



**BSBTWK502**

# **Manage team effectiveness**

**Assessor Guide**

**Assessment 1 of 3**

**Short Answer Questions**



## Assessment Instructions

### Task overview

This assessment task requires you to answer twelve (12) short-answer questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.



## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g., allowing additional time)
- the evidence gathering techniques (e.g., oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

### Question 1

Describe four (4) strategies you would implement when managing a team to ensure that all members know their responsibilities and requirements.

[Approximate word count: 65-85 words]

**Assessor Instructions:** Students will describe any four (4) strategies that could be implemented when managing a team to ensure that all members are clear on their responsibilities and requirements. The student's responses will vary and use their own words. Responses will reflect the benchmark answer.

A sample answer is provided below.

- Having documented plans/action registers in place and clearly defined position descriptions.
- Meeting regularly with the team to discuss tasks and individual responsibilities and 'check-ins' with team members to ensure everything is progressing as it should be.
- Asking team members to provide feedback on what they believe their responsibility and the requirements of the project are to ensure they are clear and on task
- Sending regular correspondence clarifying the progress of tasks, delegating action items to specific team members and ensuring they understand the requirements

### Question 2

Describe four (4) different types of support that can be provided to your team members to ensure they remain engaged and committed to quality outcomes. For each one, explain the advantages and disadvantages (if any).

**Assessor Instructions:** Students will describe any four (4) different types of support you can provide members of your team to ensure they remain engaged and committed to quality outcomes. For each one, explain the advantages and disadvantages (if any). The student's responses will vary but will reflect the content of the sample answer. Six (6) examples are listed in the benchmark answer, and the student will identify any four (4).

A sample answer is provided below.

| Types of support (1-5 words in each box) | Advantages (20-40 words in each box)  | Disadvantages (20-40 words in each box)  |
|--|---|--|
| Coaching                                 | <ul style="list-style-type: none"><li>• The staff receives coaching to identify their own answers/ motivation rather than being told what to do.</li><li>• This increases ownership of actions and enhances productivity.</li></ul> | <ul style="list-style-type: none"><li>• Productivity loss of having a staff member coach another and not be focused on own tasks, particularly in a small workplace.</li><li>• There is potential for personality conflicts/clashes.</li><li>• The person doing the coaching may lack the skills to be an effective coach.</li></ul> |
| Mentoring                                | <ul style="list-style-type: none"><li>• The staff has an experienced person giving them advice and support.</li><li>• The skills and knowledge will be realistic based on the role/project.</li></ul>                               | <ul style="list-style-type: none"><li>• Potential for personality conflicts/clashes</li><li>• The person doing the mentoring does not want to impart all of their skills/knowledge</li></ul>   |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• The feedback will be honest.</li> </ul>  | <ul style="list-style-type: none"> <li>• Opinions may clash</li> <li>• The mentee may 'outgrow' the mentor.</li> </ul>   |
| Learning and development opportunities | <ul style="list-style-type: none"> <li>• Increases self-esteem and morale as staff feel that their development is important to management</li> <li>• Staff learn new skills and knowledge that can improve work processes and lead to new ideas</li> <li>• Staff can share among others.</li> </ul>                             | <ul style="list-style-type: none"> <li>• The workplace may not have the budget to pay for all staff to undertake regular development</li> <li>• Opportunities may seem good 'on paper' but not be relevant once the person is undertaking the activity</li> <li>• Staff time away from the workplace</li> <li>• Some staff may not like to learn this way and prefer to learn on the job.</li> </ul> |
| Giving feedback and encouragement      | <ul style="list-style-type: none"> <li>• It is an instant self-esteem and morale booster</li> <li>• Can be shown in verbal or written form</li> <li>• Can be given to individuals or teams</li> <li>• Lets staff know they are on the right track.</li> </ul>   | <ul style="list-style-type: none"> <li>• Some staff may find it demeaning</li> <li>• Need to consider how it is given, such as wording and tone</li> <li>• Giving feedback too often may diminish the impact</li> <li>• Staff may expect it for every task they complete.</li> </ul>   |
| Incentives/rewards                     | <ul style="list-style-type: none"> <li>• Can increase self-esteem and morale</li> <li>• Staff feel that their development is important to management</li> <li>• Staff learn new skills and knowledge that can improve work processes and lead to the formation of new ideas</li> <li>• Staff can share among others.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff could become frustrated should one person/some people always receive the reward</li> <li>• Consider the type of reward –staff may not find it useful or find it childish</li> <li>• Staff could consider it as a form of favouritism.</li> </ul>  |
| Regular project meetings               | <ul style="list-style-type: none"> <li>• Encourages the team to share ideas, discuss ideas and problem solve</li> <li>• A great way of getting everyone together in the one-room.</li> </ul>  | <ul style="list-style-type: none"> <li>• Potential for conflicts; too many meetings can distract from the jobs that need to be done</li> <li>• Some staff use meetings as a timewaster.</li> </ul>   |

