

CPCBC4052

LEAD AND MANAGE TEAMS IN THE BUILDING AND CONSTRUCTION INDUSTRY

THEORY EXAM

Participant name	
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FOR THE PARTICIPANT	
Instructions	
- You will complete written questions as outlined on the following pages. You must attempt all questions and provide enough detail in your responses to demonstrate your knowledge. - It is anticipated that you should complete this assessment within two (2) hours. But additional time may be allowed upon negotiation with the Assessor. - You must complete all questions unassisted by the Assessor or other personnel and may refer to reference material as needed. All questions must be answered correctly for a 'Satisfactory' assessment to be awarded. - An oral examination may be allowed under certain circumstances, whereby your answers will be documented by another party. - Any written questions that are incomplete, or not answered satisfactorily will need to be completed again after further training support. - If you answer a question incorrectly but modify your response, put your initials next to the written change (or the Assessor must initial a verbal change).	
Resources required	
Pen	

FOR THE ASSESSOR	
Instructions	
- Where oral examination has occurred, ensure that this is acknowledged in writing (e.g. FT001 and Assessor Comments) - All questions must be satisfactorily demonstrated by the Participant for a Satisfactory determination (indicated by an Assessor tick to the right of the question). - Assessors are to complete marking in pen of a different colour to the Participant. - If the Participant verbally modifies their response, write in the modified response verbatim and put your initials next to the written change.	

ASSESSOR COMMENTS

As necessary, outline:

- Details on reattempts, alternative arrangements or reasonable adjustments made.
- Where a Participant is deemed 'Not Satisfactory', provide recommendations for future training.

Q1. Discuss the information you can ascertain from the project Gantt chart.

Answer

Should reflect but is not limited to: The Gantt chart is a project management tool designed to illustrate work completed over a period of time in relation to the time planned for the work. It typically includes two (2) sections: the left side outlining a list of tasks, and the right side containing a timeline with schedule bars showing work. Gantt charts can display project progress down to the minute, based on time registrations and connections between different activities. The most common elements of the timeframe will show items such as the project's start and end dates, The project's tasks in sequence as well as the task assignees, duration and when tasks begin and end. The sequence and order of tasks, links, dependencies, and overlaps. Project delivery date, Project, milestones, and task progress as tasks have been achieved.



Q2. Discuss methods used to determine the scheduled commencement dates for work teams.

Answer

Should reflect but is not limited to: The project can be scheduled using network review techniques such as PERT (Program evaluation review technique) and CPM (critical path method). Both of these network techniques provide us with a path to the start of various activities. As a result, the different activities of a project scheduled along a critical path provide us with the earliest start time for activity while keeping the successor and predecessor activities in mind. As the Gantt chart is constructed using these types of methods, scheduling dates for specific work teams can be included in the chart for ease of access and progress updates.



Q3. Clarify the essential requirements of a valid construction contract in Australia.

Answer

Should reflect the essential requirements of construction contracts in Australia. e.g. These terms are used in Conditions of Contract in Construction. Essential Requirements of a Valid Contract include:
Contract should be made by parties competent to contract; Contract should be made by free consent of parties; There should be a definite proposal and its acceptance; Subject matter of the agreement must be legal and definite. There must be a lawful consideration.

☐

Q4. Describe subcontractor obligations, limitations, and duties.

Answer

Should reflect but is not limited to: Subcontractors are assigned a portion of an existing contract and they are limited to the portion of the contract assigned to them. The subcontractor is responsible for ensuring that his portion of the contract is completed following the terms of the agreement. Subcontractors must also complete their assigned tasks on time and within a predetermined budget. The contractor and the customer hold them accountable for their work.

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Q5. What is covered under the Fair Work Act?

Answer

Should reflect: This Act establishes the parameters of the employment relationship between an employer and an employee. The Act serves to provide a safety net of minimum entitlements such as a national minimum wage, and the National Employment Standards, employment conditions and entitlements set out in Modern Awards or enterprise or other registered agreements. It enables flexible working arrangements, provides protection from unfair dismissal, and contains general protections provisions which ensure employees are treated fairly and protected from discrimination.

