

Name:



BSBADM502

Manage Meetings

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Learner Workbook



Assessment Tool Definitions

Assessment Tool	How is it used? What is it?
Learner Workbook Activities (Entire completion is required)	Each student should be given a Learner Workbook which will hold several activities, both formative and summative, that all need to be completed in conjunction with the appropriate sessions. The PowerPoint, Learner Guide and instructor should provide further information to help with the activities.
Observation/Demonstration (To be completed for each numbered point as stated on the checklist)	An observation should be completed for each of the students by the instructor. If the tasks aren't everyday actions, a simulated environment is acceptable, or a demonstration can be set up. An observation checklist can be found at the end of this document.
Major Activity (Entire completion is required)	A Major Activity is a summative assessment and can be found in the Learner Workbook, after all the activities are completed. This is an extended piece of summative assessment which should take anywhere between 1-2 hours and every student should complete this work. It is a requirement for each unit to check knowledge and understanding.
Skills and Knowledge Activity (Entire completion is required)	A Skills and Knowledge Activity is a summative assessment and is found before the Major Activity in the Learner Workbook. This should take between 1-2 hours and every student should complete this work. It is a requirement for each unit to check knowledge and understanding of the foundation skills and knowledge evidence.
Third Party (To be completed for each numbered point as stated on the checklist)	A Third-Party checklist is very similar to an Observation Checklist in its format but it can be completed by someone who works with the learner and has witnessed them completing tasks which coincide with the elements of the unit. The checklist can be found at the end of this document.
Case Study (Entire completion is required)	Not all units will have Case Studies but those that do will be clearly stated within the PowerPoint and the Learner Workbook. It will appear as any other activity, but it will be named 'Case Study' and will provide an example of a possible real-life situation for the learner to read, interpret and then answer questions on.
Learner Guide (To be used as an informational guide)	The Learner Guide links with the Learner Workbook as it provides the information given during sessions and more. It can help students to further their knowledge and to also complete the activities.
Evidence Document (Not a necessity for completion of unit but can be used as an aid or to collect further evidence)	The Evidence Document lists all the Elements and Performance Criteria with an area for written reports etc, to add evidence to the student's portfolio. It can be used for any of the performance criteria, especially those which may not have been covered by any other assessment tool. The student can circle several the criteria that they may feel they need further evidence of or it can be used as a guide for completing further Observations and Third-Party reports.



8. Conduct meetings: Did the learner demonstrate that they could ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues?			
9. Conduct meetings: Did the learner demonstrate that they could brief minute-taker on method for recording meeting notes in accordance with organizational requirements and conventions for type of meeting?			
10. Follow up meetings: Did the learner demonstrate that they could check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organizational procedures and meeting conventions?			
11. Follow up meetings: Did the learner demonstrate that they could distribute and store minutes and other follow-up documentation within designated timelines, and according to organizational requirements?			
12. Follow up meetings: Did the learner demonstrate that they could report outcomes of meetings as required, within designated timelines?			
The candidate's performance was	Not Satisfactory	Satisfactory	
Further Comments: 			
Candidate's Signature			
Assessor/Observer's Signature			



1. Forming

In this stage, most colleagues are positive and amenable. Some are restless, as they haven't completely perceived what work the group will do. Others are just amped up for the assignment ahead.

As pioneer, you assume a prevailing part at this stage, since colleagues' jobs and obligations aren't clear. This stage can keep going for quite a while, as individuals begin to cooperate, and as they put forth an attempt to become acquainted with their new associates.

2. Storming

Next, the group moves into the storming stage, where individuals begin to push against the limits set up in the framing stage. This is where numerous groups fizzle.

Storming regularly begins where there is a contention between colleagues' characteristic working styles. Individuals may work in various manners for a wide range of reasons yet, on the off chance that varying working styles cause unanticipated issues, they may get baffled.

3. Norming

Bit by bit, the group moves into the norming stage. This is when individuals begin to determine their disparities, value associates' qualities, and regard your position as a pioneer.

Since your colleagues know each other better, they may mingle together, and they can approach each other for help and give useful criticism. Individuals build up a more grounded posture to the group objective, and you begin to see great improvement towards it.

4. Performing

The group arrives at the performing stage, when difficult work leads, without erosion, to the accomplishment of the group's objective. The structures and cycles that you have set up help this well.

As pioneer, you can assign a lot of your work, and you can focus on creating colleagues. It feels simple to be essential for the group at this stage, and individuals who join or leave won't disturb execution.



Activity3C

Estimated Time	10 Minutes
Objective	To provide you with an opportunity to Report outcomes of meetings as required, within designated timelines
Activity	How should you maintain electronic data on computer? ➤ Reorganizing storage ➤ Access controls ➤ Naming convention ➤ Version Rules ➤ Disposal Management ➤ Data cleansing National Records of Scotland Web Team (2013). <i>Simple Ways to Improve How You Manage Your Electronic Records</i> National Records of Scotland. [online] Nrsotland.gov.uk. Available at: https://www.nrsotland.gov.uk/record-keeping/electronic-records-management/simple-ways-to-improve-how-you-manage-your-electronic-records. If your computer storage capacity is exhausted, what should you do? <i>Below are the steps for working on storage capacity in a computer:</i> ➤ Empty your trash ➤ Dump your download folder ➤ Eliminate one-time files ➤ Clean up your cloud storage ➤ Audit your entire computer



➤ Archive onto an external drive

Pullen, J.P. (n.d.). *Here's What to Do When Your Computer Runs Out of Space*. [online] TIME.com. Available at: <https://time.com/collection-post/3680964/computer-out-space/> [Accessed 24 Oct. 2020].

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