### Question 3

Describe four (4) communication methods that can be used to communicate with your team members and stakeholders. For each one, explain at least one advantage and one disadvantage.

**Assessor Instructions:** Students will describe any four (4) communication methods that can be used to communicate with team members and stakeholders. For each one, explain the advantages and disadvantages. The student's responses will vary but will reflect the content of the sample answer. Six (6) examples are listed in the benchmark answer, and the student will identify any four (4).

A sample answer is provided below.

| Types of support [1-5 words in each box] | Advantages [20-40 words in each box]   | Disadvantages [20-40 words in each box]  |
|--|--|--|
| Emails                                   | <ul style="list-style-type: none"> <li>• Communication is instant into the receives in-box</li> <li>• This can be sent to multiple people at once</li> <li>• Can organise meetings/ appointments and add attachments.</li> </ul>                         | <ul style="list-style-type: none"> <li>• This can lead to informal/casual communication habits</li> <li>• May accidentally send information to the wrong person</li> <li>• Internet outages can stop communication</li> <li>• Some people communicate better verbally.</li> </ul>  |
| Regular meetings                         | <ul style="list-style-type: none"> <li>• Everyone attends and is on the same page</li> <li>• Everyone gets a chance to put forth ideas and opinions</li> <li>• Issues can be resolved promptly.</li> </ul>   | <ul style="list-style-type: none"> <li>• It can lead to time-wasting; conflicts; too long a meeting can induce boredom</li> <li>• People may not speak up if they aren't encouraged or given a chance</li> <li>• Strong personalities may dominate.</li> </ul>   |
| Face-to-face conversations               | <ul style="list-style-type: none"> <li>• A personal and immediate way to get the message across</li> <li>• The conversation can be casual or formal</li> <li>• It can lead to great building relationships and ideas being formed and shared.</li> </ul> | <ul style="list-style-type: none"> <li>• One person may dominate the discussion</li> <li>• It is not good for people who communicate more effectively when they have time to consider answers, e.g., in writing</li> <li>• It could lead to misunderstandings and misinformation if not communicated carefully.</li> </ul> |
| Phone conversations                      | <ul style="list-style-type: none"> <li>• Phone contact can be done anywhere and at any time</li> <li>• It is an immediate method to communicate information quickly</li> <li>• It is a personal and direct method of communicating.</li> </ul>           | <ul style="list-style-type: none"> <li>• The risk of phone dropouts or bad connections can lead to miscommunication/frustration</li> <li>• It may not be easy to catch someone by phone</li> <li>• People may lose concentration by multitasking (cannot be seen by the other person).</li> </ul>                          |
| Letter/written correspondence            | <ul style="list-style-type: none"> <li>• These can be more detailed than an email</li> <li>• Letters and correspondence can take many forms</li> <li>• It can be a formal/official record of contact.</li> </ul>   | <ul style="list-style-type: none"> <li>• Can risk the inclusion of spelling/ grammatical errors</li> <li>• It may take too long for the addressee to receive, and information may be out-of-date.</li> </ul>   |
| Website updates                          | <ul style="list-style-type: none"> <li>• Provides instant and on-demand information</li> </ul>   | <ul style="list-style-type: none"> <li>• Websites can crash, or poor internet coverage can lead to an inability to access information</li> </ul>   |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Accessible to everyone at any time using a smart device or computer</li> <li>• Quickly updated to ensure accuracy.</li> </ul> | <ul style="list-style-type: none"> <li>• Information needs to be somewhere that it can be located easily</li> <li>• Private information needs to be stored securely, encrypted or with user log-in.</li> </ul> |
|--|--|--|

#### Question 4

As a manager in a children's early education and care service, explain how you would ensure you are viewed as a positive role model.

