BSBLDR414
LEAD TEAM EFFECTIVENESS
ASSESSMENT SUMMARY

The assessment activities for *BSBLDR414 Lead team effectiveness* cover all aspects of the unit of competency. For Apprentices/Trainees, this includes supervisor completion of the Apprentice/Trainee Record (ATR).

Participants must read all the information given before starting any assessment task. The assessment tasks are intended to be fair, flexible, valid and reliable. 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 all questions or perform all tasks, they will be deemed 'Not Satisfactory' for the task and 'Not Yet Competent' for the unit of competency.

The Trainer/Assessor can provide the Participant with additional information on interpreting the assessment outcomes and guide the Participant's options. If a Participant is still deemed 'Not Satisfactory' they will have the opportunity to undertake a supplementary assessment or appeal the result as per the process in the Student Handbook.

By signing below, the Participant acknowledges:
- They understand the assessment instructions and requirements, and consent to being assessed.
- The work submitted is to be their own work – with the work of/with others needing to be clearly acknowledged and documented.
- They consent to any photo/video recording of their work that occurs during assessment.

Participant name	Jeremy Tydd
Participant signature	JTydd

Pre-requisite unit(s) to be achieved and authenticated prior to undertaking assessment
☑ Not applicable

Task	**Date completed**	**Assessment Results**	
Theory Exam		☐ Satisfactory	☐ Not Satisfactory
Practical Assessment		☐ Satisfactory	☐ Not Satisfactory
Outcome for BSBLDR414		☐ **Competent**	☐ **Not Yet Competent**

Evidence requirements checklist (ticked by assessor and evidence supplied to RTO)	
☐ Theory Exam	☐ Practical Assessment ☐ Team development plan

Assessor Name	
Assessor Signature	

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THEORY EXAM

Participant name	Jeremy Tydd

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 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.
  ○ 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. be

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	TO complete the job in a safe way, to standard and on time.		
Goals and objectives	Short term	Everyone knows what they are doing and the job is getting done correctly.	
	Long term	Job is being done correctly and on time.	
Team members	Role	Description	Responsibilities
	1	supervisor	All goods are ordered and arive on time book in contractors when needed
	2	leadinghand	Make sure products are installed to standards. Supervise apprentices.
	3	Apprentice	follow instructions and complete works
Progress monitoring	Toobox talk each morning.		

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

Q4. **Identify two (2) benefits and two (2) drawbacks of transactional leadership.**

Answer

Benefits	Drawbacks
clearly defined short-and long term goals	little room for flexibility or adaptability
clearly defined rewards and consequences for meeting or not meeting goals	employees feel like follower, rather than innovators or leaders.

Q5. **Which of the following are characteristics of transformational leaderships? Tick all that apply.**

Answer

Choice	Possible Answers
✓	The leader acts as a role model to employees
✓	Close, consistent focus on the company vision
✓	A high value on interpersonal relationships
✓	Inspiration as a tool to motivate employees

Q6. **Why is it important for team leaders to include team members in the planning process?**

Answer Team members better understand each others' tasks and the team's goals.Team members take more responsibility for their individual work in the team effort

Q7. **For each of the listed activities in the table below, identify two (2) methods that team leaders can use to involve team members.**

Answer

Activity	Method/s to involve team members
Goal setting	monitoring processes are to be included in the work plan
Decision making	To improve productivity, a manager should not be consulted each time a decision is to be made
Work allocation	Set clear, identifiable and achievable goals Monitor a team's progress towards the goal

Q8. **True or False (Tick your response): Diverse teams produce more creative results than teams in which members are less diverse.**

Answer

✓	True
	False

Q9. **Provide two (2) examples of how the knowledge, skills and background of team members can enhance team practices.**

Answer Problem solving

Sharing knowledge

Q10. **Provide two (2) reasons that responsibilities must be carefully delegated within the work team.**

Answer The skills and experience that each member can contribute to the team

Try to allocate work according to skills and abilities to get the most out of team members

Q11. **Describe what innovation brings to the workplace. Provide one (1) example of innovative practice.**

Answer Application of better solutions to meet requirements

Q12. **Describe (3) methods that may be used to measure a team's innovation.**

Answer Number of new ideas proposed

Proportion of ideas selected for implementation

Number of unsuccessful projects

Q13. **Explain how encouraging team members to assist each other in undertaking their roles and responsibilities can improve productivity.**

Answer Encouraging team members to assist each other in undertaking their roles and responsibilities can significantly enhance productivity within an organization. By fostering a collaborative environment, team bbe e members can pool their strengths, knowledge, and expertise to tackle tasks more efficiently.