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Q6. Discuss the purpose of state and federal anti-discrimination laws.

Answer

Should reflect but is not limited to: The Fair Work Act can help protect employees from discrimination, but even if an employee is no longer employed, there are multiple acts within Australia that are aimed at helping protect people from discrimination and harassment that is relevant to employment. There is legislation at a federal level that protects people from race, sex, disability, and age discrimination. This is governed by the Australian Human Rights Commission. In addition to the federal laws each state and territory have their own anti-discrimination and harassment legislation that protects employees, and prospective employees, in the workplace depending on the circumstances of the complaint. The purpose of this legislation is to protect employees against all forms of discrimination – this includes age, gender, marital status, race, religion, sexual orientation and more. Workplace Health and Safety Acts can provide protection from bullying.



Q7. Discuss methods used when delegating and assigning team roles.

Answer

Should reflect but is not limited to: Select the right person or team to delegate each specific task to. The key to finding the right person or team to delegate an assignment to is matching skills and attitude to the task at hand. As an example you would only assign electrical work to an electrical team you have experienced as a safe and competent team. Clarify the desired results to the assignee. When the results are clear, it allows the assigned to use their own creativity and resources to accomplish the task. Clearly define the assignee's responsibility and authority as it relates to the delegated task. Clearly communicate the expectation, responsibilities, and timeline. Ask for confirmation of understanding.



Q8. Describe communication methods you have used or will use when assigning teams with roles, responsibilities, and accountabilities.

Answer

Should reflect use of suitable communication methods to ensure clear understanding of requirements by assignees, e.g. Initial communication with individuals such as team leaders, subcontractors etc. is made either face to face or via the telephone, this contact will confirm the team availability at the desired time/dates. Following confirmation, an email is sent to document the requirements including the roles delegated to the team, the responsibilities and accountabilities in relation to the task to be completed, materials supplied or to be supplied and the time frame set for task completion. This is to ensure no misunderstanding at the time of work and allows for any queries.



Q9. What communication methods are typically used on construction sites to inform workers and track progress?

Answer

Should reflect but is not limited to: Memo boards and daily pre-start meetings are used to keep workers informed of daily requirements and tasks.



Q10. Why should delays and any specific requirements be communicated to others?

Answer

Should reflect: Delays must be communicated to all workers sequenced to tasks affected by delays to ensure they can adapt their work processes. Similarly, specific requirements must be communicated to all whose tasks are somehow affected by any changes in order to effect the requirements.



Q11. Explain the health and safety duties of persons who have management or control of a workplace at which construction work is carried out.

Answer

Should reflect: A person with management or control of a workplace at which construction work is carried out has obligations under the WHS Regulations in relation to: ensuring the health and safety of workers' and other persons in the workplace. Seek to eliminate risks to health and safety so far as reasonably practicable. If they cannot eliminate a risk, they must minimise the risks so far as is reasonably practicable. They must identify, assess, and control hazards and risks. ensuring, so far as is reasonably practicable, that the workplace is secured from unauthorised access.



Q12. Explain the health and safety duties of persons conducting a business or undertaking relating to SWMS.

Answer

Should reflect: The WHS Regulations place obligations on persons conducting a business or undertaking that includes the carrying out of high risk construction work to: ensure that a Safe Work Method Statement (SWMS) is prepared before the proposed work commences. Make arrangements to ensure that the high risk construction work is carried out in accordance with the SWMS. Ensure that a copy of the SWMS is given to the principal contractor before the work commences. Ensure that the SWMS is reviewed and revised if necessary. Keep a copy of the SWMS until the high risk construction work is completed.



Q13. Explain the following diversities found within construction teams.

