# Task 1 – Knowledge Assessment Test

## Criteria

### Unit code, name and release number

MSMSUP106 - Work in a team (2)

### Qualification/Course code, name and release number

MSF31113 - Certificate III in Cabinet Making (6)

## Student details

### Student number

### Student name

## Assessment Declaration

* This assessment is my original work and no part of it has been copied from any other source except where due acknowledgement is made.
* No part of this assessment has been written for me by any other person except where such collaboration has been authorised by the assessor concerned.
* I understand that plagiarism is the presentation of the work, idea or creation of another person as though it is your own. Plagiarism occurs when the origin of the material used is not appropriately cited. No part of this assessment is plagiarised.

### Student signature and Date

Version: *1.0*

Date created: *6 July 2018*

Date modified: *02/04/2019*

For queries, please contact:

*Innovative Manufacturing, Robotics and Science SkillsPoint*

*TAFE NSW*

*98 Parry Street*

*Newcastle West*

*NSW 2302*

© 2018 TAFE NSW, Sydney  
RTO Provider Number 90003 | CRICOS Provider Code: 00591E

This assessment can be found on the [Learning Bank](https://share.tafensw.edu.au/share/access/searching.do?doc=%3Cxml%2F%3E&in=P7ac4831b-430a-4b8d-8b56-f7b32ed5b9cf&q=&type=standard&sort=rank&dr=AFTER)

The contents in this document is copyright © TAFE NSW 2018, and should not be reproduced without the permission of the TAFE NSW. Information contained in this document is correct at time of printing: 2 April 2019 For current information please refer to our website or your teacher as appropriate.

## Assessment instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Assessment overview** | The objective of this assessment is to assess your knowledge as would be required to organise own activities within a team to fit with work schedules and to meet operational guidelines. This unit applies to team members who are required to use interpersonal and communication skills to plan, organise and complete their work activities according to instructions and with limited discretionary powers. |
| **Assessment Event number** | 1 of 2 |
| **Instructions for this assessment** | This is a written assessment and it will be assessing you on your knowledge of the unit.  This assessment is in 4 parts:   1. Multiple choice questions 2. True or False questions 3. Short answer questions 4. Assessment feedback |
| **Submission instructions** | On completion of this assessment, you are required to upload it or hand it to your trainer for marking.  It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment. |
| **What do I need to do to achieve a satisfactory result?** | To achieve a satisfactory result for this assessment all questions must be answered correctly. |
| **What do I need to provide?** | Pen, USB flash drive to store and download files, A4 folder and paper. |
| **Due date/time allowed** | 60 minutes |
| **Assessment feedback, review or appeals** | Appeals are addressed in accordance with [Assessment Guidelines for TAFE NSW](https://staff.tafensw.edu.au/documents/2017/11/assessment-guidelines-v02.pdf/). |

## Part 1: Multiple choice

Read the question and each answer carefully. Put an X in the table next to your chosen answer.

* 1. Which of the following activities would normally require you to keep a record (select all that apply).

Table 2 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Your start and finish time for the day |  |
| 1. The distance you travelled from your home to your work place. |  |
| 1. A risk assessment for a project |  |
| 1. Written notes from a safety meeting |  |

* 1. When communicating with a team member, the sender is providing a message for whom?

Table 3 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. The medium |  |
| 1. The receiver |  |
| 1. The speaker |  |
| 1. All of the above |  |

* 1. Which of the following are physical barriers to communications with team members? (Select all that apply).

Table 4 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Noisy workplace |  |
| 1. Laziness |  |
| 1. Language differences |  |
| 1. Disabilities like poor hearing and eyesight |  |

* 1. Which of the following would be non-verbal communications with other team members? (Select all that apply).

Table 5 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Telephone conversation |  |
| 1. Face to face instruction |  |
| 1. Written report |  |
| 1. A change in a facial expression |  |

* 1. Which of the following best describes paraphrasing what you have heard from a team member?

Table 6 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Changing the content of the information that has been provided |  |
| 1. Reading a message back to the team member word for word |  |
| 1. Your own version of the information that has been provided |  |
| 1. Making your team member’s story sound better |  |

* 1. When communicating with team members, giving and receiving feedback is important because? (select all that apply)

Table 7 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. It clarifies any un-certain information |  |
| 1. Giving negative feedback can make me feel better |  |
| 1. Feedback can be used to dominate the conversation |  |
| 1. It helps to develop a positive vibe between the sender and receiver |  |

* 1. Communications techniques that promote good teamwork include: (Select all that apply)

Table 8 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Open discussion of any problems |  |
| 1. Negative comments towards other team members |  |
| 1. Decisions that are made by the whole group |  |
| 1. A positive approach |  |

* 1. You urgently need to ask a team member a question, however they are half way through making a cut on a panel saw. How would you approach this person and get their attention?