Q14. **Describe (3) methods that may be used to measure a team's productivity.**

Answer

Three commonly employed methods include performance metrics, project management software, and employee feedback.

Q15. **Which of the following are likely outcomes from involving team members in all aspects of a job? Tick all that apply.**

Answer

Choice	Possible Answers
	Causes members to resent the team
✓	Makes the work more meaningful
✓	Improves self-esteem of team members
✓	Improves team morale
✓	Team members take more responsibility for their individual work

Q16. **Explain how providing feedback to team members can encourage and motivate team members – building trust and positive working relationships.**

Answer

It can motivate the team to reach goals as well as encourage you to work better is areas provided in the feed back.

Q17. **Identify one (1) issue, concern or problem that may be identified by team members. Describe the signs that you would recognise to identify the issue and how the matter could be resolved by internal team negotiation.**

Answer

	Response
Issue, problem, or concern	contructors not being paid on time
Signs	contractors no longer helpful or willing to do extra
Solution via negotiation	contractors and supervisor/owner need to have a conversation

Q18. **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

	Response
Issue, problem, or concern	customers desigen wont work
Signs	material choses dosent look to be suitable
Solution via negotiation	get a eningner tosign of on works

Q19. **Identify three (3) ways that the team leader can serve as a role model to, and motivate, the team.**

Answer

Effictive communication

Recognising nees of the team

setting goals

Q20. **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	Team leaders should lead by example
With clients and customers	Team leaders should have good conumaction with clients

Q21. **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
Meetings	setting goals ,planinning
Emial	were infomation needs to be tracked
Toolbox meting	brainstorming open conmucation

Q22. **Identify two (2) ways that the team leader can establish open communication with management.**

Answer

being honest

Being trustwothy

Type text here

Q23. **Identify two (2) issues, concerns and problems that may be raised by the team to management.**

Answer goals are not realistic

poor workmanship from conntractors

Q24. **Identify two (2) issues, concerns and problems related to the team that may be raised by management back to the team.**

Answer Timeframes

custmer complaints

Q25. **Describe one (1) situation where the team leader may have to negotiate with management on behalf of the team.**

Answer Timeframes

Refer to the extract below from an Escalation Policy and Procedure to respond to Q26. to Q28.

3. Escalation Policy

3.1 Effective working together depends on an open approach and honest relationships between agencies.

3.2 Effective working together depends on resolving disagreements to the satisfaction of workers and agencies; and a belief in a genuine partnership.

3.3 Professional disputes are reduced by clarity about roles and responsibilities and airing and sharing problems in networking forums.

3.4 The process of resolution should be as simple as possible.

3.5 The aim should be to resolve difficulties at practitioner / fieldworker level between agencies.

3.6 Attempts at problem resolution may leave one worker/agency believing that the child/ren remain at risk of significant harm. This person/agency has responsibility for communicating such concerns through agreed channels.

3.7 The following stages are likely to be involved:

- recognition that there is a disagreement over a significant issue, which impacts on the safety and welfare of a child
- identification of the problem, and clarity about the disagreement and what you aim to achieve.

These two stages could involve consulting a colleague to clarify thinking.

3.8 Initial attempts should be made to resolve the problem. This should normally be between the people who disagree, unless the child is at immediate risk.

3.9 It should be recognised that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported.

3.10 If unresolved, the problem should be referred to the worker's own line manager or Child Protection advisor, who will discuss with their opposite number in the other agency.

3.11 If the problem remains unresolved, the line manager will refer 'up the line' (see flow chart).

3.12 If the matter is still unresolved, consideration will be given to referring the matter to ESCB Quality Assurance Sub Group to offer mediation as soon as possible bearing in mind the impact on the child or young person. The Chair of the Quality Assurance Sub Group may decide to involve the ESCB Independent Chair if necessary.

3.13 A clear record should be kept at all stages, by all parties. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued. All records should be retained on the child's case file / agency database.

3.14 At each stage it is important that the person who originally raised the concern is given feedback on what action has been taken in response. It is the responsibility of the person to whom the issue is referred to ensure that clear and timely feedback is provided.