Answer

Diversity term	Explanation
Gender	Gender is used to describe the characteristics of women and men that are socially constructed, while sex refers to those that are biologically determined. For many gender diverse people, the concept of binary gender – having to choose whether to express themselves as male or female – is constricting.
Culture	Culture is the beliefs, behaviours, objects, and other characteristics shared by groups of people. A number of factors, including food, language, religion and customs, make up different cultures. Team members cultural background can affect the way they communicate with the team.
Language	Language is a structured system of communication used by humans, based on speech and gesture, sign, or often writing. Even when a team of workers speak the same language, as an example, English, local dialects, colloquialisms etc. can make it more difficult to understand each other and language must be considered when dealing with teams.
Age	An "age-diverse workplace" is referring to the acceptance of different ages in the workplace. The age-diverse workplace facilitates a dynamic and lively environment allowing for experience and wisdom as well as a youthful energy and eagerness to learn to work together.
Ability	Having a variety of talents and limits in a company is called ability and disability diversity. Employers cannot discriminate against a person with a disability and must provide employees with recognised disabilities with reasonable accommodations.



Q14. Discuss how organising mentoring programs can support workers from diverse groups.

Answer

Should reflect but is not limited to: Mentor programs are designed to encourage employees to develop multiple relationships across lines of difference (i.e., gender, race and ethnicity, and other dimensions of diversity), thereby building multi-cultural competency within the leadership team and the workplace at all levels.



Q15. Discuss three (3) different types of conflict that can occur within work teams.

Answer

Should reflect discussion about three (3) different types of conflict which can occur within work teams, for example: Task-based conflicts which arise when team members rely on one another to complete a task or project and member/s are impacted when one fails to complete their portion of the task within a designated timeframe. Workstyle conflicts arise as a result of team members' differing preferences for how to complete tasks and disagreeing on methods used. Personality differences among team members can cause conflicts as these different personality types can not get along. Conflict can occur due to differences in leadership styles, where workers respond better to certain types of leadership directives.



Q16. How can a supervisor or team leader resolve conflict that occurs between different work teams?

Answer

Should reflect a suitable response to resolving conflict that occurs between different work teams. As an example: Work with the other team leader/supervisor to resolve the issue. Consult with team members involved individually to gain an understanding of the issue and the different points of view. Bring the different team members together and moderate a meeting to find a resolution. Create an action plan to resolve the issue and follow up to determine the success of the resolution. Monitor and observe the groups for any underlying conflict signals or body language and step in when needed.



Q17. Discuss approaches that you, as a supervisor, can use to prevent conflict between yourself and teams on the construction site from escalating.

Answer

Should reflect conflict resolution methods example: Be proactive and transparent, be sure that the whole team understands your requirements and that you take conflict seriously and will not tolerate destructive behaviour. Adapt personal communication styles to model required behaviour, build trust and positive working relationships and to show respect for the opinions and values of others. Remain observant to body language and signals that indicate action is needed. Ensure each team member has the opportunity to express their views and step in if someone appears to be continually interrupted. Demand the facts and don't respond to hearsay. Conduct regular team meetings where members can voice their views without recrimination, take these views seriously and respond in a non-confrontational way.



Q18. Discuss methods you use to communicate with the following work teams.

Answer

Work teams	Method to communicate
Trades	e.g. Email/ telephone to confirm availability Memo board with schedule Face to face at daily meeting Signage for safety
Labourers	e.g. Email/telephone to confirm work attendance Memo board with schedule Face to face at daily meeting Signage for safety
Suppliers	e.g. Email or direct on-line for ordering Telephone call to confirm material availability
Administration support	e.g. Message notes for requests face to face to confirm tasks intranet to display documents and schedule
Sales	Meetings with follow-up email to confirm marketing requirements
Professionals	Email and telephone call for specific support or inspections allocations



Q19. Why is it important to consult with supervisors and provide constructive feedback regarding their teams work and project progress?

