BSBPMG534
ASSESSOR GUIDE

MANAGE PROJECT HUMAN RESOURCES

Assessment 3 of 7

Project

Version 1

Assessment Instructions (general)

Task overview

This assessment task consists of four parts:

- Part A: Prepare for and facilitate a training session for project team members (project and assessor observation)
- Part B: Measure performance of project team members (project)
- Part C: Internal and external influences on the project (project)
- Part D: Work with team members to improve performance (role-play observation)

Read the case study and complete each part.

Additional resources and supporting documents

To complete this assessment, you will need:

- CBSA Session plan (attached)
- CBSA Feedback form (attached)
- CBSA Communication policy and procedure (available via the CBSA website)

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:

a. the processes for conducting the assessment (e.g. allowing additional time)
b. 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.

Task instructions (for the student) Part A: Prepare for and facilitate a training session for project team members

Case study: You are working as a Project Manager for CBSA. You are aware that members of the project team have not worked together before. As the project has a very short life cycle and people will be working flexibly, the chance of the team getting together for team meetings may be difficult. You have already decided you will discuss the progress of each team member on a weekly basis with them individually rather than as a whole team.

You feel there is a need right at the beginning of the project to get the team together just once so they at least know who they will be working with over the project life. You have decided to hold a team-building session.

The role-play participants include:

- Sam, the university graduate
- Another team member identified in your HR plan.

Complete the following steps to prepare and deliver the team-building session.

Steps

1. Complete the **CBSA e-mail** template to write an e-mail to the project team asking them to attend a training-building session, including the reasons why you think it is necessary.

To:	
From:	
Date/time:	
Subject	

Salutation

E-mail body

Student name

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

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2. Complete the **CBSA session plan** (attachment) to prepare for your training and development team-building session. Your session plan will need to:

    - Be of a duration of no more than 30 minutes
    - Include a team-building activity of your choice
    - Outline the purpose and desired outcome of the training

3. Prepare an after-training session feedback form using the **CBSA feedback form** template (attachment). Add four to five questions to the feedback form that will be used to seek feedback about your communication skills and session content. The feedback form will be used in task 4.
4. Deliver your training session to the two team members. You must follow the role play instructions and submit video evidence of your training session.

Role play instructions

The role-play/meeting must include at least two (2) participant/s, must not exceed 30 minutes duration and must address all elements of the Observation Checklist below.

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

1. Peer/s who you are already working with, in the industry your qualification relates to.
2. Fellow student/s who will play the role of a team member. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find a participant/s to play the role of the other team member/s, contact your assessor via the Discussion Forum, who will discuss options for pairing up with another student/s to complete this task.

Option 1: Peer/s participant

Should you complete this task with your Peer/s, you must fully brief all participant/s, 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.

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

Option 2: Fellow student/s participant

Fellow student/s 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.

Student/s 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.

Recording instructions

Your role play must be recorded with all participant/s 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 participant/s 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.

During your training session, you must:

- Introduce yourself and the rest of the team to each other
- Follow your session plan that you developed in step 2
- Ask the team member to provide feedback by filling out the feedback forms you developed in step 3.

You will submit video evidence of your training session. Your assessor will review the video evidence and observe your skills to facilitate training, including:

- Introduced yourself and the rest of the group to each other
- outlined the purpose and desired outcome of the training
- directed the group on how to undertake the training exercise
- asked the group at the end of the session to complete the survey form
- communicated effectively with the group by:
    - using a style and method appropriate to the group – collegial, respectful, business-like but friendly
    - demonstrating effective non-verbal communication such as making eye contact, nodding head in response to a comment by staff, removing any barriers or distractions to learning such as crossing arms or scratching head
    - speaking clearly and concisely
    - asking open and/or closed questions to elicit views and opinions of others and to check understanding
    - acknowledging and responding to questions as required with concise answers, for instance: 'That is a really good question – I think that...'
    - using active listening techniques such as body language (nod of the head, eye contact, tone of voice), saying things like 'yes'; 'I see', 'mmm'
    - paraphrasing to confirm understanding of questions asked or comments made as appropriate, for example: 'If I understand you correctly, you think that...'
- duration was less than 30 minutes

Submission instructions

Submit your assessment, attachment and video recording via the LMS.