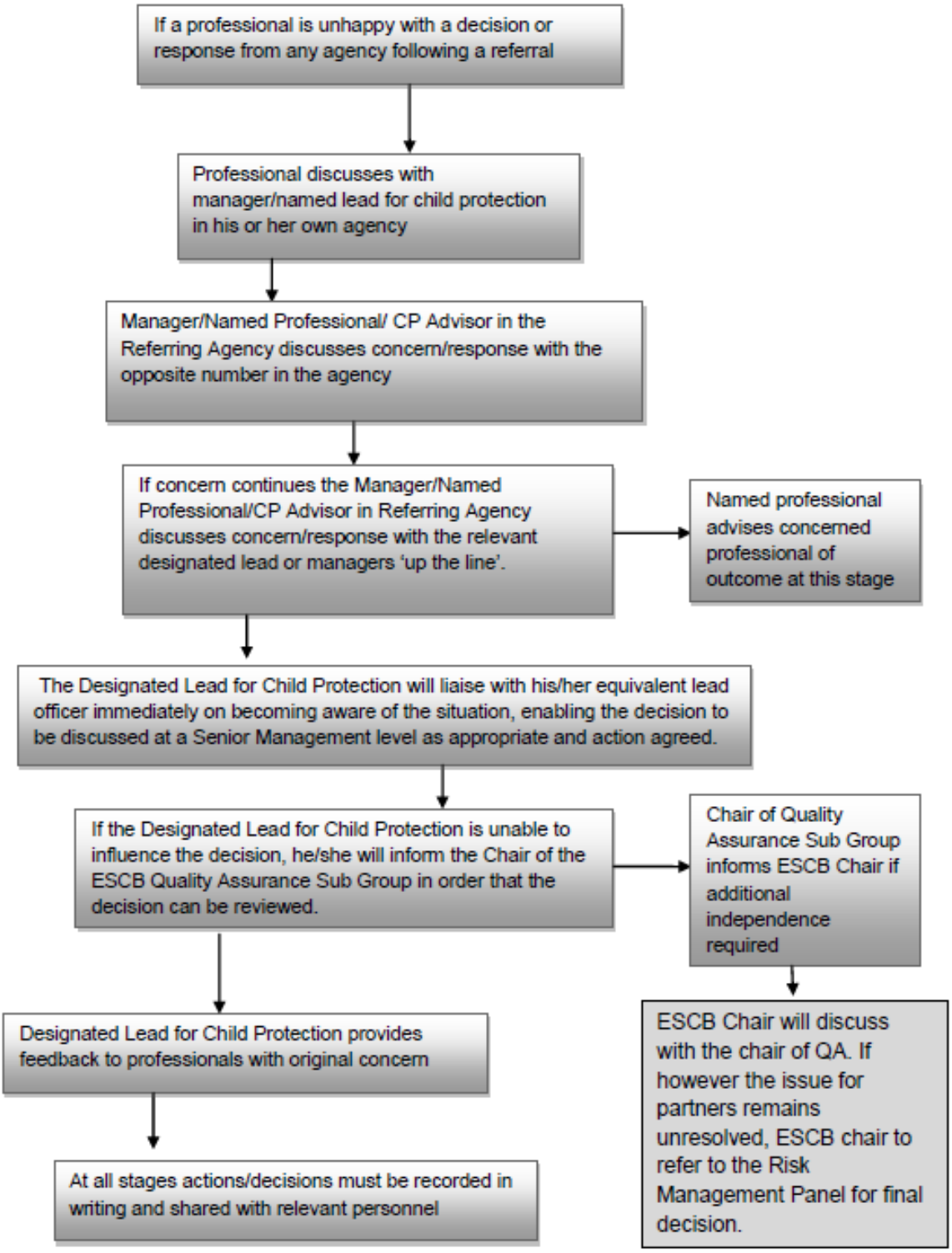
3.15 When the issue is resolved, any general issues should be identified and referred to the agency's representative on the ESCB for consideration by the relevant ESCB subgroup to inform future learning and possible changes to existing policies and procedures.

3.16 It may also be useful for individuals to debrief following some disputes in order to promote continuing good working relationships and identify possible training needs.

Please note that this Policy does not apply to cases where there may be concerns about the behaviour or conduct of another professional that may impact on a child's safety and well-being. In such cases, reference should be made to the agency's own Whistleblowing Policy.

General principle – all cases raised with under this policy will receive the quickest possible response in accordance with the particular circumstances of the case.