Answer

Should reflect but is not limited to: To provide them with feedback regarding the quality of the teams work, whether positive or negative. To provide information and support for team that may not be achieving the desired outcomes or timeframes. Consulting in an open and honest manner without recriminations develops a trusting and honest relationship which benefits the project and develops the relationship where collaborative goals can be achieved, particularly if the supervisors or team leaders feel confident they can come forward with queries or questions when needed.



Q20. Discuss approaches you can take to encourage team members to participate in and take responsibility for team activities and communication processes.

Answer

Should reflect approaches that can be taken, for example: Apply an 'open door' policy, and make workers feel like they're a part of something bigger. Ask for feedback so they can see what you see and commit to working toward the same goal. Involve workers in goal-setting and planning activities, asking for their ideas, knowledge, and insights and invite them to participate in important decision-making. When possible, let the workers decide how to complete the task you've assigned to them after agreeing on what a successful outcome looks like, this encourages ownership, and they may come up with a better way to complete the task than the one you would have assigned. Encourage them to solve their problems and hold them accountable. Holding workers accountable for their work and meeting set goals and deadlines motivates them to produce better results. Give constructive feedback regardless of the results, let them know how they're doing and provide the coaching they need to improve.



Q21. What does 'model the expected behaviour' mean?

Answer

Should reflect an understanding of what modelling behavior means, example: Leaders serve as role models for team members, this means that you should demonstrate the type of behavior you expect to see from individuals.



Q22. What workplace actions can face penalties ranging from a formal written warning notice to finalisation of employment contract? Provide two (2) examples.

Answer

Should reflect but is not limited to: Failure to perform one's duties or responsibilities as outlined in a contract or work agreement.
Failure to apply a duty of care and adhere to WHS legislation.
Disobedience or refusal to follow instructions from the employer unless such instructions endanger the employee's safety and health.



Q23. Discuss how you would respond to a worker who reports to work in an unsafe condition, such as while under the influence of alcoholic beverages or drugs.

Answer

Should reflect workplace policies in response to the situation, example: Remove the worker to a private location; Clearly state a verbal warning regarding the problem; Warn that a written warning will be issued. Remove the worker from the workplace, not to return until improved. Organise a formal written notification to worker that he or she has violated a rule and/or regulation. Loss of work and wages for a set number of hours or days. Record on worker HR file.



Q24. Discuss strategies you use to respond to diversity in the workplace.

Answer

Should reflect but is not limited to: The key to dealing successfully with diversity is open, honest communication. In a diverse workplace, we should all feel free to be ourselves — while treating others with respect. We should be able to tell each other when something bothers us — without overreacting. Relationships, grow stronger with discussion and compromise. Understand and respect individual differences. Keep an open mind toward others who are different from you. Learn how others want you to treat them. If you encounter an example of discrimination or prejudice, speak up. Tell the people involved why you think- the behavior was inappropriate.



Q25. Discuss what cultural values are and how these contribute to diversity in the workplace.

Answer

Should reflect but is not limited to: Cultural values are the core principles and ideals upon which a community exists. A community will often protect and rely upon their cultural values for existence and harmonious relationships. The concept is made up of several parts: customs, which involve traditions and rituals; values, which are beliefs; and culture, which is all of a group's guiding values. Culture is considered to be the underlying values that direct how people behave. Cultural diversity in the workplace is a result of practices, values, traditions, or beliefs of employees based on race, age, ethnicity, religion, or gender that work together despite being different.



Q26. Describe how you monitor the effectiveness of teams progress and work quality.

Answer

Should reflect but is not limited to: To assess and quantify project performance, performance measurement is commonly used. A common method for collecting and reporting information about a construction project's inputs, efficiency, and effectiveness is performance measurement. on-time project delivery has been suggested as one of the clients' main requirements in construction contracts and this is measured by monitoring the schedule and how the project is meeting milestones. Quality is met when all required standards, both legislated and workplace are met and is measured during specific milestones during the project. It is important to observe works to ensure work is being undertaken to standards required and within scheduled timeframes.



Q27. Why should you delegate different responsibilities to teams or team individuals?

