividends	<p>Deardorff <b>defines intercultural competence as ‘the effective and appropriate behaviour and communication in intercultural situations’,</b> and she explains that <b>‘... effectiveness can be determined by the individual while the appropriateness can only be determined by the other person – with appropriateness being directly related to cultural sensitivity and the adherence to cultural norms of that person’.</b></p> <p>This distinction is important but has very different implications depending upon whether the person attempting to be inter-culturally competent is part of the dominant or the non-dominant culture in a situation. In our work, we deal with both these instances.</p>

### Question 9

Below is a list of different methods of communication. Briefly explain how each method is used and give two (2) examples of effective use of this method in the workplace.

(Approximate word count between 165-170 words)

#### Assessor Instructions

Students must explain each method of communication and provide two (2) examples of using the method in a workplace. Students' answers must be reflective of the model answer provided below.

Communication Method	Brief explanation of how the method is used	Two examples of using this method in the workplace.
Written	Using the written communication is important to maintain a	1. Work instruction and formal notifications where verbal methods are inaccessible, such as legal requirements, notifications, and contracts.

	record of any interaction. This can be by electronic form or hard copy, such as email, letter, instant message, text, etc.	2. Using it as a reporting method for newsletters, meeting requests, agendas, minutes, and other formal business docs.
Verbal	The use of voice and spoken words, either face to face or telephone, using pitch and tone of voice to indicate depth and further meaning to the words used.	1. Face-to-face situations such as a meeting or feedback.
		2. When clarification is required, and complex information needs to be explained.
Non- Verbal	Using body language, facial expression, and sounds indicating active listening and supporting a congruent message, using sign language in an environment when it's difficult to hear the spoken word.	1. It is used with all visual interaction and communication.
		2. It is also used in noisy workplaces or communicating with a deaf or hearing-impaired person.

### Question 10

Briefly describe each of the four (4) styles of communication listed below.

(Approximate word count between 45-50 words)

#### Assessor Instructions

Students' answers must reflect the model answer provided below.

Four styles of communication	Describe each style of communication
Analytical	Usually, confident communicators use hard facts and data to convey information.
Functional	Communicators who use step-by-step processes, guides and timelines to take control of the process
Intuitive	Straight-to-the-point communicators and often big-picture thinkers
Personal	Communicators who value and develop interpersonal relationships often use less formal language. They build strong relationships and are good listeners.

### Question 11

List and briefly describe six (6) professional behaviours that leaders must possess to be role models to others.

(Approximate word count 120-130 words)

## Assessor Instructions

Students must list at least six (6) behaviour qualities that a leader should possess. They can list any six (6) qualities out of the nine (9) qualities listed below.

Professional behaviour quality	Briefly describe what it is.
Integrity	Being honest, following your convictions in all circumstances and following through with your commitments.
Ability to delegate	Delegating effectively, not just to free up your own time.
Communication	Able to communicate in a number of ways to a diverse group of people.
Gratitude	Encouraging positive mindsets with your team by expressing gratitude for their contribution and work.
Learning agility	Being open to continuous learning opportunities and knowing how to find solutions when you are unsure.
Influence	Being able to convince people through different methods contributes to being an inspiring leader.
Empathy	Able to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.
Courage	Having the courage to speak up with new ideas, give feedback, and raise concerns.
Respect	Treating people with respect creates a culture of trust, eases tensions and conflict, and improves the effectiveness of your team.

## Question 12

Write five (5) steps you would undertake as a leader to manage workplace contingencies such as unplanned leave, reallocation of work and succession planning for important team roles. The steps must follow a logical order.

(Approximate word count 75-80 words)

## Assessor Instructions

The student's response must outline five (5) steps in a logical order for managing workplace contingencies.

Steps	Description of the steps
Step 1	Identify and prioritise resources required to manage workplace contingency.
Step 2	Identify the key risk factors.
Step 3	Draft a contingency plan, e.g. A RACI matrix, to ensure all tasks are allocated with clear lines and levels of tasks and responsibility.

Step 4	Document policies and procedures around staff leave, flexible working arrangements, reallocation of work and succession planning.
Step 5	Communicate and discuss the contingency plan with the team so they all are in agreement with their roles and responsibilities and can raise any issue at the beginning of the project cycle.

### Question 13

This question is on managing team challenges in relation to the difficulty in performing tasks, conflict with clients or team members and potential risks.

Read the scenario below and answer the questions in relation to this scenario.

#### Scenario

Your manager has called you into the office to discuss a situation they have only just become aware of. One of your major customers has expressed dissatisfaction with the service provided by your organisation.

You have an ongoing contract to supply this customer with goods until the end of the year. After that, the contract will be re-negotiated.

Apparently, the customer has expressed their dissatisfaction on a number of previous occasions, but there has been no real improvement. As a result of the poor service and the problems with the supply of goods, the manager of the company has strongly suggested that the contract will not be extended and might, in fact, be offered to another organisation.

