



BSBPMG430

# Undertake project work

## Assessment 3 of 5

### Project



## Assessment Instructions

### Task overview

This assessment task is divided into two [2] activities. Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Project Plan (from Assessment 2)



## 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.

### Case Study

John Lewis, the Studio Manager scheduled a project planning meeting with the project team to discuss the finer details and get approval.

Below is the meeting agenda:

PROJECT PLANNING MEETING AGENDA		
<b>Attendees:</b> Jackie Spade (played by the student), Lionel Boyle, Marketing Manager Lena Brown, Marketing Specialist John Lewis, Studio Manager		
<b>Apologies:</b> Leah Farrell, Marketing Specialist (on annual leave)		
<b>Meeting objectives:</b> To discuss the upcoming charity event and finalise the project plan.		
<b>Meeting agenda:</b>		
Topic	Presenter	Time
Overview of the project		5 minutes
Details of the draft project plan section by section		15 minutes
Ideas for activities on the night and fundraising		5 minutes
Roles and responsibilities		5 minutes
Confirm plan requirements		5 minutes
Gain approvals from John Lewis		5 minutes

### Activity 1

You need to participate in the meeting to discuss the draft project plan with the project team.

During the meeting you will need to:

- present and discuss all components of the draft project plan
- provide an overview of the purpose of the project, explaining how the project meets organisational objectives and aligns with related projects
- provide an overview of each section of the plan
- use consultative techniques to allow the project team to be engaged and express their ideas
- explain your roles and responsibilities, and the project teams' roles and responsibilities clearly
- collaborate with the team to finalise roles, activities, timelines and the budget

- use effective negotiation skills to decide on final roles, activities, timelines and the budget
- seek clarity from John Lewis when issues arise during the meeting.
- use effective listening and questioning skills to seek information, clarify information and confirm understanding
- ask for final approval of the budget and plan from John Lewis
- provide appropriate support to project team members throughout the meeting
- use open body language and clear verbal communication throughout the meeting
- adhere to relevant organisational and legislative requirements throughout the meeting.

You must take down brief notes of what is being discussed.

**Meeting notes:**

<<Insert your meeting notes here>>

**Assessor instructions:** Students must run the meeting to a satisfactory standard as outlined in the observation checklist document.

**Role play instructions**

In this task, you will participate in a role/play meeting with three (3) others. These may be sourced using one of the following options:

1. peers who you are already working with, in the industry your qualification relates to.
2. fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

The role play/meeting must not exceed 40 minutes in duration and must address all elements of the Observation Checklist below.

If you are unable to find participants to play the role of the other team members, contact your assessor via the Discussion Forum who will discuss options for pairing up with other students to complete this task.

**Option 1: Peer participants**

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peers will need to state their name and job title at the start of the recording to inform consent.

## Option 2: Fellow student participants

Fellow students participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

Students will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

### Participants' briefing instructions:

#### John Lewis, Studio Manager:

Topic	Your thoughts, questions and responses during the meeting
Overview of the project	You are impressed with the work Jackie Spade (the student) has put in. Explain to the team that Beyond Blue is an amazing charity, so it will be fantastic if we can raise some much-needed funds for them.
Details of project plan section by section	Tell Jackie Spade (the student) that an additional \$2000 has been approved by the chief financial officer.
Ideas for activities on the night and fundraising	You would like to know the team's thoughts on whether or not it should be an alcohol-free event. Tell the team you think they should aim to get at least \$25,000 worth of prizes donated to the raffle from local businesses. You think there should be 150 tickets sold at \$100 per ticket.
Roles and responsibilities	You are happy to step in if anyone is falling behind. You would like to be involved in helping to get local business donations for the raffle/auction. You must approve all major changes.
Confirm plan requirements	You estimate that around 20 volunteer staff will be needed to manage the event on the day.
Gain approvals from John Lewis	Tell Jackie Spade (the student) that the plan is approved on the provision that the \$32,000 budget (for expenses) is not exceeded. Recommend that they budget up to \$30,000 to allow for a surplus of \$2000 in case any unforeseen expenses occur.
Additional information:	Should any issues arise or conflicts occur during the meeting, you must step in and have the final say as John Lewis.

**Note on demeanour:** You do have the final say, but don't take the role too far! In any role-play, aggressive behaviour is not acceptable.