Answer

Should reflect but is not limited to: Responsibilities are assigned to people who are best qualified to do them, especially in the case of trade work and professionals such as surveyors.. Laborer's are assigned responsibilities due to prior or current experience, or sometimes if they want to try out a new role to gain experience doing it.

You should delegate roles meeting 'duty of care' obligations, ensuring you do everything possible to reduce risks and ensure your employees' safety, comfort, and well-being while improving team performance and productivity.

You should delegate those with experience to deal with suppliers, as they will have the best knowledge of material procurement. Administration support should be tasked to workers with ability to access and use digital files. Sales teams are usually a separate group for the project.



Q28. Discuss how you monitor an apprentice or a worker in order to organise any training needs.

Answer

Should reflect but is not limited to: Work closely with the individual, or assign a mentor to work with them to ascertain gaps in skill or knowledge that require additional training. Ensure they have a solid understanding of workplace policies and fundamental operational and safety requirements.



Q29. What are KPIs and how can you use them with team members?

Answer

Should reflect but is not limited to: KPIs are key performance indicators used for individuals or teams that are tied to the project strategic goals. Used to keep the members and teams aligned by measuring project success or employee performance, KPIs keep teams moving in the same direction. Use KPIs as a health check for a realistic look at the health of your workplace, from risk factors to financial indicators. KPIs help you see successes and failures so you can make adjustments, and hold your teams accountable. Making sure everyone provides value by using key performance indicators that help employees track their progress and help managers monitor performance.



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LEAD AND MANAGE TEAMS IN THE BUILDING AND CONSTRUCTION INDUSTRY

WORKBOOK

Participant name	
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FOR THE PARTICIPANT	
Instructions	
- You will complete written activities as outlined on the following pages. You must attempt all questions and provide enough detail in your responses to demonstrate your knowledge. - The timeframe for these tasks will be established by your Assessor or Training Provider. Additional time may be allowed upon negotiation with the Assessor. - You must complete all questions unsisted by the Assessor or other personnel but may refer to reference material as needed. All questions must be answered correctly for a 'Satisfactory' assessment outcome to be awarded. - An oral examination may be allowed under certain circumstances, whereby your answers will be documented by another party. - If any written questions are incomplete, or not answered satisfactorily will need to be completed again after further training support. - If you answer a question incorrectly but modify your response, put your initials next to the written change (or the Assessor must initial a verbal change).	
Resources required	
Pen	

FOR THE ASSESSOR	
Instructions	
- Where oral examination has occurred, ensure that this is acknowledged in writing (e.g. FT001 and Assessor Comments) - All questions must be satisfactorily demonstrated by the Participant for a Satisfactory determination (indicated by an Assessor tick to the right of the question). - Assessors are to complete marking in pen of a different colour to the Participant. - If the Participant verbally modifies their response, write in the modified response verbatim and put your initials next to the written change.	

ASSESSOR COMMENTS

As necessary, outline:

- Details on reattempts, alternative arrangements or reasonable adjustments made.
- Where a Participant is deemed 'Not Satisfactory', provide recommendations for future training.

NOTE

At times, you will be provided with a specific business context to which you must respond, otherwise it is anticipated that you will use a workplace of your choosing (your own, or hypothetical) to provide the context to the task.

At all times, the responses in your assessment must reference **Australian** (Queensland or Federal) documentation, including legislation, regulations, codes of practice, standards and guidance publications.

ACTIVITY 1

Research the consequences for employees who fail to follow WHS laws.

- Provide a link to your source
- Provide a summary of information sourced
- Provide an example if possible.

a) Provide a link to your source

e.g. <https://www.anthonysaacs.com.au/news/consequences-if-an-employee-does-not-comply-with-health-and-safety-regulations>

e.g. <https://www.business.qld.gov.au/running-business/whs>

b) Provide a summary of information sourced

The legal penalties for employees breaching their obligations are monetary, and can be up to the same amount for an individual charged as an employer, being up to 1800 penalty units, or approximately \$333,000 as of 2022.

