



BSBTWK503

ASSESSOR GUIDE

Manage Meetings

Assessment 1 of 3

Short Answer Questions

Assessment Instructions

Task overview

This assessment includes 17 short answer questions. Read each question carefully before capturing your response in the spaces provided.

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.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

ASSESSOR GUIDE BSBTWK503 Manage Meetings

Introduction

To be assessed as competent for this unit of competency, you must demonstrate skills and knowledge to facilitate and apply communication strategies in the workplace within any industry.

Instructions

Answer the following 14 questions, capturing your answer in the space provided.

Assessor Instructions for Assessment Task 1

Purpose of the Task

This task requires students to answer a set of written questions to demonstrate that they understand the knowledge required for this unit.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. Students can be given the opportunity to answer questions verbally if appropriate.

Record the outcome of this assessment in the Assessment Record Tool.

Benchmark responses for each question have been provided.

Short Answer Questions

Question 1

Using the table below:

- List the three (3) different methods of conducting a meeting.
- Discuss the general advantages and disadvantages of each meeting method you specified, providing at least one example of each.

[Approximate word count: 50-100 words]

Assessor Instructions: Students must list three (3) different methods of conducting a meeting and discuss the general advantages and disadvantages of each method, providing at least one example of each.

Student responses may include any of the following examples or similar.

Meeting Method	Advantages	Disadvantages
Face to face	<ul style="list-style-type: none">Human connection and relationship buildingBody language can be seenEncourages engagement and participationCan be more time-efficient	<ul style="list-style-type: none">Schedules between attendees don't always line up, so finding an appropriate time to conduct a meeting can be difficultRisk of ineffective or hindered communication where the meeting size is too largeAvailability of suitable meeting rooms can be a challenge
Telephone	<ul style="list-style-type: none">No travel costsFlexibility - you can be anywhere for the meeting	<ul style="list-style-type: none">Risk for technical issues

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

Meeting Method	Advantages	Disadvantages
	Allows more people to participate who otherwise may not be able to travel to the meeting	<ul style="list-style-type: none"> • Impersonal communication - it can be difficult to establish rapport and build familiarity • Without visual cues, speakers may often interrupt each other or inadvertently dominate the meeting • Voice clarity and background sounds can interfere Unable to share visual information
Virtual	<ul style="list-style-type: none"> • No travel costs • Flexibility - you can be anywhere for the meeting • Allows more people to participate who otherwise may not be able to travel to the meeting • Allows visual connection • Can share visual information Supports the hearing impaired when using a headset or Auslan interpreter	<ul style="list-style-type: none"> • Software such as Skype, Zoom, MS Teams, etc. require a license • Risk for technical issues such as internet connection speeds, familiarity with the software • Voice clarity and background sounds can interfere • Sharing information can cause technical issues Large groups can mean a lack of connection or lack of visual connection

Question 2

In your own words, define the following terms when used in the context of workplace meetings:

[Approximate word count: 50-100 words]

Assessor Instructions: Students must correctly define each term in their own words, touching on the key aspects indicated in the example below.

Student responses may include the following examples or similar.

Meeting Term	Advantages
Apologies	A formal notification from a person who is unable to attend a meeting.
Minutes	The formal written record of a meeting, taken throughout the meeting's duration – minutes are usually distributed afterwards to meeting attendees and those who could not attend.
Motion	A proposal or suggestion for action submitted for discussion, usually decided by a vote.
Chair/Chairperson	The person who leads the meeting.
Quorum	The minimum number of people required to be in attendance for the meeting to remain valid.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

ASSESSOR GUIDE BSBTWK503 Manage Meetings

Question 3

List at least five [5] items that must be included in each of the following.

a) Meeting agenda

[Approximate word count: 20 words]

Assessor Instructions: Students must list at least five [5] items. Student responses may include the following examples or similar.

- date
- start and finish times
- location
- welcome/introduction
- purpose of meeting
- items for discussion
- acceptance of previous minutes
- actions and follow-ups
- date of the next meeting.

b) Minutes of the meeting.

[Approximate word count: 20 words]

Assessor Instructions: Students must list at least five [5] items. Student responses may include the following examples or similar.

- date
- start and finish times
- location
- attendees and apologies
- acceptance of previous minutes
- items discussed
- any actions by whom and when due
- date of next meeting.

Question 4

Briefly explain the importance of recording minutes of meetings and the accuracy of the minutes.

[Approximate word count: 100-150 words]

Assessor Instructions: Students must explain the importance of recording minutes of meetings and their accuracy along the lines (or similar) of the points listed in the example answer.