The problems have been traced to your department/section. One of your team members, Joseph, has been tardy in processing the orders and sending them through to the necessary supply department.

When the client contacted the team member to confirm orders and delivery times, they received vague assurances, and the orders either did not arrive on time or the ordered items were missing.

Answer the following questions based on the scenario.

#### Assessor Instructions

The students must answer the answers questions below. Their response must reflect the sample answer provided.

Questions
What would be your first course of action after hearing the complaint? (Approximate word count 15 words)
Student responses must include: <ul style="list-style-type: none"> <li>• collating facts</li> <li>• organising a meeting with Joseph to gather relevant information</li> </ul>
How do you think the issue will be resolved?

(Approximate word count 45 words)

Student responses must include:

- Meet with Joseph to gain his perspective on what he thinks the issues are and what is causing the issues.
- Involve Joseph to work on possible solutions to rectify the issue.
- Determine if Joseph is encountering any challenges or obstacles that may be hindering his ability to fulfil his responsibilities effectively.

What performance areas will you investigate?

(Approximate word count 25 words)

Student responses must include:

- Upskilling and coaching Joseph in the area of customer service.
- Implementing a process of checking and double checking, putting accountability measures in place.

What is the potential risk, and what are the possible consequences if this issue is not solved?

(Approximate word count 60 words)

Student response must include:

- Loss of the contract
- Damage to the organisation's reputation.
- Financial repercussions due to loss of revenue.
- If this is a high-value customer, it could impact job security.

What are some of the responses you would provide to the customer or client to resolve the issue?

(Approximate word count 50 words)

Student responses must include:

- Being responsible for the team members' behaviour.
- Acknowledge the mistake and apologise to the customer.
- Assure them of immediate action.
- Provide them with the assurance that systems have been put in place, so the issue does not occur again.
- Provide a timeline for resolution.

## Question 14

The following question is on managing challenges related to unethical or inappropriate behaviour and potential risks and hazards.

Read the scenario below and answer the questions based on the scenario.

### Scenario

You are working as a team leader for an organisation. A team member, Zaidi, has approached you to let you know she witnessed Kim borrowing the company projector for movie nights with family and friends. The projector has been recently repaired, and a report was circulated to the entire team by the supervisor informing them that the projector should be used carefully as overheating might cause fire and unsupervised use might cause damage to the projector or the person using it. Anyone using the projector has been asked to ask permission from the team leader, which is you, to use the projector.

Zaidi doesn't want to get Kim in trouble but knows that this should be raised because it is unethical behaviour, and Kim should know it is not allowed.

Answer the following questions based on this scenario.

### Assessor Instructions

The students must answer the answers questions below. Their response must reflect the sample answer provided.

Questions
What would be your course of action to address this issue?  (Approximate word count 10 words) Student responses must include: <ul style="list-style-type: none"><li>• Collating facts</li><li>• Organising a meeting with Kim to gather relevant information.</li><li>• Investigating specific instances.</li></ul>
Identify six (6) potential risks and safety hazards in this situation.  (Approximate word count 90 words) Student responses must reflect six of the potential risks and safety hazards listed below or any other hazard they identify transiting or using the projector at home. <ul style="list-style-type: none"><li>• Fire hazard due to overheating of the projector.</li><li>• Damage to the projector from unsupervised use.</li><li>• Damage to the projector during transit.</li><li>• Risk of injury to individuals from improper handling.</li><li>• Potential trip hazard while using it at home.</li><li>• Violation of company policies regarding equipment usage.</li><li>• Potential loss of productivity if the projector is unavailable for work-related purposes.</li><li>• Damage to team dynamics and trust among colleagues.</li><li>• Kim could lose his job or reputation and will no longer be classed as trustworthy</li></ul>
What organisational policies might apply in this situation against Kim's action/behaviour? (list two)  Student responses must include any two of the following or any other policy that outlines employees' responsibilities regarding company assets and their behaviour towards them. <ul style="list-style-type: none"><li>• Code of Conduct</li><li>• Work Health and Safety Policy</li><li>• Ethical Conduct Policy</li><li>• Assets Usage Policy</li></ul>
How would you resolve this issue with Kim? (list two)  (Approximate word count 65 words) Student responses must reflect any two of the following: <ul style="list-style-type: none"><li>• Convene a meeting with Kim to discuss the matter and the associated risks.</li><li>• Notify Kim about the breach of using office property for personal purposes, as outlined in the Code of Conduct and Workplace Health and Safety policies.</li><li>• Offer coaching and mentorship to help Kim gain a clearer understanding of her role and</li></ul>

responsibilities.

- Reinforce the importance of adhering to instructions, as emphasized in the circulated report.

### Assessment Checklist

Students must have completed all the questions within this assessment before submitting.

This includes fourteen (14) short answer questions to be completed in the space provided.



Congratulations you have reached the end of Assessment 1

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