|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name | Hai Horky | | | | | Student Number | | 458894045 | | |
| Unit Code/s & Name/s | BSBXTW401 Lead and facilitate a team | | | | | | | | | |
| Cluster Name  *If applicable* | N/A | | | | | | | | | |
| Assessment Type | Quiz  Test  Exam  Other *(specify)* | | | | | | | | | |
| Assessment Name | Knowledge Questions | | | | | Assessment Task No. | | | | 1 of 3 |
| Date of Assessment | Week 14 | | | | | | | | | |
| **Student Declaration:**  I declare that this assessment is my own work. I am aware of and understand the rules related to assessment as outlined in TAFE Queensland Student Rules and acknowledge that failure to comply with these rules will be regarded as misconduct and will be subject to disciplinary action as outlined. | | | | | | | | | | |
| Student Signature |  | | | | Date | | | 16/08/2024 | | |
| **Assessor Feedback:** | | | | | | | | | | |
| **Attempt 1** | | Satisfactory | Unsatisfactory | | | | Date | | / / | |
| Assessor Name | |  | | Assessor Signature | | | | |  | |
| **Student provided with feedback and reassessment arrangements**  *(check box when completed)* | | | | Date scheduled for reassessment | | | | | / / | |
| **Attempt 2** | | Satisfactory | Unsatisfactory | | | | Date | | / / | |
| Assessor Name | |  | | Assessor Signature | | | | |  | |
| Note to assessor: Please record any reasonable adjustment below that has occurred during this assessment. E.g. written assessment given orally; scribe provided. | | | | | | | | | | |
|  | | | | | | | | | | |
| **PRIVACY DISCLAIMER:** TAFE Queensland is collecting your personal information for assessment purposes. The information will only be accessed by authorised employees of TAFE Queensland. Some of this information may be given to the Australian Skills Quality Authority (ASQA) or its successor and/or TAFE Queensland for audit and/or reporting purposes. Your information will not be given to any other person or agency unless you have given us written permission or we are required by law. | | | | | | | | | | |

|  |  |
| --- | --- |
| Instructions to Student | **General Instructions:**  This task requires you to demonstrate the skills and knowledge required to effectively lead and facilitate a team in a workplace within any industry.  **Short Answer Questions:**  Review the question and answer all short answer questions in the space provided.  **Number of Questions:** 11  **Time Allowed:**  This task is to be submitted by the due dates advised in the Unit Study Guide. If a student requires an extension, then they must negotiate this with their assessor prior to the due date.  **Assessment Conditions:**  **Level of Assistance Permitted (If Any):**  This is an open book assessment task. All work must be your own.  Students may:   * refer to learning resources, workplace and/or research further information * ask the Assessor clarifying questions * access the services of Studiosity to assist in interpreting questions or proof reading text * be referred to learning support for additional assistance.   Students must seek any required assistance, reasonable adjustment or negotiate extensions with Assessor ***prior*** to due date.  **Location:**  This assessment is to be completed in a workplace or a simulated workplace including the classroom or home office environment.  **Assessment Criteria:**  To achieve a satisfactory result, your assessor will be looking for your ability to demonstrate the following key skills/tasks/knowledge to an acceptable industry standard:   * All written questions have been completed in full. * All written questions have been completed to a satisfactory standard. * Demonstrated knowledge to lead and facilitate a team in the workplace.   **Materials to be Supplied:**  For this assessment, learners will need access to:   * Internet, device and word processing software (can be accessed through TAFE campuses and facilities). * Access to the LMS and associated learning resources.   **Work, Health and Safety:**   * Follow TAFE Queensland Student Rules. * Provide access to TAFE Queensland Student Services for any additional support. * Conduct risk assessments prior to any assessment task to ensure the safety of all participants and the environment. * Ensure an ergonomically safe work environment to complete all assessment tasks.   **Number of Attempts:**  You will receive up to two (2) attempts at this assessment task. Should your 1st attempt be unsatisfactory (U), your teacher will provide feedback and discuss the relevant questions with you and will arrange a date your 2nd attempt. If your 2nd attempt is unsatisfactory (U), or you fail to attend the scheduled date for a 2nd attempt, you will receive an overall unsatisfactory result for this assessment task. Only one re-assessment attempt may be granted for each assessment task.  **For more information, refer to the Student Rules.** |