Table 9 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Approach them from behind and grab the person on the shoulder. |  |
| 1. Shout out their name across the factory. |  |
| 1. Wait until they have stopped cutting and approach them from the side or front. |  |
| 1. Approach them from behind and shout their name. |  |

* 1. Which of the following show examples of where it is OK to seek assistance or advice from other team members? (Select all that apply)

Table 10 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. You have found that power tool has a cut in the cord. You are under pressure to complete the task and the power tool still works. |  |
| 1. You have been asked to sweep up the factory and you can’t remember where you last left the broom. |  |
| 1. You have been asked to move a cabinet that weighs more than 50kg. |  |
| 1. You have been asked to move 100 boxes of screws that weigh about 5kg each. You have access to a small trolley. |  |

* 1. Which of the following listening techniques promote good teamwork? (Select all that apply)

Table 11 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Reading your phone messages during a team meeting. |  |
| 1. Asking questions while being instructed on how to use a machine. |  |
| 1. Repeating the information back to the other person. |  |
| 1. Having a private conversation with another team member during a team meeting. |  |

* 1. Which of the following questioning techniques promote good teamwork? (Select all that apply)

Table 12 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Using open questions when starting a conversation. |  |
| 1. Testing the other person’s understanding. |  |
| 1. Using an aggressive voice tone. |  |
| 1. Using closed questions when ending a conversation. |  |

## Part 2: True or false

Read the questions, then write **True** or **False** in the space provided.

Table 13 True or false

| Question | Write *True* or *False* |
| --- | --- |
| 2.1 When listening to instructions from another team member, it is rude for you to use body language like nodding your head and verbal comments like “yes” and “OK”. |  |
| 2.2 If a supervisor provides you with an instruction that you don’t understand, You shouldn’t repeat the instruction back to them in case you get into trouble. |  |
| 2.3 An annual review of your team’s work performance is an organisational work standard. |  |
| 2.4 How you treat your other team members at work is an organisational work standard. |  |
| 2.5 As full time employees, the minimum hours you and your team members have to work each week is an organisational work standard. |  |
| 2.6 A list of your team’s responsibilities at work is an organisational work standard. |  |

## Part 3: Short answer

Read each question carefully. **Note:** Some of your answers require a minimum word count.

* 1. Your workplace will have teams of employees, who have set tasks that they complete as a group. Name three tasks in your workplace that you would normally complete, with the help of at least one other person?

1.

2.

3.

* 1. Using the three group tasks that you have listed above in question 3.1, briefly state what your role is in each task.

(Between *40 to 100 words*)

* 1. Scenario – Roles of team members

You work in a kitchen factory that has a team which includes the following job descriptions:

* Team members who work in the factory and on job sites, including:
  + Trades people and a 1st year apprentice
* A team leader who works in the factory and the office
* A supervisor who works mostly in the office

Correctly place the following job roles next to each of the job descriptions.

|  |  |
| --- | --- |
| Job roles: |  |
| * Design and control the production flow in the factory * Tail out on a machine * Install a kitchen * Report problems to the Supervisor * Assemble a stack of drawers | * Set-up and maintain machines * Review the performance of the team * Work with and provide instructions to an apprentice * Clean out cabinets in readiness for delivery to the customer |
| **Job description** | **Job roles** |
| 1st year Apprentice |  |
| Trades person |  |
| Team leader |  |
| Supervisor |  |

* 1. Your team leader has given you the following tasks to complete by the end of the day:

1. Assemble a stack of approximately 100 drawer boxes.
2. Deliver a replacement kitchen door panel to one of the work sites. They don’t need this panel until tomorrow, so this can be done at any time today.
3. Check all of the factory work stations and see if your fellow workers need any additional hardware (screws, hinges etc.). If needed, re-fill their storage boxes with new hardware.

List these tasks in order of priority (don’t re-write them in full, just use a, b and c). State why you made the choice for each priority and how your choices would affect other team members.

(Between 40 to 100 words)

* 1. Read the following scenario for breaking down a work activity:

You have been asked to write a breakdown of a work instruction, for a new team member. This will be based on machining up a piece of solid timber for a project to its final length, width and thickness. A breakdown of this task normally involves six steps, using the following three machines; a panel saw, a jointer and a thicknesser.

Your breakdown must list a summary of the six steps, in the correct order. Your answer must include the machines used and a description of the process for each step. Use the FEWTEL process as a guide for your answer.

(Between *40 to 100 words*)

## Part 4: Assessment Feedback

*NOTE: This section* ***must*** *have the assessor signature and student signature to complete the feedback.*

### Assessment outcome

Satisfactory

Unsatisfactory

### Assessor Feedback

Was the assessment event successfully completed?

If no, was the resubmission/re-assessment successfully completed?

Was reasonable adjustment in place for this assessment event?  
*If yes, ensure it is detailed on the assessment document.*

Comments:

### Assessor name, signature and date:

### Student acknowledgement of assessment outcome

Would you like to make any comments about this assessment?

### Student name, signature and date

***NOTE: Make sure you have written your name at the bottom of each page of your submission before attaching the cover sheet and submitting to your assessor for marking.***