Prosecutions against employees are less common than those against employers, but do occur. When determining whether an employee is guilty of a breach, the Court looks to what that person knew about all the relevant circumstances.

c) Provide an example if possible

e.g. An electrician was fined \$16,000 for instructing a first-year apprentice on four separate occasions to undertake tasks, which should have been performed under direct supervision of a qualified electrician, unsupervised.

e.g. An employee at a Timber & Hardware store jokingly pointed a nail gun at another employee's foot. The nail gun discharged, nailing his foot to the ground. He was fined \$2,000.

e.g. An employee of a retail gas seller lit a cigarette lighter within a short distance of another employee who was filling a gas cylinder. The lighting caused a 'flash flame'. He was fined \$1,000.

**Satisfactory
Outcome**



CPCBC4052

LEAD AND MANAGE TEAMS IN THE BUILDING AND CONSTRUCTION INDUSTRY

PRACTICAL ASSESSMENT

Participant name	
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FOR THE PARTICIPANT

Instructions

- The tasks outlined on the following pages will require performance of normal workplace activities, as a result of a structured activity set by an Observer in the workplace or a simulated activity set by your Assessor/Observer.
- The timeframe for these tasks will be established by your Assessor/Observer in consideration of location conditions and industry requirements.
- You must complete all tasks assisted by the Assessor or other personnel, unless the supervisor notes assistance.
- You must attempt all tasks (and itemised steps) for a 'Satisfactory' assessment outcome to be achieved.
 - For an observation conducted that is incomplete, or without satisfactory performance, the observation will need to be completed again after further training support.

FOR THE ASSESSOR/OBSERVER

Instructions

- The following observation record should be used to judge and record your observations of the Participant as they complete the task(s) set. You must record your observations of the Participant's performance.
 - For each occasion, indicate the task performed and whether it was a simulation or workplace-based task.
 - Any simulated assessment must ensure the Participant still performs under workplace conditions which reflect industry standards.
 - In the comments, provide clear detail regarding the task that the Participant was required to do (e.g. PPE used, materials handled, attachments connected, plant types).
- All steps must be satisfactorily demonstrated by the Participant for a 'Satisfactory' determination (indicated by an Assessor tick to the right of each itemised step, or an Observer tick to the right of each itemised step, and confirmation by an Assessor in the Assessor Comments).
 - Where you have determined that one or more task steps have not been satisfactorily demonstrated, provide the Participant with additional support and outline details of such assistance in the Assessor/Observer Comments. Allow the Participant two (2) further opportunities to demonstrate the task again to allow an opportunity for a 'Satisfactory' assessment outcome to be achieved.
 - If after three (3) attempts the Assessor determines that the Participant cannot demonstrate the required steps, a 'Not Satisfactory' outcome is to be determined.

TASK OUTCOME					
Task	Date	Task Type (Tick)	Location	Task outcome (Tick)	
				Satisfactory	Not Satisfactory
Task 1 (Occasion 1)		☐ Workplace ☐ Simulation		☐	☐
Task 1 (Occasion 2)		☐ Workplace ☐ Simulation		☐	☐
Task 1 (Occasion 3)		☐ Workplace ☐ Simulation		☐	☐

ASSESSOR COMMENTS: GENERAL

As necessary, outline:

- Details on reattempts, alternative arrangements or reasonable adjustments made.
- Where a Participant is deemed 'Not Satisfactory', provide recommendations for future training.