| Instructions for the Assessor | The students will demonstrate the skills and knowledge required to:   * lead and facilitate a team in the workplace.   Assessors are to:   * confirm expectations as detailed in ‘Instructions to Student’ have been followed and met * provide feedback on all assessment attempts and identify additional learning and/or practice required by the student before their second attempt * use the Benchmark Answers to guide their assessment and feedback * negotiate to complete assessment tasks and/or resubmissions verbally, where the opportunity presents:   + scribe the student’s response verbatim on the assessment task/marking criteria, and note the questions verbally addressed on the coversheet   + initial and date additional comments. * Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. |
| Submission Details  (if relevant) | Insert your details on page 1 and sign the Student Declaration. Include this template with your submission.  Please refer to Unit Study Guide for due date.  **Submission requirements:**  Review the Benchmark Answers provided for this task to ensure you have evidenced all requirements.  Follow the instructions in the LMS to submit your assessment, demonstrating your ability to:   * follow organisational procedures for file naming, management and storage * use business technology * communicate professionally using appropriate terminology / language * organise and present information professionally e.g. relevant documents / templates, formatting, grammar and spelling * complete tasks in a timely manner.   Assessment to be submitted via:   * TAFE Queensland Learning Management System: Connect url: [*https://connect.tafeqld.edu.au/d2l/login*](https://connect.tafeqld.edu.au/d2l/login) * Username; 9 digit student number * For Password: Reset password go to [*https://passwordreset.tafeqld.edu.au/default.aspx*](https://passwordreset.tafeqld.edu.au/default.aspx)> |
| Note to Student | An overview of all Assessment Tasks relevant to this unit can be located in the Unit Study Guide. |

|  |
| --- |
| 1. Provide three (3) examples of organisational requirements for working in teams in the following areas: |
| |  |  | | --- | --- | | **Policies and**  **protocols** | Work health and safety:  How to report workplace hazards, document injuries, and prevent such events. Specific rules, and step-by-step instructions. | | **Code of conduct** | How (not) to treat customers/clients and coworkers. Specific rules around communication in various situations (meetings, email, phone, etc.). Acting within the scopes of the job description. How to handle conflict and take accountability. Specific misconducts can lead to reduction in productivity, harm, or even legal repercussions. | | **Organisational reputation and culture** | How (not) to treat fellow coworkers and be accommodating to people from various backgrounds (gender, culture, socio-economic status, race, language, physical and/or mental disabilities).  How to facilitate a positive environment to maximise individual self-actualization.  These are based on the ethical principles of the organisation. |   (TAFE Queensland, 2021a, pp. 14–16) |
| 1. Provide 3 examples of legislation that governs behaviour in the workplace and provide a brief explanation of each. Your response must include the full name of the legislation. |
| |  |  | | --- | --- | | Legislation | Description | | The Copyright Act 1968 | The Copyright Act protects creators in Australia from having their work being copied and distributed by a different entity. There have been multiple amendments to the law to better cover the digital media landscape and give exceptions to some cases. Copyright takes effect at the time of creation and lasts 70 year after the creator’s death or 70 years from when the end of the year that the material was made public.  (Copyright Act 1968, 2024) | | Information Privacy Act 2009 | State government implementation of privacy legislation by Queensland. The goal is to ensure a proper and safe collection and handling of personal information by public service organisations. It gives the individuals the freedom to access and amend their personal information held by public entities.  (Information Privacy Act 2009, 2023) | | Work Health and Safety Act 2011 | Sets standards for maintaining healthy and safe workplaces. Puts legal obligations on the company and its employees to reduce risks, resolve issues, and improve standards of health and safety.  (Work Health and Safety Act 2011, 2024) | |
| 1. Describe three (3) techniques you can use to encourage team cohesion and effectiveness. |