[Approximate word count: 30-50 words]

**Assessor Instructions:** Students must explain how a manager in a children's early education and care service would ensure they were viewed as a positive role model. Responses will vary but will reflect the examples listed in the benchmark answer.

A sample answer is provided below.

|  |
|--|
| <ul style="list-style-type: none"> <li>• Management will lead by example</li> <li>• Being responsive to families and children</li> <li>• Striving for high-performance standards</li> <li>• Model respectful and inclusive behaviour</li> <li>• Promote and advocate for compliance with policies, procedures, legislation and regulations</li> <li>• Helping complete team or individual tasks when they are under pressure, time-poor or in an emergency/ crisis etc.</li> </ul> |
|--|

#### Question 5

As a workplace leader, identify three [3] strategies you would implement to ensure that your team was actively involved in decision-making.

[Approximate word count: 30-50 words]

**Assessor Instructions:** Students must identify any three [3] strategies they would implement to ensure that your team was actively involved in decision-making. Responses will vary but will reflect the examples in the sample answer. Five [5] strategies are listed, and the student will select any three [3].

Samples answers are provided below.

|   |
|---|
| <ul style="list-style-type: none"> <li>• Creation of an environment that encourages learning, innovation, creativity and motivation</li> <li>• Let others know that no idea is a bad idea, and all ideas are welcome</li> <li>• Encourage quieter team members/colleagues to participate.</li> <li>• Ensure there is consensus in the decisions, so people are not forced to make decisions they do not want to make or agree to things that make them uncomfortable.</li> <li>• Provide time for decision-making processes, so it is not rushed or pressured.</li> </ul> |
|---|

#### Question 6

Provide three [3] reasons why it is important to effectively communicate information from line management to the team and how this can be achieved.

[Approximate word count: 30-50 words]

**Assessor Instructions:** Students must provide any three (3) reasons why it is important to effectively communicate information from line management to the team and explain how this can be achieved for each example. Responses will be in the student's own words and will vary but will reflect the examples listed in the sample answer.

Samples answers are provided below.

| Why (15-30 words in each box)  | How (15-30 words in each box)  |
|--|--|
| It is a key component of successful team management and helps ensure that everyone is aligned and working towards a common goal. It ensures that team members understand the company's goals, priorities, and expectations | Managers can use regular communication methods such as meetings, memos, emails, or instant messaging.  |
| It assists team members in understanding how their work fits into the broader picture of the company, which can help to improve motivation, engagement, and job satisfaction.  | Managers can provide context and background information to help teams understand the "why" behind their work and how it contributes to the company's success.  |
| It can reduce confusion, uncertainty and misunderstandings among team members, improving morale and reducing stress.   | Managers can provide regular updates, clarify expectations, and encourage open communication to ensure everyone is aware of important developments or changes. |

### Question 7

- a) Describe five (5) stages of group development and include the impact each stage will have on team performance.

(Approximate word count: 30-50 words)

**Assessor Instructions:** Students must describe the five (5) stages of a team's development using Tuckman's Team Model and include each stage's impact on team performance. Responses will be in the student's own words and will vary but will reflect the examples listed in the sample answer.

Samples answers are provided below.

| Stage (1 word in each box) | Description and impact on a team (30-50 words in each box)   |
|----------------------------|--|
| Forming                    | Team members are getting to know one another and establishing ground rules for how they will work together. The impact on the team is often one of uncertainty and politeness, as team members are hesitant to express strong opinions or challenge one another. The team may lack clear direction or focus during this stage. |
| Storming                   | Team members begin to assert themselves and their ideas, which can result in conflicts and disagreements. The impact on the team is often tension and frustration as team members work through these conflicts and establish their roles and responsibilities within the team.   |
| Norming                    | Team members start to develop a sense of cohesion and begin to work together more effectively. The impact on the team is often relieved and optimistic, as team members have established a sense of trust and respect for one another and have clear expectations and roles for how they will work together.                   |
| Performing                 | Team members are working effectively together and achieving high productivity and quality outcomes. The impact on the team is often one of satisfaction and pride, as team members work well together and achieve their goals.   |
| Adjourning                 | The team has completed their work and is ready to disband. The impact on the team is often one of sadness or loss as team members say goodbye to one another and reflect on their accomplishments as a team.   |

b) You have brought together a team of people with different skills and knowledge, but you cannot always expect things to run smoothly and for everyone to work well together. Describe how each item below can impact the team's performance.