Assessor instructions Part A: Prepare for and facilitate a training session for project team members

Purpose of task

The purpose of this task is for students to demonstrate they can prepare to conduct and implement a group/team training session to meet project team member learning and development needs.

Guidance to the assessor about the task

There is no submission due date for this task. Students may submit this task when they are ready.

Planning for the training

The student will submit their planning and preparation (e-mail and session plan) ***after*** *facilitating the training session.*

The student must write an e-mail requesting team members to attend the training. An example is provided, and accept variations of the following.

To:	*James Hanson (james.hanson@cbsa.com.au); Tina Yates (tina.yates@cbsa.com.au); Sam Tailor (sam.tailor@cbsa.com.au)*
From:	*Zane O'Brien (zane.obrien@cbsa.com.au)*
Date/time:	*Wednesday 5.05 p.m.*
Subject:	*Team building*

Hi all

Since we have not worked together previously, and Sam (the university graduate in the graduate program for this coming year) is new to CBSA, I would like to run a group training and development session on team building for our project.

I envisage this to occur next week, at [the time as arranged by the assessor and student]. It will only be for 30 minutes or so.

I look forward to seeing you there.

Cheers,

Zane O'Brien

Website Design 3D pot making venture for Create Pots – Human Resources Consultant

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

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Role-play participants

The student will role-play Zane O'Brien, Human Resources Consultant, who will facilitate the session

Two other students (or other suitable persons/assessors) will role-play the other two team members identified in the student's HR plan.

Role-play team members

The team members are to:

- *Follow the instructions of the project manager (student)*
- *Fill out the survey form at the end of the session*

***The student** must facilitate a training session including:*

- *introducing themselves and the rest of the group to each other*
- *outlining the purpose and desired outcome of the training*
- *directing the group on how to undertake the training exercise*
- *asking the group at the end of the session to complete the survey form*
- *communicating effectively with the group by:*
  - *using a style and method appropriate to the group – collegial, respectful, business-like but friendly*
  - *demonstrating effective non-verbal communication such as making eye contact, nodding head in response to a comment by staff, removing any barriers or distractions to learning such as crossing arms or scratching head*
  - *speaking clearly and concisely*
  - *ask open and/or closed questions to elicit views and opinions of others and to check understanding*
  - *acknowledge and respond to questions as required with concise answers, for instance: 'That is a really good question – I think that…'*
  - *use active listening techniques such as body language (nod of the head, eye contact, tone of voice), saying things like 'yes'; 'I see', 'mmm'*
  - *paraphrasing to confirm understanding of questions asked or comments made as appropriate, for example: 'If I understand you correctly, you think that…'*

The student will submit video evidence of their training session. You must watch the video and complete the observation checklist.

Review all evidence and mark using the assessment checklist and assessment marking criteria.

Marking criteria Part A: Prepare for and facilitate a training session for project team members

Assessment submission checklist

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

1.	E-mail to project team using CBSA template	☐
2.	CBSA session plan	☐
3.	CBSA feedback form	☐
4.	Video evidence of the training session being delivered to two team members	☐

Assessment marking criteria

Assessor instructions: All sections must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

MARKING CRITERIA		Satisfactory [S]	Not Yet Satisfactory [NYS]
1.	The student has submitted an **e-mail to project team members** and includes: • correct e-mail format using the CBSA e-mail template • correct terminology • appropriate language for the communication • specific to outline the purpose of the communication • specific and clear about the action to be taken	☐ S	☐ NYS
2.	The student has submitted a CBSA session plan, and includes team building activity, duration of less than 30 minutes and outcomes of training	☐ S	☐ NYS
3.	The student submitted a **CBSA feedback form** and completed all fields plus: • 4 to 5 questions to seek feedback about communication skills and session content	☐ S	☐ NYS

Observation checklist

The assessor observed the student's skills and satisfactorily (S) covered the following criteria or not yet satisfactory (NYS) and requires re-assessment.