ASSESSOR COMMENTS: PRACTICAL TASK 1: OCCASION 1

☐ Individual student (as named on cover page)

☐ Multiple students [☐ All from Attendance Report, ☐ Specific students involved – identify students]

Task	Provide detail
1.1B. 1.1C. 1.1D.	Specify work team participant is leading and managing: e.g. carpenters team
1.1A.	Specify how project timeframes and stages of construction were determined: e.g. reading project schedule
1.1C. 1.3J.	Specify HR documents read and recorded relating to the team and members: e.g. HR files to determine qualifications, licences and experience and assign roles and responsibilities. Contract to determine extent of work to be achieved.
1.1E. 1.3B. 1.3C. 1.3I.	Specify how team roles, responsibilities and accountabilities were communicated to teams and individuals: e.g. face to face, using email and on daily memo board
1.1F. 1.3A. 1.3J.	Specify communication systems developed to track team outcomes, progress, specific requirements and delays. e.g. added milestones and specific requirements to schedule (Gantt chart) accessible by all
1.1G. 1.1H.	Specify how safety requirements applicable to team were implemented and managed. e.g. documented in site safety plan and work procedures, communicated during induction, safety meetings and daily prestart/toolbox meetings, safe practices monitored during work days.

ASSESSOR COMMENTS: PRACTICAL TASK 1: OCCASION 1	
1.2A.	Specify diversities identified within teams: e.g. cultural, language, gender, age and ability
1.2A.	Specify how communications were managed with, and between diverse groups: e.g. applied clear directives, both written, verbally and using diagrams and drawings, modelled expected behaviour between group and individuals.
1.2B. 1.2F. 1.2G. 1.3E.	Specify support negotiated in consultation and provided to teams/ members experiencing difficulties. e.g. negotiated the need for additional training to be offered to workers experiencing difficulty or workers seeking to achieve further qualifications – negotiated with team leader/contractor.
1.2C. 1.3G.	Specify potential conflict within work teams identified and resolved: e.g. inexperienced workers slowing the work down; e.g. cultural misunderstandings
1.2D. 1.2K. 1.3G.	Specify potential conflict between teams identified and resolved: e.g. cultural misunderstandings e.g. gender diversity
1.2E. 1.3G.	Specify potential conflict between self and teams identified and resolved: e.g. cultural misunderstandings e.g. gender diversity e.g. teams not understanding directions, communication adapted
1.2J. 1.3H.	Specify how team members were encouraged to participate in and take responsibility for team activities and communication processes. e.g. applied inclusive processes, active listening techniques, modelled behaviour
1.2L.	Specify improvement or safety breach notices issued to team supervisor or individual: e.g. safety breach issued to worker who attended site under the influence of alcohol or drugs
1.3D. 1.3E. 1.3F.	Specify how individuals of a team were monitored to determine skills level, issues and barriers that impact performance: e.g. observation and performance review

ASSESSOR COMMENTS: PRACTICAL TASK 1: OCCASION 2	
☐ Individual student (as named on cover page) ☐ Multiple students [☐ All from Attendance Report, ☐ Specific students involved – identify students]	
Task	Details
1.1B. 1.1C. 1.1D.	Specify work team participant is leading and managing: e.g. carpenters team
1.1A.	Specify how project timeframes and stages of construction were determined: e.g. reading project schedule
1.1C. 1.3J.	Specify HR documents read and recorded relating to the team and members: e.g. HR files to determine qualifications, licences and experience and assign roles and responsibilities. Contract to determine extent of work to be achieved.
1.1E. 1.3B. 1.3C. 1.3I.	Specify how team roles, responsibilities and accountabilities were communicated to teams and individuals: e.g. face to face, using email and on daily memo board
1.1F. 1.3A. 1.3J.	Specify communication systems developed to track team outcomes, progress, specific requirements and delays. e.g. added milestones and specific requirements to schedule (Gantt chart) accessible by all
1.1G. 1.1H.	Specify how safety requirements applicable to team were implemented and managed. e.g. documented in site safety plan and work procedures, communicated during induction, safety meetings and daily prestart/toolbox meetings, safe practices monitored during work days.
1.2A.	Specify diversities identified within teams: e.g. cultural, language, gender, age and ability
1.2A.	Specify how communications were managed with, and between diverse groups: e.g. applied clear directives, both written, verbally and using diagrams and drawings, modelled expected behaviour between group and individuals.
1.2B. 1.2F. 1.2G. 1.3E.	Specify support negotiated in consultation and provided to teams/ members experiencing difficulties. e.g. negotiated the need for additional training to be offered to workers experiencing difficulty or workers seeking to achieve further qualifications – negotiated with team leader/contractor.
1.2C. 1.3G.	Specify potential conflict within work teams identified and resolved: e.g. inexperienced workers slowing the work down; e.g. cultural misunderstandings
1.2D. 1.2K. 1.3G.	Specify potential conflict between teams identified and resolved: e.g. cultural misunderstandings e.g. gender diversity
1.2E. 1.3G.	Specify potential conflict between self and teams identified and resolved: e.g. cultural misunderstandings e.g. gender diversity e.g. teams not understanding directions, communication adapted
1.2J. 1.3H.	Specify how team members were encouraged to participate in and take responsibility for team activities and communication processes. e.g. applied inclusive processes, active listening techniques, modelled behaviour
1.2L.	Specify improvement or safety breach notices issued to team supervisor or individual: e.g. safety breach issued to worker who attended site under the influence of alcohol or drugs
1.3D. 1.3E. 1.3F.	Specify how individuals of a team were monitored to determine skills level, issues and barriers that impact performance: e.g. observation and performance review