**Assessor Instructions:** Students must describe how each item below can impact the team's performance. Responses will vary depending on the role identified but will reflect the content in the sample answer.

A sample answer is provided below.

| Situation  | Impact on team performance [40-60 words in each box]  |
|--|---|
| Someone causes conflict  | <p>Negative impact:</p> <ul style="list-style-type: none"> <li>• people may begin to dislike or be frustrated with each other</li> <li>• lack of trust may arise in the team</li> <li>• quieter people may withdraw further to avoid confrontation</li> <li>• work outputs may drop as people focus more on the conflict than the work at hand.</li> </ul>                      |
| Some people have trouble speaking up and participating                       | <p>Negative impact:</p> <ul style="list-style-type: none"> <li>• the person may have great ideas that do not get communicated or implemented</li> <li>• the person may struggle to find a connection to the team</li> <li>• their skills and knowledge may not be known to others; they may not raise issues, which could negatively impact progress or work output.</li> </ul> |
| Someone passes the blame and is not taking responsibility for their mistakes | <p>Negative impact:</p> <ul style="list-style-type: none"> <li>• it can lead to conflict</li> <li>• the person will not learn from their mistakes</li> <li>• lack of trust is built in the team, and they risk developing team cohesion</li> <li>• Those who are careful and diligent may become demotivated by dishonesty.</li> </ul>  |
| Someone avoids sharing information   | <p>Negative impact:</p> <ul style="list-style-type: none"> <li>• important information may not go to the person who needs it</li> <li>• mistakes may be made</li> <li>• the group will not have the 'full picture'</li> <li>• the person who avoids sharing information may feel they have more power than others.</li> </ul>   |
| Someone dominates the discussion   | <p>Negative impact:</p> <ul style="list-style-type: none"> <li>• quieter people will withdraw</li> <li>• team members may not take them seriously</li> <li>• team members will not bother contributing because the dominating person will do it for them</li> </ul>   |



|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>the dominating person may have great ideas, but their domination of discussion may lead to them being not listened to or cut off.</li> </ul>  |
| Team members share knowledge and skills | <p>Positive impact:</p> <ul style="list-style-type: none"> <li>people can learn, grow and gain more confidence</li> <li>should someone not be at work or need to take time off, the skills and knowledge have been shared among the group, and there is minimal disruption to tasks and output – someone will be able to step in and get things done.</li> </ul> |
| Someone is good at mediating            | <p>Positive impact:</p> <ul style="list-style-type: none"> <li>a team member skilled at mediation can see issues/conflict brewing and can step in and try to resolve the situation before it gets out of hand.</li> <li>the team can rely on them to support them through times of conflict and pressure.</li> </ul>   |

### Question 8

- a) Identify strategies to support team cohesion, participation and performance in an early childhood education and care service and outline the benefits of these strategies to effective teamwork.

**Assessor Instructions:** Students must identify strategies to support team cohesion, participation and performance of an early childhood education and care team and outline the benefits of these strategies to effective teamwork. Responses will vary but will reflect the content in the sample answer.

A sample answer is provided below.