| **Constructive criticism** Giving each other feedback that is based on measurable outcomes and offering actionable advice.  **Positive team reinforcement**  Celebrate progress together, boost enthusiasm, and acknowledge each other’s contributions.  **Transparency**  Be honest and communicate in good faith to build trust and keep the team’s expectations realistic.  (TAFE Queensland, 2021c, pp. 25–29) |
| 1. Describe two (2) mentoring techniques and two (2) coaching techniques and explain how they support team members. |
| **Mentoring**  Personal support – The mentor is a trustworthy person that the mentee can come to with concern regarding their job performance but also, personal growth and issues outside of work.  Role model – The mentor demonstrates acceptable conduct, and their behaviour meets organisational expectations.  **Coaching**  Shadowing/buddy system – The coach makes sure they explain what they do and show their process step-by-step so the trainee can absorb the information. The trainee follows the coach in their job and learns by observing and mimicking to internalise the information.  Role playing – The coach can simulate scenarios for so the trainee can practice before dealing with a real situation.  (TAFE Queensland, 2021b, pp. 31–32) |
| 1. Explain three (3) strategies for conflict resolution and negotiation. |
| According to Attorney-General’s Department (2014), the ADR technique is a proven reliable technique of conflict resolution. It consists of three parts:  **Mediation**  A neutral third party facilitates productive conversation where both sides can explain their position and hopefully find common ground.  **Conciliation**  A neutral third party assists both sides to arrive to a mutual agreement and resolution.  **Arbitration**  A neutral third party takes on the responsibility to decide how the issue is resolved based on collected information from both parties and any relevant witnesses or repositories of relevant information. |
| 1. Identify and describe the four (4) main methods for communicating information and instruction to team members. |
| **Meetings**  Group sessions where information is exchanged between multiple people. Larger variety of ideas can be collected. One person may decide to moderate the meeting to keep the meetings organised and structured.  **1-on-1**  In-person sessions where two people can very effectively communicate. It could be collaborative or a coaching/mentoring relationship.  **Written**  Member with expertise or knowledge can share their information in writing. That way each member of the team can look at the information at their own pace. It also leaves a physical medium that can be safely stored and used for reference later. This method leaves less space for miscommunication.  **Audiovisual and interactive media**  An audio and/or video material can be used for more effective information propagation. Guides and instructions can take form of interactive media to make the consumption of the information more engaging and therefore more memorable and effective learning technique  (TAFE Queensland, 2021c, pp. 25–29) |
| 1. Generally, there are four (4) types of communication styles. Describe the key relevant features of each of the communication styles: |
| |  |  | | --- | --- | | **Passive:** | Passive people want to avoid conflict and prefer to keep their opinions to themselves to avoid any risk of causing unrest. They tend to just agree and not contribute anymore ideas and feedback from them is limited. They let other people take charge and don’t take incentives. | | **Aggressive:** | They like to take charge and control of conversation. They may be just passionate but without control, they do not leave a lot of space for others to actively participate or challenge. This can lead to intimidating and abusive behaviour. | | **Passive-aggressive:** | Although they may appear to be non-confrontational, however they show their opinions (semi)discreetly that is contradictory to how they act. This undermines the consensus and causes dissonance in the communication. Act in bad faith. | | **Assertive:** | Take initiative to facilitate positive and clear communication. Express their ideas clearly and in good faith. Consider other members of the team and acknowledges each of their strength and weaknesses. Self-aware, calm, and respectful. Actively listen. |   (TAFE Queensland, 2021d, pp. 23–24) |
| 1. A) Describe five (5) key principles of cross-cultural communication. |
| Avoid long and complicated sentences that use figures of speech.  Speak clearly and at a reasonable pace and use gestures to aid with communication.  Do not jump into conclusion when my own expectations of how communication happens is not met due to cultural differences.  Listen actively and ask for clarifications, especially if the other person feels misinterpreted.  Explain the language if the other person has misinterpreted you  (TAFE Queensland, 2021e, pp. 19–21)  (Tannen, 1983) |