MARKING CRITERIA / OBSERVATION CHECKLIST **[To be completed by the Assessor when they watch the video or observe the assessment in real-time as they conduct the assessment]**		Satisfactory [S]	Not Yet Satisfactory [NYS]
4.	The student submitted evidence of a training session, delivered to two team members for a duration of less than 30 minutes and:	☐	☐
	• Introduced themselves and the rest of the team to each other	☐	☐
	• outlined the purpose and desired outcome of the training	☐	☐
	• directed the group on how to undertake the training exercise	☐	☐
	• communicated effectively with the group by:	☐	☐
	○ using a style and method appropriate to the group – collegial, respectful, business-like but friendly	☐	☐
	○ demonstrating effective non-verbal communication such as making eye contact, nodding head in response to a comment by staff, removing any barriers or distractions to learning such as crossing arms or scratching head	☐	☐

	○ speaking clearly and concisely	☐	☐
	○ acknowledging and responding to questions as required with concise answers, for instance: 'That is a really good question – I think that…'	☐	☐
	○ asking open and/or closed questions to elicit views and opinions of others and to check understanding	☐	☐
	○ using active listening techniques such as body language (nod of the head, eye contact, tone of voice), saying things like 'yes'; 'I see', 'mmm'	☐	☐
	○ paraphrasing to confirm understanding of questions asked or comments made as appropriate, for example: 'If I understand you correctly, you think that…'	☐	☐
	• Followed session plan developed in step 2	☐	☐
	• asked the group at the end of the session to complete the survey form	☐	☐

Task instructions [for the student] Part B: Measuring performance of project team members

You are required to measure each team members' individual performance against the agreed key performance criteria, action any under or poor performance and put in place processes to improve the individual's performance and overall project effectiveness.

Case study:

You are now about halfway into the project, and it is time for the team and individual performance appraisals. The following has occurred to date:

- The client has provided verbal feedback and is impressed with the way the two CBSA team members have discussed CreatePots needs in relation to the website design.
- Sam has participated willingly in all coaching sessions with James.
- Each part of the project allocated to team members has been completed as outlined in the schedule.
- All work has been completed by the team to a high standard.
- Tina started off well responding to communication from team members, but of late is leaving responses to the very last minute.
- James often still withdraws into himself to complete his task and is oblivious to other team members around him.
- James is finding it difficult to reschedule his work times for the project and his departmental work requirements.
- Sam does not always turn up on time to work activities when scheduled.

Complete the following steps.

Steps

Based on the case study information.

1. Measure and document the performance of the project team and the individuals within the project team against the KPIs agreed to as outlined in the e-mail from Zane at the beginning of the project
2. Identify any areas of underperformance or conflict that need to be addressed to ensure they do not impact the project being completed on time and in full.
3. Clearly set out in step format what action will be taken to address the gaps, issues or potential conflict

Submission instructions

Submit your assessment via the LMS.

Assessor instructions Part B: Measuring performance of project team members

Purpose of task

The purpose of this task is for students to demonstrate they can measure the performance of the team against set criteria, identify gaps and potential issues that might occur and take steps to address the gaps and potential issues identified.

Guidance to the assessor about the task

There is no submission due date for this task. Students may submit this task when they are ready.

The student is to:

- *Document the performance of the team and the performance of the individual team members against the KPIs in the HR plan*
- *Use a relevant approach to evaluating performance, such as the example given (note this is not all the KPIs as listed in the e-mail). The table could be duplicated for team KPIs.*

  Accept variations of the following example

Team Member	Tina Yates	
KPI	**Evaluation**	**Description**
Communicates proactively with team members	*Outdid expectations*	*exceptional trusting and working relationship with other team members*
	Good	*proactively engaged with other team members*
	Acceptable	*engaged reactively with other team members*
	Poor	*rarely engaged with other team members*
Engaged with project manager	*Outdid expectations*	*exceptional trusting and working relationship and proactive attitudes with project manager*
	Good	*proactively engaged with project manager*
	Acceptable	*engaged reactively with project manager*
	Poor	*rarely engaged with project manager*
Project tasks organised and completed on time with schedule	*Outdid expectations*	*delays to work tasks non-existent; excellent task organisation*
	Good	*organisation of tasks well executed; third party rarely affected by uncompleted tasks*
	Acceptable	*third party sometimes affected by poor organisation of tasks*
	Poor	*third party tasks heavily affected and regularly affected by disorganised delivery of task completion*

- *Identify any gaps, issues or potential conflict related to performance that may impede effective completion of the project.*

  The student is to identify gaps in the team member and team performance. An example is given. Accept variations of the following:

  Tina Yates has once again proven to be well organised and delivered tasks and work as needed according to schedule and to an accurate and high standard. Tina still needs to work on her team communication and engaging with project managers.