Local Safeguarding Children Board Inter-agency Escalation Procedure For Professionals with Child Protection or Child Welfare Concerns



Q26. **Order the following steps from 1 to 5 to identify the correct order of issue escalation where a problem is unresolved.**

Answer

Step Number	Steps
1	The people who disagree should make the initial attempts to resolve the problem
5	When the issue is resolved, any general issues should be identified and referred back to the agency's representative to inform future learning and possible changes to existing policies and procedures
3	If the problem remains unresolved, line manager will refer 'up the line'
4	If the matter is still unresolved, the matter may be referred to the Quality Assurance Sub Group to offer mediation
2	If unresolved, the problem should be referred to the worker's own line manager

Q27. **True or False (Tick your response): It is the goal for all cases raised under this policy to receive the quickest possible response.**

Answer

✓	True
	False

Q28. **If the ESCB Chair cannot resolve the issue, which body can make the final decision?**

Answer Risk Management panel

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PRACTICAL ASSESSMENT

Participant name	Jeremy Tydd

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 unassisted by the Assessor or other personnel, unless the steps note this assistance. • You must attempt all tasks (and itemised steps) for a 'Satisfactory' assessment outcome to be awarded.   o For any 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.
  o 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.
  o 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).
  o 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.
  o 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		☐ 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

☐ Individual student (as named on cover page)

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

Task	Provide detail
1.B.	Feedback provided to team members:
1.C.	Support offered to identify and resolve problems, issues and concerns:
1.D.	Issues passed from management to the team and vice versa:

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Practical Task 1

Description of task:
A suitable observer is to verify the participant's ability to lead team effectiveness, including:

- Leading and consulting with the team to develop a team development plan that addresses –
  - Team cohesion
  - Innovation and productivity measures
  - Issues management and actions
- Communicating with team members and management to –
  - Consult, encourage, support and provide feedback to the team
  - Model team leadership behaviours and approaches
  - Resolve problems

The Observer is to provide detailed comments on the tasks completed by the Participant (on the Observer Comments, overleaf). The Assessor is to verify the Observer's comments, noting their findings in the Assessor Comments (on the back of the Practical Assessment cover page) and provide the assessment outcome.

Resources required:
Team Development Plan Template

Observer details

Name of observer:	Ayden Cooper
Role of observer (Confirm suitability to sign)	Supervisor
Email address of observer	admin@cooperconstructionsandrenovations.com.au
Signature of observer:	ACooper
Date:	10-01-24

When completing the task, did the Participant:	Tick if satisfactorily completed. Provide comments if left unticked.
1.A. Lead and consult with the team to establish and document a team development plan, incorporating:	
• Team purpose, roles, responsibilities, goals, objectives and plans	✓
• Consideration of organisational goals, objectives and plans	✓
• Team cohesion	✓
• Innovation and productivity measures	✓
• Issues management and actions	✓
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	✓

When completing the task, did the Participant:	Tick if satisfactorily completed. Provide comments if left unticked.
1.C. Participate in and facilitate work team, including:	
• Leading and supporting team members in meeting expected outcomes	✓
• 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 for work team, clients and customers	✓
1.D. In line with organisational escalation policies and procedures, maintain open communication by passing information from management to the team and vice versa (including issues, concerns and problems).	✓

Observer comments:

TEAM DEVELOPMENT PLAN

DATE OF EFFECT			
Start	10-01-24	**End**	10-01-24

GOALS, PLANS AND OBJECTIVES

Outline the team's purpose, goals, and objectives. Identify how this fits within the organisation's goals, objectives and plans.

Come up with new ideas, designs and procurers to have a smother running business.

OBJECTIVES FOR TEAM

Objective	Work process	Responsible employee	Start date	End date
Team cohesion	toolbox meeting	joe	10-01-24	10-01-24
Innovation	toolbox meeting	joe	10-01-24	10-01-24
Productivity	toolbox meeting	joe	10-01-24	10-01-24
Issues management	one on one meatings	joe	10-01-24	10-01-24

REVIEWING AND ASSESSMENT METHODS

How will you track the plan's implementation, the team's progress (e.g. through team meetings, reports)?

Through team meeting

ADDITIONAL SUPPORT

Is there any additional support needed to reach the desired goals (e.g. courses, classes, resources).

Yes there is the resources for people to up skill.

EXPECTED OUTCOME

Team leader's expectations on the outcome based on the data.

Team leaders expect all team members to be open and honest at all team meeting so we know where we can improve.

OUTCOME IF GOALS AND OBJECTIVES ARE NOT MET

Identify the consequences and further steps if the team fails to satisfy the standards set by the plan.

one on one meetings