| Area               | Strategies to support (20-40 words in each box)   | Benefits of these strategies (20-40 words in each box)   |
|--------------------|---|--|
| Team Cohesion      | <ul style="list-style-type: none"> <li>creating working groups</li> <li>celebrating team success</li> <li>creating leaders within the team to support growth</li> <li>holding regular meetings and building team relationships, e.g., team-building activities</li> <li>opportunities for different people to lead projects.</li> </ul>       | <ul style="list-style-type: none"> <li>Services diminish, and children may miss out if staff are not cohesive in their practices.</li> <li>The benefits include everyone feeling engaged, safe and positive</li> </ul>   |
| Team Participation | <ul style="list-style-type: none"> <li>regular meetings</li> <li>break away groups in meetings to encourage all people to speak up</li> <li>distributing roles and responsibilities out to people</li> <li>being clear about accountability</li> <li>setting goals and deadlines and checking in with people about their progress.</li> </ul> | <ul style="list-style-type: none"> <li>Everyone works in the same direction.</li> <li>Goals are achieved.</li> <li>Everyone carries the same or similar load, and there is even distribution.</li> <li>Everyone can celebrate success.</li> <li>People are developing their skills.</li> </ul> |
| Team Performance   | <ul style="list-style-type: none"> <li>setting collective goals</li> <li>communicating, checking on progress and celebrating successes</li> </ul>   | <ul style="list-style-type: none"> <li>maintaining focus on the goals and tasks associated with success allows everyone to understand the importance of their contribution</li> </ul>  |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• being clear about expectations and documenting goals and objectives</li> <li>• ensuring the needed resources are available.</li> </ul> | <ul style="list-style-type: none"> <li>• provides the successful team with a sense of accomplishment</li> </ul> |
|--|---|---|

b) Outline two [2] strategies you could implement as the leader when there are teamwork issues, and you need to resolve the issue.

[Approximate word count: 40–60 words]

**Assessor Instructions:** Students must outline any two [2] strategies they could implement as the leader when there are issues with teamwork, and you need to resolve the issue. Responses will be in the student's own words and will vary but will reflect the content in the sample answer.

A sample answer is provided below.

|   |
|---|
| <ul style="list-style-type: none"> <li>• Hold mediation meetings between parties who are not agreeing. This will support the team members in having a discussion.</li> <li>• Be clear about expectations and speak about actions to resolve the issue. This will support staff in understanding their role in the resolution and help resolve the issue as soon as possible.</li> </ul> |
|---|

### Question 9

Describe the strategies/techniques you could use to manage the effectiveness of teams that will encourage, value and reward others and be a role model.

**Assessor Instructions:** Students must describe the strategies/techniques to manage the effectiveness of teams that will encourage, value and reward others and be a role model. Responses will be in the student's own words and will vary but will reflect the content in the sample answer.

A sample answer is provided below.

| Area  | Strategies/techniques [30–50 words in each box]   |
|---|---|
| Encourage the team to strive to meet goals and targets                              | Being supportive and encouraging, giving positive and constructive feedback on the tasks already done, reminding them that completion is not too far, and reminding them of the benefits and purpose of the task.   |
| Value the team's contributions and participation                                    | Providing positive feedback as they contribute, calling upon them to impart ideas or knowledge, perhaps giving them a leadership role regarding a task or something to do on their own to show management's confidence in them.   |
| Reward a team member who does a great job   | Congratulating them privately, sending them an email, bringing this up in a team meeting, congratulating them at their desk, etc. The type of feedback should match the person's character – an introvert may be embarrassed if congratulated in front of others and may appreciate a personal thank you. |
| Reward the group as a whole for completing a project or making a change in practice | Depending on workplace culture and procedure, a manager could take them out for a celebratory event, give them a card or small gifts of thanks, acknowledge them publicly in the workplace, and allow them to finish early one day.   |
| Role model desired behaviour and practices  | Keeping positive lines of communication open, promoting team members' strengths, calling on specific team members to share expertise, ensuring each team member has a role to play and seeking input and feedback on ideas from all team members  |

### Question 10

Explain what is meant by 'consensus' and describe strategies that can be used to achieve consensus decision-making. **Assessor Instructions:** Students must explain the term 'consensus' and describe strategies that can be used to achieve consensus decision-making. Students can refer to strategies from the Quaker and Consensus-oriented decision-making models. Responses will vary but will reflect the examples in the sample answer.