- *Clearly set out in step format* ***what action will be taken to address the gaps, issues or potential conflict***

The student is to identify the steps to take to address the gaps, issues or potential conflict. An example is given. Accept variations of the following:

- *I will speak with Tina and discuss the issue of effectively working with a team, especially if she wants to progress her career further in the organisation and take on the project or other managerial type roles herself.*
- *I will arrange with HR for Tina to attend an external workshop on working effectively in a team*
- *I will suggest Tina map out with HR a plan on how to meet small incremental steps in working in a team such as recognising the importance of building a rapport with the team and how she can go about doing that before moving on to another step. This means she will not be overwhelmed and can concentrate on one thing at a time, building her skills and behaviours over time*

- *Suggest training and development methods for each team member for an identified gap in skill, knowledge or behaviour and outline who will implement the method. For example, for Tina, may arrange with HR to attend an external course on building team rapport or it might be an ongoing mentoring arrangement with the project manager.*

Review all evidence and mark using the assessment checklist and assessment marking criteria.

Marking criteria Part B: Measuring performance of project team members

Assessment submission checklist

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

Part B: Measuring performance of project team members		
1	Measure and document the performance of the project team	☐
2	E-mail	☐
3	Communication to project members	☐

Assessment marking criteria

Assessor instructions: All sections must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

MARKING CRITERIA		Satisfactory (S)	Not Yet Satisfactory (NYS)
1.	Measure and document the performance of the project team, and the individual members against the team and individual team member agreed key performance criteria where by they: • Use a suitable approach to evaluating performance of project teams and project team members • Identified gaps, issues and/or potential human resource conflicts relating to performance that may impact on effective project completion • Clearly set out in a step format the action taken to address the identified gaps, issues or potential conflict	☐ S	☐ NYS

Task instructions [for the student] Part C: Internal and external influences on the project

In this task, you will write a short report on the internal and external influences on individual and team performance and morale and the action to be taken.

Case study:

It is nearing the end of the project, and the testing of the website has been completed. Three things have happened over the project that you feel strongly about and think warrants a report being written to the project sponsor.

Read about these situations before beginning to write the report.

> Firstly, Sam's workstation set up has been delayed as there was an issue with the design software installation, and the area where Sam was to be set up has been commandeered for another purpose. It means he has been hot desking and in many cases sharing James' work station as he has the necessary technology and equipment for the project tasks. This is annoying James, although as he is coaching Sam, it is not as big a deal as it could be, but it is still quite frustrating at times. It is not helping to foster a working relationship between the two team members.

> Secondly, the moving of the project schedule by a week has made things awkward for the team members as James and Tina were allocated work by their manager based on the original timetable. The IT department staff complained to their manager about the additional workload as a result. The IT staff are also making it difficult for James and Tina to do their work through things like e-mails asking for information, interrupting with face-to-face questions and making snide comments during coffee and lunch breaks. James is withdrawing again – his way of handling conflict; Tina is out front and complaining loudly as to the IT staff's attitude, Sam has never encountered this behaviour before and is a little overwhelmed. Overall, the team is feeling frustrated, annoyed and a little low.

> Thirdly, Kelly Munro has just rung you and said that the client wished to add AfterPay and PayPal to the options for customer payments. They negotiated this with the program manager two weeks ago. However, Kelly neglected to pass the information on to you [Zane O'Brien]. Kelly states she had let you know of this ages ago; however, you know this is not the case.
>
> You finally got the information from Kelly just after the website had been tested as the client was looking for the options. You feel quite embarrassed about this and go to your team to inform them of the additional work to be completed.
>
> You had to write an e-mail to the team [see e-mail following] explaining the situation.
>
> Your team was on a high as the website worked, looked fantastic and the client was really happy until they came to the payment section. The team were extremely annoyed at this outcome and receiving the e-mail from you as they felt this reflected badly on their work standards and performance. They are also not happy to have to add this to the website as they thought their job was pretty well completed at the testing point, and they were winding down and looking at other work requirements.

