

BSBLDR403 LEAD TEAM EFFECTIVENESS ASSESSMENT SUMMARY

The assessment activities for *BSBLDR403 Lead team effectiveness* cover all aspects of the unit of competency required. To demonstrate competence in this unit, a participant must undertake all tasks and complete them satisfactorily and consistently. For Apprentices and Trainees, this includes employer completion of the Employer Record Book (ERB).

Participants must read all the information given before starting any assessment task. The assessment tasks are intended to be equitable, fair and flexible. If a participant has any questions or requires alternative arrangements to be made such requests should be directed to their Trainer/Assessor, who should note such arrangements in the 'Assessor Comments' on the affected assessment. If a participant feels they are not yet ready to be assessed, they should discuss their options with their Trainer/Assessor.

To satisfactorily complete the assessment, the participant is required to answer all questions correctly and demonstrate their skills to industry standards. If a participant does not answer some questions or perform some tasks, they will be deemed 'Not Satisfactory' for the task and 'Not Yet Competent' for the unit of competency. The Trainer/Assessor is able to provide the participant with additional information on interpreting the assessment outcomes and provide guidance on the participant's options. Should a participant still be deemed 'Not Satisfactory' they will have the opportunity to undertake a supplementary assessment or appeal the result.

By signing the cover page for each assessment item, the participant acknowledges they understand the assessment instructions and requirements and consent to being assessed. The participant also verifies and assures the RTO that the work submitted is their own work.

Participant Name	Ricky Bull
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Task	Assessment Results	
Theory Exam	☐ Satisfactory	☐ Not Yet Satisfactory
Practical Assessment	☐ Satisfactory	☐ Not Yet Satisfactory
Outcome for Unit of Competency	☐ Competent	☐ Not Yet Competent

Assessor Name	
Assessor Signature	
Unit Competence Determination Date	Click here to enter a date.

BSBLDR403

LEAD TEAM EFFECTIVENESS

THEORY EXAM INSTRUCTIONS

- This exam will occur under standard assessment conditions.
 - An oral examination may be allowed under certain circumstances, whereby the Participant's answers will be documented by a party other than the Participant. This must be acknowledged in writing (e.g. FT001 and Assessor Comments)
- Participants must provide enough detail in their responses to demonstrate their knowledge and skills.
- Please fill in the details below, providing your name, signature and date of assessment.
 - Your signature acknowledges that this is your own work.
- Assessors are to complete marking in pen of a different colour to the Participant.
- If a Participant initially answers a question incorrectly but modifies their response, they must follow the instructions below:
 - If a Participant changes their response in writing, they must put their initials next to the written change.
 - If a Participant changes their response verbally, this must be noted on the exam paper by the assessor.

Participant name

Ricky Bull

Participant signature



Date

12/02/2021

Assessor name

Assessor signature

Date

[Click here to enter a date.](#)

Number of questions	Number of questions answered correctly	Task outcome (Tick)	
		Satisfactory	Not Yet Satisfactory
23		☐	☐

1. $\frac{1}{x^2} = x^{-2}$
 $\frac{d}{dx} x^{-2} = -2x^{-3} = -\frac{2}{x^3}$

2. $\frac{d}{dx} \ln(x) = \frac{1}{x}$

3. $\frac{d}{dx} e^x = e^x$

4. $\frac{d}{dx} \sin(x) = \cos(x)$

5. $\frac{d}{dx} \cos(x) = -\sin(x)$

6. $\frac{d}{dx} \tan(x) = \sec^2(x)$
 7. $\frac{d}{dx} \cot(x) = -\csc^2(x)$
 8. $\frac{d}{dx} \sec(x) = \sec(x)\tan(x)$
 9. $\frac{d}{dx} \csc(x) = -\csc(x)\cot(x)$
 10. $\frac{d}{dx} \arcsin(x) = \frac{1}{\sqrt{1-x^2}}$
 11. $\frac{d}{dx} \arccos(x) = \frac{-1}{\sqrt{1-x^2}}$
 12. $\frac{d}{dx} \arctan(x) = \frac{1}{1+x^2}$
 13. $\frac{d}{dx} \operatorname{arccot}(x) = \frac{-1}{1+x^2}$
 14. $\frac{d}{dx} \operatorname{arcsec}(x) = \frac{1}{x\sqrt{1-x^2}}$
 15. $\frac{d}{dx} \operatorname{arccsc}(x) = \frac{-1}{x\sqrt{1-x^2}}$