Student responses may include the following examples or similar.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

ASSESSOR GUIDE BSBTWK503 Manage Meetings

- **Legal protection**

Minutes represent the actions of the Board and company leadership and are considered legal documents by auditors, the IRS, and the courts. Legal experts will maintain that if an action isn't in the minutes, it didn't happen.

- **They provide structure**

It is important that you make a reasonable effort to report the facts of the meeting. Therefore, ensure your minute-taker sufficiently describes how members arrived at decisions and that a quorum is present. Minutes need to be approved at the following meeting to ensure accuracy

- **They drive action**

They clarify how, when, why, and by whom decisions were made. They map out a plan for the action items (which helps get the work done) and later provide valuable information to team members who cannot attend the meeting.

- **They act as a measuring stick**

They are a useful review document when it comes time to measure progress on decisions. They also act as an accountability tool because they clarify whose duty it was to perform which action.

- **It serves as a reminder**

With so many things going on at once, forgetting a thing or two is unavoidable, but the team can depend on the minutes to check their progress. Are they on target? Is there anything missing? What else is left to do? You won't overlook any task as long as you have a precise document that can help you remember anything and everything.

- **It will serve as a reference for members who weren't present during the meeting**

Conflicts in schedule or emergencies may happen, and some individuals won't make it to the meeting. By creating meeting summaries, everyone who missed the meeting can be updated on what happened and be informed of what they missed. Hence, no one is left hanging, and everyone is on the same page on the company's goals and how to reach them.

- **It is time-saving**

With every teammate knowing their responsibilities, whether or not they were in the meeting, the whole team can focus entirely on their designated duties and not have to meet and use up precious hours just to discuss the same thing again.

Sourced from:

<https://www.allbusiness.com/five-reasons-why-meeting-minutes-are-important-4113272-1.html#:~:text=Meeting%20minutes%20act%20as%20a,was%20to%20perform%20which%20action.https://www.transcriptionwing.com/five-reasons-why-meeting-minutes-are-important/>

Question 5

List at least three (3) organisational policies or procedures that impact meetings and meeting documentation, such as agendas and meeting minutes.

[Approximate word count: 20 words]

Assessor Instructions: Students must list at least three of the following examples or similar.

- Code of Conduct/Ethics.
- Diversity and Inclusion Procedures.
- Document Management Procedures.
- Style Guide.
- Privacy Policy Procedures.
- Confidentiality Policy.
- Meeting Procedure.
- Document Templates.
- IT Policies and Procedures.
- Health and Safety.
- Communications Policy.
- Quality Assurance Policy Procedures.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

ASSESSOR GUIDE BSBTWK503 Manage Meetings

Page 6 of 13

Question 6

List at least four (4) of the ways a record of a meeting can be made; these could relate to different types of meetings.

[Approximate word count: 20 words]

Assessor Instructions: Students must include at least four of the following examples or similar.

<ul style="list-style-type: none">• formal minutes• meeting transcripts• audio or video recording• meeting notes• list of action items• follow up email.

Question 7

a) Identify and explain a common structure of a formal meeting and an informal meeting.

[Approximate word count: 20-50 words]

Assessor Instructions: Students must identify and explain a common structure of a formal meeting and informal meeting.

For example, student responses may include something like the following or similar.

Formal meeting	<p>A formal meeting could include an AGM, a committee meeting, a department meeting etc.</p> <ul style="list-style-type: none">• The agenda and meeting follow a formal format and may have associated legislative requirements that need to be fulfilled• Will follow an agenda <p>Will usually comprise of a chair and minute taker</p>
Informal meeting	<p>Informal meeting could include a team meeting, huddle, daily catch-up etc.</p> <ul style="list-style-type: none">• An agenda may be as simple as some bullets points/discussion points in an email. <p>Provide an opportunity for team members to discuss progress and raise anything they might need help with.</p>

b) Why is it important to ensure that a meeting is structured effectively?

[Approximate word count: 20-50 words]

Assessor Instructions: Students must explain the importance of effectively structuring a meeting. For example, student responses may include something like the following or similar.

<p>It is important to ensure a meeting is structured effectively to keep discussions on topic, timely and to maintain a clear directive. Typically, the meeting structure can be ascertained from the agenda; however, in an informal setting, the meeting structure may be laid out simply on a list of discussion items.</p>
--

Question 8

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

List at least two (2) responsibilities of a chairperson before a meeting.

[Approximate word count: 20 words]

Assessor Instructions: Students must list at least two (2) responsibilities. Student responses may include the following examples or similar.