To:	James Hanson [james.hanson@cbsa.com.au]; Tina Yates [tina.yates@cbsa.com.au]; Sam Tailor [sam.tailor@cbsa.com.au]
From:	Zane O'Brien [zane.obrien@cbsa.com.au]
Date/time:	Friday 5.05 p.m.

Subject: Project schedule

Hi all

Just to let you know, Kelly Munro, program manager, has informed me the funding for the 3D pot venture program has been delayed by a week. Although this will not affect our project (I allowed some buffer time), it will mean our starting date will be pushed back a week. I will let Con, your manager, know of the changes.

Please keep me informed if any issues arise with your workload as a result of this change.

Zane O'Brien

Website Design 3D pot making venture for Create Pots – Human Resources Consultant

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

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Complete the following steps:

Steps

Write a **short report** to the Project Sponsor (Kelly) and include:

- discuss with examples, how internal and external influences affect the morale and performance of a team or group
- outlining the three project incidences that have occurred, whether they are internal or external influences and how they have affected your team
- explaining the action, you will be taking/have taken to raise individual and team morale
- provide at least one recommendation per issue relevant to the issues and project

Your report must:

- use an appropriate structure, including headings, paragraphs and sentences
- use language suitable for a report and for the type of report your are writing
- provide clear and concise recommendations

Submission instructions

Submit your short report assessment via the LMS.

Assessor instructions Part C: Internal and external influences on the project

Purpose of task

The purpose of this task is for students to demonstrate they can share information in a non-threatening way through a short report to relevant parties that states the facts of the situation, explains how the issues affect the team and its performance, the actions to be taken and the recommendations for future to minimise the effects of similar events occurring.

Guidance to the assessor about the task

There is no submission due date for this task. Students may submit this task when they are ready.

The student must include in the report:

- *An introductory discussion, using examples, of how internal and external influences affect the morale and performance of a team or group*

  The student might include in their discussion about internal influences:

  - *lack of respect or project manager not recognising team member strengths and weaknesses may lead to team member burnout and stress-related illnesses*
  - *using team meetings to discuss or express frustration or offer criticism can harm other team member self-esteem and pride in their own work – it may be better to have an anonymous survey that provides a more accurate picture*
  - *changes in project management or the introduction of a simple new procedure can have a negative impact on the way a team member sees their position in the team or relates to the project manager. In turn, this can affect the team and individual productivity and the motivation to reach team goals.*

The student might include in their discussion about external influences:

  - *external factors may over interfere with the team's performance and usually things the project manager has no control over*
  - *however, even if beyond control, doesn't mean the team can't adapt and prepare for if the influences do affect the stability and progress of the project team deliverables and goals*
  - *external factors include organisational culture, workforce shortages for the skills and attributes needed for the project, the workplace's physical environment (e.g. temperature, lighting, fresh air), tools and resources (the absence or changes in technology and equipment need to be able to do the work required).*

- *Outline the project issues as they have occurred – these should a rewrite of the introductory discussion – and whether they are internal or external influences*

  The student must outline the project issues from the e-mails and occurrences as outlined, including:

  - *break down of communication between the program manager and the project manager – internal, can control and change*
  - *additions to the website – external, no control*
  - *request for project funding delayed – external, no control*
  - *delay in team member's workstation set up – internal some control but is related to the IT department, not the project per se.*

- *Explain how and why the issues have impacted on the team*

  The student must explain how and why issues impacted on the team, including:

  - *breakdown of communication meant extra work for the team after they had finished their tasks that could have easily been incorporated prior to the testing when the website was being set up – meaning more time, more budget spends*
  - *additions to the website interrupted work that was beginning on other project and department tasks, caused friction with other work colleagues and caused embarrassment for team members at not including information on the website that was out of their control, but made to seem as if it was their fault*