**Lionel Boyle, Marketing Manager:**

You must bring the following DJ quotes with you to the meeting:

DJ ABC	4 Hours of mixed music, sound equipment provided	\$400
DJ Groover	4 Hours of mixed music Equipment provided: <ul style="list-style-type: none"> <li>• Sound</li> <li>• Lighting</li> <li>• Smoke machine</li> </ul>	\$1000
DJ Maximus	4 Hours of mixed music Equipment provided: <ul style="list-style-type: none"> <li>• Sound</li> <li>• Lighting</li> <li>• Smoke machine</li> <li>• Microphone</li> </ul>	\$800

Topic	Your thoughts, questions and responses during the meeting
Overview of the project	You are impressed with the work the student has put in. Ask Jackie Spade [the student]: How does this relate to other projects?
Details of project plan section by section	Give Jackie Spade [the student] the DJ quotes you obtained.
Ideas for activities on the night and fundraising	Tell Jackie Spade [the student] you think it would be cool if there was a dancing show considering the event is a dinner dance. Perhaps they could be: <ul style="list-style-type: none"> <li>▪ Samba dancers</li> <li>▪ Belly dancers</li> <li>▪ Ballroom dancers</li> </ul> You think there should be 150 tickets sold at \$100 per ticket.
Roles and responsibilities	You are happy to organise staff volunteers. You are happy to organise guest speakers.
Confirm plan requirements	Ask Jackie Spade [the student] to clarify your role and responsibilities one more time so you are clear.
Gain approvals from John Lewis	

**Note on demeanour:** You do need to negotiate the tasks you will be doing, but don't take the role too far! In any role-play, aggressive behaviour is not acceptable.

**Lena Brown, Marketing Specialist:**

You must bring the following prize donations that you have secured with you to the meeting:

<i>Prize details</i>	<i>Company who donated</i>	<i>Value</i>
<i>7 nights in Vietnam Flights + Accommodation</i>	<i>Holiday Plus</i>	<i>\$5000</i>
<i>5 Nights on the Gold Coast Flights + Accommodation</i>	<i>Dream Makers</i>	<i>\$2000</i>
<i>Movie tickets X2 Gold Class</i>	<i>Movie Magic</i>	<i>\$100</i>
<i>His and Hers fishing rod set</i>	<i>Fred's Fishing company</i>	<i>\$150</i>
<i>\$1000 Gift voucher to spend in store</i>	<i>JJ's homewares</i>	<i>\$1000</i>

<b>Topic</b>	<b>Your thoughts, questions and responses during the meeting</b>
Overview of the project	You are impressed with the work Jackie Spade [the student] has put in. Ask Jackie Spade [the student]: What does Beyond Blue do?
Details of project plan section by section	Give Jackie Spade [the student] the prize information you obtained.
Ideas for activities on the night and fundraising	When Role-player 2 [Lionel Boyle] suggests dancers, say that you think there isn't enough time for dance performers. Tell the project team that you think it would be good to focus more time on the auction. Tell the project team you think it would be good to have special guests speak [people who have benefited from Beyond Blue services.] You think there should be 150 tickets sold at \$50 per ticket
Roles and responsibilities	You are happy to look after marketing and ticket sales. You do not want to organise the staff volunteers.
Confirm plan requirements	Ask Jackie Spade [the student] if they can help you with planning out all of your tasks.

Gain approvals from John Lewis
--------------------------------

**Note on demeanour:** You do need to negotiate the tasks you will be doing, but don't take the role too far! Aggressive behaviour is not acceptable in any role-play.

### Recording instructions

Your role play must be recorded with all participants captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

*"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."*

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

### ASSESSOR OBSERVATION CHECKLIST: Assessment 3, Activity 1

Students are required to upload a video of themselves, and three [3] others engaged in a short meeting.

The participants must be fully briefed as outlined in the role play instructions.

The meeting should be a maximum of 40 minutes.

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY YES / NO	ASSESSOR COMMENTS
----------	--------------------------	-------------------

#### Task checklist

Did the student submit notes from the meeting?			
Did the student provide an overview of the purpose of the project explaining how the project meets organisational objectives and aligns with related projects?			
Did the student provide an overview of each section of the plan?			
Did the student explain their roles and responsibilities, and			



the project teams' roles and responsibilities clearly?				
Did the student collaborate with the team to finalise roles, activities, timelines and the budget?				
Did the student clarify with John Lewis when issues arise during the meeting?				
Did the student ask for final approval of the budget and plan from John Lewis?				
Did the student provide appropriate support to project team members throughout the meeting?				
<b>Skills checklist</b>				
Did the student use consultative techniques to allow the project team to be engaged and express their ideas?				
Did the student use effective negotiation skills to decide on final roles, activities, timelines and the budget?				
Did the student use effective listening and questioning skills to seek information, clarify information and confirm understanding?				
Did the student use open body language and clear verbal communication throughout the meeting?				



**Assessment checklist:**

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

Assessment 3		
1	Activity 1	<input type="checkbox"/>
2	Activity 2	<input type="checkbox"/>



**Congratulations you have reached the end of Assessment 3!**

© RTO Advice Group Pty. Ltd. as trustee for RTO Trust [ABN 88 135 497 867] t/a Eduworks Resources 2021  
Reproduced and modified under license by UP Education Online Pty Ltd.

© UP Education Online Pty Ltd 2021

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.