| B). Describe five (5) key principles of communication with individuals with special needs or disabilities. |
| Speak to them in a normal tone/voice unless prompted otherwise.  Be honest, yet patient and polite.  Ask how to be more accommodating.  Adjust the language if there is difficulty of understanding.  Do not make the disability obvious when it is not necessary.  (TAFE Queensland, 2021e, pp. 19–21) |
| 1. Describe three (3) professional behaviours to role model as a leader. |
| Fair in their decisions and how they treat people around them. Self-aware and not arrogant.  Not sacrifice moral integrity for their own personal gain and always have consider the interests/limitations of others around him.  Speak truth and do not attempt to find loopholes. They are willing to change their mind if they have been proven wrong.  (TAFE Queensland, 2021b, pp. 31–32) |
| 1. Describe your strategy for dealing with the following workplace contingencies: |
| |  |  | | --- | --- | | **Contingency** | **Strategy** | | **Unplanned leave or absence of workers** | 1. If the work cannon continue without the missing worker, focus on a different task that is possible to work on in the current situation. 2. Put someone else in the position until the missing worker comes back to the role. The replacement must be suitable for the role and their work must be put on hold so make sure that it is lower priority. 3. Outsource the job to a third party so the overall productivity is not sacrificed. | | **Re-allocation of work tasks** | Re-arrange tasks appropriately so other employees are not overworked and their tasks fits their knowledge and skills. Tasks can also be redistributed based on two properties allocated to them: difficulty and priority. That way, high productivity can be achieved based on individual capabilities. | | **Succession planning for important team roles** | Create a documentation, video, or other interactive media to explain how a specific system works and how to interact with it. This can be used for on-boarding new or training existing staff. It can be referred to at any point if need be. |   (TAFE Queensland, 2021f, p. 37) |
| 1. Describe the techniques for resolving the following workplace challenges: |
| |  |  | | --- | --- | | **Challenge** | **Methods for resolving the challenge** | | **Difficulties performing tasks** | 1. Add more workforce to increase productivity. 2. Provide training/coach/mentor to improve effectiveness. | | **Conflicts with clients or team members.** | * Adress the issue as soon as possible. * Clear and honest communication and active listening * Focus on achievable solutions | | **Potential risks or safety hazards associated with conflict.** | * Act immediately to safely stop the conflict. * Keep involved parties separated to avoid escalation. * Refer to appropriate organisational bodies for further support or even arbitration. | | **Unethical or inappropriate communication.** | * Report the incident to appropriate organisational bodies (e.g., human resources or upper management). * Bring to attention the Code of Conduct to relevant parties and facilitate further training if necessary. |   (TAFE Queensland, 2021f, p. 37) |
| **End of Assessment** |

# References

# **References**

* Attorney-General’s Department. (2014, January 22). Your Guide To Dispute Resolution. Alternative Dispute Resolution. Providing Advice on Alternative Dispute Resolution (ADR) Issues and Policy to Australian Government Agencies. <https://www.ag.gov.au/sites/default/files/2020-03/Your%20Guide%20to%20Dispute%20Resolution.pdf>
* Copyright Act 1968, (2024). <https://www.legislation.gov.au/C1968A00063/latest/text>
* Work Health and Safety Act 2011, (2024). <https://www.legislation.qld.gov.au/view/whole/html/inforce/current/act-2011-018>
* Information Privacy Act 2009, (2023). <http://www8.austlii.edu.au/au/legis/qld/consol_act/ipa2009231.pdf>
* TAFE Queensland. (2021a). Learner Guide - BSBXTW401 Lead and Facilitate a Team (1.0 ed., pp. 14–16).
* TAFE Queensland. (2021b). Learner Guide - BSBXTW401 Lead and Facilitate a Team (1.0 ed., pp. 31–32).
* TAFE Queensland. (2021c). Learner Guide - BSBXTW401 Lead and Facilitate a Team (1.0 ed., pp. 25–29).
* TAFE Queensland. (2021d). Learner Guide - BSBXTW401 Lead and Facilitate a Team (1.0 ed., pp. 23–24).
* TAFE Queensland. (2021e). Learner Guide - BSBXTW401 Lead and Facilitate a Team (1.0 ed., pp. 19–21).
* TAFE Queensland. (2021f). Learner Guide - BSBXTW401 Lead and Facilitate a Team (1.0 ed., p. 37).
* TAFE Queensland. (2022). Learner Guide - ICTICT532 Apply IP, Ethics and Privacy in ICT Environments (v1 ed., pp. 142–144).
* Tannen, D. (1983). Cross-Cultural Communication. *Education Resources Information Center*, *ED253061*. <https://files.eric.ed.gov/fulltext/ED253061.pdf>