- *request for project funding delayed meant that the project schedule was moved forward a week, thus affecting the other tasks planned for the project team after the conclusion of the project. This meant other IT staff had to fill the gap and resentment grew between staff and team members*
- *delay in team member's workstation set up caused friction between team members and did not help in Sam becoming an accepted team member. James was most impacted by this situation as he had the equipment and software for the website design that needed to be shared. He had to also hot desk and was outside of his personal space and familiar working environment.*

- *Outline the actions that will be/were taken for each issue, when and how and how morale was boosted. The student must include the following:*
  - *breakdown in communication – conflict resolution method, e.g. will meet with Kelly after the completion of the project, state the issue clearly, be specific about the issue/problem, listen to what Kelly has to say, set up an agreement for future correspondence and agree to the method, monitor if the breakdown continues to escalate to project/program sponsor*
  - *additions to the website – no specific action taken for this project taken other than to add the additions as requested as quickly as possible and test to see they work in time for the launch*
  - *request for project funding delayed – again, cannot do much as external and not in control. From a project point of view was OK because a buffer was built in that still enabled the project to be completed on time and in the budget. From the resource management point of view, project manager to approach the IT manager and discuss the issues between the staff and seek a solution to the aggravation towards the team members, as it was not of their doing, nor should they be subject to disrespect from the other IT staff members*
  - *delay in team member's workstation set up – discussed with James and Sam who had already worked out that they would need to hot desk, and worked through the issue with them using a conflict resolution process. Although not ideal, the two did manage to work together although team rapport was slow to build as they were tiptoeing around each other a bit*
- *Provide recommendations that are relevant to the issues and project. The student is to provide at least one recommendation per issue, for example:*
  - *breakdown in communication – have a communication plan written at the beginning of the project outlining exactly how changes or amendments from external sources is to be communicated to project managers; set up a project change register*
  - *additions to website and request for project funding delayed, as an external issue, there is little or no control but can be prepared if something happens in the future project such as allowing buffer time in the project schedule or have human resources on standby for any issues post the testing and completion of the project tasks*
  - *ensure the team members and any other relevant persons, e.g. IT staff and manager are fully aware of the project commitments and timelines at the beginning of the project and what things might delay completion and call for additional support from work colleagues*
  - *keep departmental managers fully informed of the project's status on a regular basis as mutually agreed*
  - *delay in team member's workstation set up – prior to project beginning ensure the necessary physical resources and work environment is set up to ensure a smooth transition into project tasks*

  The student must also:
  - *use an appropriate report structure, including headings, paragraphs, sentences*
  - *use language suitable for a report and for the type of report you are writing, e.g. business-like, not apportioning blame but stating the facts*
  - *provide clear and concise recommendations*

Review all evidence and mark using the assessment checklist and assessment marking criteria.

Marking criteria Part C: Internal and external influences on the project

Assessment submission checklist

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

Part C: Internal and external influences on the project		
1	Short report	☐

Assessment marking criteria

Assessor instructions: All sections must be completed.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

	MARKING CRITERIA	Satisfactory (S)	Not Yet Satisfactory (NYS)
1.	The student submitted a **short report** to the project sponsor on internal and external influences on individual and project team performance and morale and the action to be taken. The report included:	☐ S	☐ NYS
	• discussed with examples, how internal and external influences affect the morale and performance of a team or group	☐ S	☐ NYS
	• outlined the three project incidences that have occurred, whether they are internal or external influences and how they have affected your team	☐ S	☐ NYS
	• explaining the action, you will be taking/have taken to raise individual and team morale	☐ S	☐ NYS
	• provided at least one recommendation per issue relevant to the issues and project	☐ S	☐ NYS
	The student used: • appropriate structure, including headings, paragraphs and sentences • language suitable for a report and type of report • provided clear and concise recommendations	☐ S	☐ NYS

Task instructions [for the student] Part D: Working with team members to improve performance

You are to meet with a team member to discuss their work and any issues they may have with other team members via a role-play.

Steps

Contact your assessor to organise a time to complete this assessment.

In this task, you will participate in a role-play to meet with Sam, the university graduate. You have agreed to meet with Sam for counselling sessions every Friday morning at 8.00 a.m. to discuss his week and any issues that he has.