16. $\frac{d}{dx} \ln|\sec(x) + \tan(x)| = \sec(x)$

17. $\frac{d}{dx} \ln|\csc(x) - \cot(x)| = \csc(x)$

ASSESSOR COMMENTS

- Q1. Identify a team that may exist in the workplace. Consider the purpose of the team, its goals and objectives. Name and describe the roles and responsibilities for at least three (3) team members. Finally, identify at least one (1) method that will assist with monitoring progress towards the team goals.

Answer

☐

Point	Detail		
Team purpose	Site management		
Goals and objectives	To ensure the job/project runs efficiently, safely, cost effectively, and is completed on time.		
Team members	Role	Description	Responsibilities
	1	Site manager	The overall management of a job/project, organiser of trades, and manager of all workers onsite.
	2	Site forman/Leading hand	Assists the site manager by spending more time on the site, hands on, and delegates trades. Answers questions and reports to site manager.
	3	Safety Officer	Ensure the safety and well-being of all workers and visitors onsite.
Progress monitoring	Progress can be monitored through daily pre-start talks, weekly meetings with sub-contractors, fortnightly meetings with clients and upper management (keeping minutes from meetings), and general discussions with workers.		

- Q2. True or False (Tick your response): A team leader is more of a mentor than overseer who checks work.

Answer

☒	True
☐	False

☐

- Q3. Match the leadership styles and definitions by writing the appropriate letter next to each number in the centre column.**

Answer			
Style	Answers	Definition	
1	Authoritarian	1 - B	A Leaders who let the team function without much interference
2	Democratic	2 - C	B Leaders who fully control their team
3	Laissez-Faire	3 - A	C Leaders who try to include everyone in the decision-making process

- Q4. Why is it important for team leaders to include team members in the planning process?**

Answer It is important because all team members will be on the same page, in terms of what the task is, what is expected of each member, how the task is to be completed and timeframe of the task. Team members may also have some input on the task, or questions about the task.

- Q5. For each of the listed activities in the table below, identify two (2) methods that team leaders can use to involve team members.**

Activity	Methods to involve team members
Goal setting	Ask team members what they believe is achievable in a set timeframe. Ask team members for feedback on a goal that has been set.
Decision making	Ask team members for input around the problem. Delegate certain team members (based on strengths in fields) to make decisions on task.
Work allocation	Discuss with team members the task and see who has strengths in said task. After allocating tasks, discuss if any team member has an issue with their allocation, and work to resolve.

- Q6. True or False (Tick your response): Diverse teams produce more creative results than teams in which members are from a similar background.**

Answer	☒	True
	☐	False

- Q7. Provide two (2) examples of how the knowledge, skills and background of team members can enhance team practices.**

Answer

If you have knowledge of your team member's abilities, you can allocate jobs/tasks to certain team members to complete a task more efficiently. You can also take this as an opportunity to use members with more knowledge, skills etc. to train/teach other members to further enhance their skills and knowledge etc.

☐

- Q8. Provide two (2) reasons that responsibilities must be carefully delegated within the work team.**

Answer

Team members/workers may not have enough skill, knowledge or experience in tasks, therefore won't know responsibilities (safety or cost for example) around the task.

☐

If a responsibility is delegated to the wrong team member, it can cause delays in time, extra costs and/or safety issues.

- Q9. Describe what innovation brings to the workplace. Provide one (1) example of innovative practice.**

Answer

Innovation brings time efficiency to tasks, and for some, learning new skills. For example, if the task was to frame a house, instead of ordering stock timber, cutting and nailing frames onsite, you can have frames prefabricated prior to arrival onsite.