- scheduling the meeting
- preparing or advising on the agenda
- preparing or advising on supporting documentation
- sending out the agenda and relevant supporting documents.

Question 9

Briefly outline a minimum of five (5) steps a chairperson should take to ensure that a meeting is structured.

[Approximate word count: 20 words]

Assessor Instructions: Students must provide a minimum of five steps that a chairperson could take to ensure a meeting is structured effectively. Student responses may include the following examples or similar.

- Ensure only relevant staff or stakeholders are invited to the meeting.
- Ensure a clear, relevant, detailed agenda is developed before the meeting.
- Welcome attendees to the meeting and introduce the topics to be discussed.
- Identify and ensure the recording of attendees that are present and any apologies.
- Review minutes from the previous meeting and discuss the accuracy of minutes and any matters arising. Agree and sign off.
- Detail information only items and circulate any documents to attendees.
- List key topics on the agenda and discuss them in order.
- Ensuring discussions do not exceed the time allowed.
- Ensuring discussions stay on topic.
- Action items are allocated to the responsible person.
- Confirm the date and time of the next meeting at the close of the meeting.

Question 10

List five (5) important aspects of a chairperson's job during a meeting.

[Approximate word count: 20 words]

Assessor Instructions: Students must list at least five aspects. Student responses may include the following examples or similar.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

ASSESSOR GUIDE BSBTWK503 Manage Meetings

- Start the meeting on time.
- Clarify roles and responsibilities.
- Establish ground rules and guidelines.
- Follow the agenda.
- Keep the meeting focused on agenda items.
- Ask questions and listen to answers.
- Involve meeting participants.
- Summarise key decisions and actions.
- Record recommendations and allocate responsibilities for specific tasks.
- Close the meeting on time.

Question 11

Explain why it is important for the chairperson to monitor the participation of those involved in a meeting.

[Approximate word count: 20 words]

Assessor Instructions: Students must explain the importance of the chairperson in a meeting. Student responses may include the following examples or similar.

So that there is an opportunity for everyone to speak and so the meeting is not dominated by specific individuals.

Question 12

When chairing, describe how you could manage someone dominating the meeting.

[Approximate word count: 20-50 words]

Assessor Instructions: Students must describe how they would manage someone dominating the meeting. Student responses may include the following examples or similar.

- Interrupt the person tactfully and summarise their point of view.
- Ask if anyone else has an opinion on this point of view.
- Acknowledge the person's knowledge of the topic and ask the person to allow others to contribute.

Question 13

When chairing, describe how you could manage someone too shy to contribute.

[Approximate word count: 50 words]

Assessor Instructions: Students must describe how they would encourage a shy person to participate in meetings. Student responses may include the following examples or similar.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

ASSESSOR GUIDE BSBTWK503 Manage Meetings

- Directly address the person with a specific question, such as: 'You were telling me about your idea last week; can you share it with all of us?'
- Ask them in advance of the meeting what you will require them to contribute so they have time to prepare an answer.
- Check with them that they agree. Be aware that some people prefer to sit quietly and not contribute as long as they are acknowledged.

Question 14

When chairing, briefly discuss how you would manage two people having a private conversation within a meeting.

[Approximate word count: 50 words]

Assessor Instructions: Students must discuss how they would manage a private conversation in a meeting.

Student responses may include the following examples or similar.

- Pause a bit longer than usual before you make your next point. The silence may cause the two people to stop talking.
- Mention their names and ask them to please adhere to ground rules and only one speaker at a time – also, ask them to share if it is something relevant to the meeting or that others can benefit from.
- Be humorous and say, 'You two must have some good ideas; do you want to share them with the group?'

Question 15

Creating good meeting dynamics is essential to the success of any meeting. Explain each of the dynamic meeting roles in the table below and provide an example for each.

[Approximate word count: 50-100 words]

Assessor Instructions: Students must explain the following dynamic meeting roles and provide one example of each.

Student responses may include the following examples or similar.

Maintenance roles	Maintenance roles in meetings help to create a supportive atmosphere often needed in tense situations. An example of a maintenance role is the gatekeeper. Someone who can jump in when the conversation is being monopolised or when they recognise a group member is too shy to speak up.
Task roles	Task roles are actions by meeting participants to help get the meeting moving. An example of a task role is a consensus tester. This is someone who checks with the group to see if more discussion is needed before moving on to the next task.
Hindering roles	Hindering Roles are actions by group participants that are detrimental to the meeting. An example of a hindering role is unfocused. Someone who is not participating and not present for the meeting. Or having side conversations that undermine the speaker

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

ASSESSOR GUIDE BSBTWK503 Manage Meetings

Page 10 of 13

Question 16

Describe how each of the following dynamics can impact the progress of a meeting.