ASSESSOR COMMENTS: PRACTICAL TASK 1: OCCASION 3	
☐ Individual student (as named on cover page) ☐ Multiple students [☐ All from Attendance Report, ☐ Specific students involved – identify students]	
Task	Details
1.1B. 1.1C. 1.1D.	Specify work team participant is leading and managing: e.g. carpenters team
1.1A.	Specify how project timeframes and stages of construction were determined: e.g. reading project schedule
1.1C. 1.3J.	Specify HR documents read and recorded relating to the team and members: e.g. HR files to determine qualifications, licences and experience and assign roles and responsibilities. Contract to determine extent of work to be achieved.
1.1E. 1.3B. 1.3C. 1.3I.	Specify how team roles, responsibilities and accountabilities were communicated to teams and individuals: e.g. face to face, using email and on daily memo board
1.1F. 1.3A. 1.3J.	Specify communication systems developed to track team outcomes, progress, specific requirements and delays. e.g. added milestones and specific requirements to schedule (Gantt chart) accessible by all
1.1G. 1.1H.	Specify how safety requirements applicable to team were implemented and managed. e.g. documented in site safety plan and work procedures, communicated during induction, safety meetings and daily prestart/toolbox meetings, safe practices monitored during work days.
1.2A.	Specify diversities identified within teams: e.g. cultural, language, gender, age and ability
1.2A.	Specify how communications were managed with, and between diverse groups: e.g. applied clear directives, both written, verbally and using diagrams and drawings, modelled expected behaviour between group and individuals.
1.2B. 1.2F. 1.2G. 1.3E.	Specify support negotiated in consultation and provided to teams/ members experiencing difficulties. e.g. negotiated the need for additional training to be offered to workers experiencing difficulty or workers seeking to achieve further qualifications – negotiated with team leader/contractor.
1.2C. 1.3G.	Specify potential conflict within work teams identified and resolved: e.g. inexperienced workers slowing the work down; e.g. cultural misunderstandings
1.2D. 1.2K. 1.3G.	Specify potential conflict between teams identified and resolved: e.g. cultural misunderstandings e.g. gender diversity
1.2E. 1.3G.	Specify potential conflict between self and teams identified and resolved: e.g. cultural misunderstandings e.g. gender diversity e.g. teams not understanding directions, communication adapted
1.2J. 1.3H.	Specify how team members were encouraged to participate in and take responsibility for team activities and communication processes. e.g. applied inclusive processes, active listening techniques, modelled behaviour
1.2L.	Specify improvement or safety breach notices issued to team supervisor or individual: e.g. safety breach issued to worker who attended site under the influence of alcohol or drugs
1.3D. 1.3E. 1.3F.	Specify how individuals of a team were monitored to determine skills level, issues and barriers that impact performance: e.g. observation and performance review