☐

- Q10. Explain how encouraging team members to assist each other in undertaking their roles and responsibilities can improve productivity.**

Answer

A happy worker is a good worker. When you have a team of workers who are happy to be around each other and feel appreciated, the result is workers that assist each other because they're not only colleagues, but mates.

☐

- Q14. Identify one (1) issue, concern or problem that would need to be resolved by an external party. Describe the signs that you would recognise to identify the issue and who the matter should be referred to.**

Answer

Question	Response
Signs	Disagreements between team members.
Referred to	Upper management, or an outside person who can assess the situation and provide feedback (e.g. a different team leader).



- Q15. Identify three (3) ways that the team leader can serve as a role model to, and motivate, the team.**

Answer

Participate in tasks with multiple team members. Encourage members and commend them on good work. Assign a task to yourself to show you are not only a leader, but a worker too.
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- Q16. For each of the following areas, provide one (1) example of how the team leader's contributions to the work team can enhance the organisation's image:**
- Internally, within the work team and the organisation
 - Externally, with clients/customers

Answer

Question	Response
Within the work team and organisation	By ensuring the team is working efficiently and that tasks/jobs are completed earlier and are more cost effective, the company image becomes stronger.
With clients and customers	Similarly to internally, by leading a team to work efficiently, and completing a job/task on time or earlier, this keeps clients and customers happy.



Q17. Provide three (3) communication methods that a team leader may encourage the team to use and situations that each communication method would be suitable for.

Answer	
Method	Suitability
Pre-starts	Every morning, to discuss plans for the day, and expectations from the team.
Take 5's	If/when an issue or problem arises, a discussion can be held to address and rectify.
End of the day discussion	End of every day to assess the pros and cons of the days work, what worked well and what needs to be improved on.

Q18. Identify two (2) ways that the team leader can maintain open communication with management.

Answer

1). Weekly/fortnightly meetings

2). Daily progress updates through photos

☐

Q19. Identify two (2) issues, concerns and problems that may be raised by the team to management.

Answer

- 1). A task taking longer than allowed for.
- 2). Costing more than budgeted for.

☐

Q20. For the matters raised in Q19. , identify how the team leader could ensure follow-up action is taken.

Answer

Follow-up action can be addressed by the team leader calling a meeting with management, to discuss solutions around the problems.

☐

Q21. Identify two (2) issues, concerns and problems related to the team that may be raised by management back to the team.

Answer

- 1). Quality of work.
- 2). Change of scope of work.

☐

Q22. For the matters raised in Q21. , identify how the team leader could ensure follow-up action is taken.

Answer

Call for a meeting with management to discuss issues, then hold a meeting with the team to discuss meeting minutes from the meeting with management.

☐

Q23. Describe one (1) situation where the team leader may have to negotiate with management on behalf of the team.

Answer

Sometimes, management have unrealistic expectations, due to lack of knowledge, or have promised a client an unrealistic hand over date. This is something that the team leader would need to speak with management about, as short time restraints mean longer working days, which can lead to burning the team out.

☐

The first thing I noticed when I stepped out of the car was the cold. It was a sharp, biting cold that seemed to penetrate my coat. I shivered as I walked towards the building, my hands tucked into my pockets. The air was thick with the scent of coal and the distant sound of a train whistle. I had never before experienced such a harsh winter, and it felt like I had been thrown into a different world.

As I walked, I noticed the people around me. They were all bundled up in heavy coats and hats, their faces pale from the cold. Some were walking in pairs, while others were alone. I felt a sense of isolation as I moved through the crowd, my path leading me towards the entrance of the building.

Inside the building, the cold was replaced by a warm, dimly lit interior. The walls were covered in a pattern of red and white tiles, and the floor was made of polished wood. The air was filled with the sound of a piano playing a soft melody. I looked around, taking in the details of the room, and felt a sense of peace and comfort that I had never before.