[Approximate word count: 50-100 words]

Assessor Instructions: Students must demonstrate knowledge of group dynamics and how certain behaviours, actions or situations can negatively or positively influence a group in a meeting. Student responses may include the following examples or similar.

<p>A participant likes to cause conflict.</p>	<p>This will affect the meeting negatively, as people may be frustrated, argue and waste time discussing something that is not relevant at that stage (i.e. not on the agenda). A lack of trust in the group may fester. Quieter people may withdraw completely to avoid further confrontation. A chairperson who lacks confidence may struggle to keep the meeting on track and defuse the conflict.</p>
<p>A participant has trouble speaking up and contributing.</p>	<p>The person may have great ideas that are not communicated and, therefore, cannot be voted on or implemented. This person's skills and knowledge may not be known to others; consequently, other participants may not draw the person into the discussion. They may not speak up if they have an issue that they want to address.</p>
<p>A participant withholds information as they do not like to 'share.'</p>	<p>Important information may not be presented, and mistakes may be made in future. Those participating may not have the 'full picture' of the issues being discussed. The person who avoids sharing information may feel they have more power than others.</p>

Question 17

For each meeting type below, describe how the meeting is held, when the meeting type would be best used (the advantages) and any challenges, issues or negatives with the type of meeting (the disadvantages).

[Approximate word count: 50-100 words]

Assessor Instructions: Students must describe how the following meetings are held and their advantages and disadvantages. Student responses may include the following examples or similar.

<p>Web/video conference</p>	
<p>How is this meeting held (i.e., how do you run it, what will you need)?</p>	<p>Attendees require access to a computer with appropriate video conferencing/web conferencing software and a suitable internet connection. Meeting attendees can share screens.</p>
<p>Advantages:</p>	<p>Best used when attendees are in multiple locations. For example, an organisation may have staff across many buildings, suburbs, states or even countries. Also handy for staff who work from home.</p>
<p>Disadvantages:</p>	<ul style="list-style-type: none"> • technology glitches • internet accessibility for those in remote areas or those with poor internet access <p>time differences may make it difficult to set up a good time.</p>

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

Teleconference	
How is this meeting held (i.e., how do you run it, what will you need)?	Attendees will join the meeting via a telephone connection. All attendees will need access to a phone, whether a landline, a mobile or use of an Internet telephone connection.
Advantages:	It can be relatively informal (people do not have to look their best, particularly those who work from home). Attendees can be anywhere as they are not locked to a computer or office.
Disadvantages:	<ul style="list-style-type: none"> • can be difficult if something needs to be shown or handed out unless people are at their computers • not as 'personal' as a web conference, where attendees can see each other and put faces to names (if first meeting with new people) • time differences may make it difficult to set up a good time • may not have an agenda • background noise if not in an office/quiet environment <p>sometimes difficult to coordinate discussion – people may talk over each other as there are no visual cues from others to recognise and respect</p>

Face-to-face meeting	
How is this meeting held (i.e., how do you run it, what will you need?)	Attendees will be together in the same room. Access to a quiet meeting area with tables and chairs will be needed. These meetings can range from formal to informal and may include catering depending on the duration.
Advantages:	Can share information easily and look at information as a group, which is more interactive and collaborative.
Disadvantages:	Some attendees may lack confidence when placed in groups and struggle to communicate/participate (therefore benefiting more from a web or teleconference approach). Not everyone can attend at the time and place due to location constraints or other commitments (therefore, other methods may be easier).

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

Assessment Checklist

Students must have completed the following in the spaces provided in this assessment.

Completed all 17 short answer questions.	<input type="checkbox"/>
--	--------------------------

Congratulations you have reached the end of Assessment 1

© 2020 Precision Group (Australia)

No part of this resource may be reproduced in any form or by any means, electronic or mechanical, including photocopying or recording, or by an information retrieval system without written permission from Precision Group (Australia). Legal action may be taken against any person who infringes their copyright through unauthorised copying.

These terms are subject to the conditions prescribed under the Australian Copyright Act 1968.

© UP Education Australia Pty Ltd 2024

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.

House of Learning (Provider Number 21583) ABN 21 144 869 634 trading as Colab.

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

ASSESSOR GUIDE BSBTWK503 Manage Meetings

Page 13 of 13