Samples answers are provided below.

|  |
|--|
| <b>Definition</b> [120-140 words]  |
| Consensus is a decision-making process where all group members come to a mutual agreement or understanding. It means that everyone involved in the decision has had an opportunity to voice their opinions and that the group has reached a decision that everyone can support. Consensus decision-making is often used in collaborative settings where everyone's input is valued, such as children's education services. Effective strategies to gain consensus can come from the Quaker and Consensus-oriented decision-making models of prioritising communication, collaboration, and mutual understanding when making decisions. They both recognise the value of multiple perspectives and the importance of building consensus rather than relying on majority rule. By valuing inclusivity and active listening, these models aim to create fair, equitable, and sustainable decisions over the long term.  |
| <b>Strategies</b> [180-200 words]  |
| <ul style="list-style-type: none"><li>• Collaboration and active Listening: Encouraging all members to collaborate and participate. They will use effective communication skills such as active listening. This will mean they pay attention to what is being said, ask clarifying questions, and demonstrate respect and empathy for the speaker's point of view</li><li>• Brainstorming: The group generates ideas without evaluation or criticism, so everyone's ideas are given equal consideration, and the group can explore a wide range of options before making a decision.</li><li>• Compromise: Where group members cannot agree on a single solution, a compromise may be reached that considers all members' interests and concerns. Each member may give up something to reach a solution that everyone can accept.</li><li>• Facilitation: A neutral facilitator can help guide the group through the decision-making process, ensuring that all members have an opportunity to participate and that the discussion remains focused on the topic at hand.</li><li>• Consensus Testing: Once a decision is proposed, the group can use consensus testing to determine if everyone can support the decision. Members can indicate their level of support for the decision on a scale, and the group can work together to adjust the proposal until everyone agrees.</li></ul> |

### Question 11

Outline issue resolution strategies that can be used to address unresolved issues, concerns and problems raised by others.

[Approximate word count: 180-200 words]

**Assessor Instructions:** Students must outline issue resolution strategies that can be used to address unresolved issues, concerns and problems raised by others. Responses will vary but will reflect the content in the sample answer.

A sample answer is provided below.

|  |
|--|
| <ul style="list-style-type: none"><li>• Identify the problems/issue by defining the problem as clearly and specifically as possible. This will help you understand the issue's scope and identify potential solutions.</li></ul> |
|--|

- Engage in discussions with team members – they are more likely to know the reasons behind any performance problems, as they are directly engaged in the work tasks and everyday team dynamics.
- Discuss the problems specific to the team, and support them in voicing their thoughts and insights on these issues.
- Brainstorm potential solutions by asking team members for suggestions and, if possible, giving them the responsibility of implementing their agreed solutions.
- Evaluate potential solutions: Evaluate each option carefully. Consider each option's pros and cons and consider how they might impact different stakeholders.
- Select the best solution and create a plan to implement the solution, and regularly revisit the team to either check milestones or make further changes to the solution plan if necessary.
- Implement the solution: Ensure everyone involved is aware of their responsibilities and committed to the plan.
- Monitor and evaluate: Monitor its effectiveness and evaluate its success. This might involve collecting feedback from stakeholders, reviewing data or metrics, or conducting a formal evaluation.

## Question 12

Consider two [2] different team activities that could be undertaken in the workplace to support team effectiveness. Describe the method you would use to establish the activity, including how you would communicate the activity to the team.

**Assessor Instructions:** Students must list two [2] different team activities that could be undertaken in the workplace to support team effectiveness. Describe the method you would use to establish the activity, including how you would communicate the activity to the team.

Responses will vary but will reflect the content in the sample answer.

A sample answer is provided below.

| Team activity [2-5 words in each box] | Methods to establish the activity [30-50 words in each box]  | Communication process [20-40 words in each box]   |
|---------------------------------------|--|---|
| Planning day                          | Provide the team with notice of the event to give them sufficient detail and allow them to consider their input before the day. Requesting input ahead of the event to allow their contribution and time to consider contributions.  | Communication would be formal, with notice given, via email with calendar invitation and agenda. Documents may be attached requiring team member input ahead of the event.  |
| Using collaboration tools             | The project management software will be shared, and staff will be trained in its use. It will provide shared calendars and document-sharing platforms so the team can communicate and collaborate on tasks and projects, regardless of their location. Provide ongoing feedback and support to the team. | Provide training and development opportunities to introduce the new tools to ensure everyone understands how to use them effectively. Conduct regular check-in, one-on-one meetings, or performance reviews to support the new tool's uptake. |

### Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

|   |                                    |                          |
|---|------------------------------------|--------------------------|
| 1 | Twelve [12] short answer questions | <input type="checkbox"/> |
|---|------------------------------------|--------------------------|



**Congratulations, you have reached the end of Assessment 1**

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