As I walked through the room, I noticed the people sitting at the tables. They were all looking at me with curiosity, their faces lit up with a smile. I felt a sense of welcome and acceptance that I had never before. I had found a place where I belonged, and it felt like I had found a home.

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PRACTICAL ASSESSMENT INSTRUCTIONS

- The following practical assessment will require the Participant to complete work related activities.
- The Assessor will conduct observations of the Participant's work to determine whether they display sufficient practical skills and knowledge.
- Please fill in the details below – providing your name, signature and date of assessment.
 - The Participant's signature acknowledges that the Assessor provided clear instructions and the Participant understood what was required to complete this assessment.
- The Assessor may substitute a Practical Task with an alternate task of equal value.
 - Alternate tasks must be fully documented by the assessor in the Assessor Comments area.

Participant name

Ricky Bull

Participant signature



Date

12/02/2021

Assessor name

Assessor signature



Date

[Click here to enter a date.](#)

Task	Task outcome (Tick)	
	Satisfactory	Not Yet Satisfactory
Task 1 (Occasion 1)	☐	☐
Task 1 (Occasion 2)	☐	☐

ASSESSOR COMMENTS

BSBLDR403 LEAD TEAM EFFECTIVENESS

Practical Task 1 (2X)

Description of task:

On two (2) occasions, a suitable observer is to verify the participant's ability to lead team effectiveness, including:

- Developing a team work plan that provides –
 - Documentation of how it was generated and how it will be monitored
 - Incorporation of innovation and productivity measures
- Communicating with team members and management to –
 - Identify and establish the team purpose, roles, responsibilities, goals plans objectives
 - Consult, encourage, support and provide feedback
 - Model team leadership behaviours and approaches
 - Resolve problems

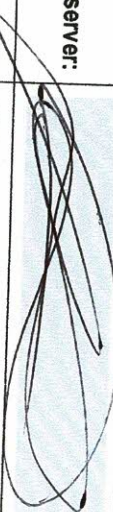
The participant is to gather evidence of how they have completed each component of the Practical Task, which is to be submitted with this Practical Assessment sheet. Evidence to be submitted may include:

- Meeting minutes (e.g. subcontractor meeting, HSE committee meeting)

The observer is to provide detailed comments on the tasks completed by the participant. The assessor is to verify the observer's comments in the Assessor Comments section, and provide the Practical Assessment outcome on the front cover of this document.

Resources required:

Nil

Assessment of task		
Name of participant:	Ricky Bull	
Name of observer:	Grant Slatter	
Role of observer (Confirm suitability to sign)	Site Manager	
Email address of observer	grant.slatter@paynters.com.au	
Signature of observer:		
Date:	Click here to enter a date.	
When completing the task, did the participant:	Tick if satisfactorily completed. Provide comments if left unticked.	
	1 st Occasion	2 nd Occasion
	1.A. Lead and consult with the team to document work plan, incorporating: • Team purpose, roles, responsibilities, goals, plans and objectives • Innovation and productivity measures • Notes on how the work plan was generated and how it would be monitored ☒	
1.B. Lead team to develop cohesion, including: • Providing opportunities for input of team members into planning, decision making and operational aspects • Encouraging and supporting team members to take responsibility for own work and to assist each other • Providing feedback to team members to encourage, value and reward individual and team efforts and contributions ☒		

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1.C. Participate in and facilitate work team, including:		
• Leading and supporting team members in meeting expected outcomes, through delegation and work allocation • Actively encouraging team members to participate in and take responsibility for team activities and communication processes • Giving the team support to identify and resolve problems, issues and concerns • Acting as a role model to enhance the organisation's image	☒	☒
1.D. Maintain open communication by passing information from management to the team and vice versa (including issues, concerns and problems) and ensuring follow-up action was taken.	☒	☒
The Participant's performance was: ☒ Satisfactory ☐ Not Satisfactory		

OBSERVER COMMENTS

[illegible]