In this meeting, you will need to be prepared to help Sam through an issue he has with James, who is coaching him in designing a website.

You will lead the meeting to find out about and discuss

- Sam's working week highs and lows
- Any issues he has with work or team members

Your assessor will raise an issue/s at the meeting and will respond to your questions.

You will role-play the project manager, and your assessor will role-play Sam.

Your assessor will be looking to see how you:

- ask questions to elicit information
- respond to issues raised in a professional manner
- use paraphrasing to confirm understanding
- suggest actions Sam can take in the next week.

Submission instructions

No submission is required. Your Assessor will complete the observation checklist.

Assessor instructions Part D: Working with team members to improve performance

There is no submission due date for this task. Students may complete this task at a suitable time with the assessor.

Review all evidence and mark using the assessment checklist and assessment marking criteria.

Purpose of task

The purpose of this task is for students to demonstrate they can lead a meeting with a team member to discuss an issue that is troubling a team member.

Guidance to assessor about the task

Arrange a time and suitable place to hold the interview where you will not be interrupted, and it simulates a work environment.

The assessor will role-play Sam, the university graduate

The student will role-play Zane O'Brien, Human Resources Consultant

Role-play script for Sam

You must respond to any questions asked by Zane [student] as appropriate for the assessment scenario

When asked about the weeks' highs and lows, you can decide what information to share from the previous tasks. This is just a sharing exercise in answer to a question from the project manager. The student is to use verbal and non-verbal communication skills to hold a discussion about work tasks. Include:

- *a comment about the delay in setting up the workstation*
- *how you are enjoying working at CBSA as a whole*
- *how you are finding working as a team member – difficult to get to know the team as not altogether in one work area and don't have project team meetings, which you thought would be part of being in a team or group*
- *the benefit you are getting from the coaching from James, e.g. understand CBSA internet protocols, learning where and how to access and save documentation, understand the forms that need to be filled out and how much information to provide, communication protocols*
- *you must also raise the issue of the language barrier – you are aware of the difficulty you have with spoken English. Your written English and understanding are very good as you can take time to interpret and understand the words and intent. Spoken English is harder, and there are misunderstandings as James assumes you understand what he says. Sometimes James mumbles, and it is hard to hear. James also has trouble understanding your accent*
- *you are happy with the actual coaching and what information and expertise James is sharing, but sometimes it is going too fast as time is short, and there is not enough time to go back and ask a lot of questions to understand what James is trying to explain. Sometimes you just guess and hope it is right, and this leads to mistakes and misunderstandings. James is understandably upset and annoyed at the time wasted in fixing the errors.*

The student must:

- *ask questions to elicit information*
- *respond to issues raised by Sam in a professional manner (respectful, quiet voice, no blame, even tone of voice), counselling him on actions to take where appropriate*
- *use paraphrasing to confirm understanding*
- *use interpersonal skills to show empathy and understanding of Sam's spoken English issues*
- *suggest actions Sam can take in the next week in response to issues raised by him*

There is no submission due date for this task.

Review all evidence and mark using the assessment checklist and marking criteria listed below.

Marking criteria Part D: Working with team members to improve performance

Observation checklist

The assessor observed the student's skills and satisfactorily (S) covered the following criteria or not yet satisfactory (NYS) and requires re-assessment.

MARKING CRITERIA / OBSERVATION CHECKLIST [To be completed by the Assessor when they watch the video or observe the assessment in real-time as they conduct the assessment]		Satisfactory (S)	Not Yet Satisfactory (NYS)
1.	Lead a discussion in a meeting with a project team member to work through workplace issues whereby they:	☐	☐
	• Ask open and/or closed questions to elicit information about teamwork and project work issues	☐	☐
	• Respond appropriately to the issues raised in a professional manner, e.g. respectful, quiet voice, no blame, even tone of voice	☐	☐
	• Counsel Frederik on work behaviours and activities as necessary and appropriate	☐	☐
	• Use paraphrasing to ensure they understood the issues and what the project team member was saying	☐	☐
	• Use interpersonal skills to show empathy and understanding of the team member's personal language issue	☐	☐

	• Suggest actions for the project team member to implement to improve performance and address their issues	☐	☐

Congratulations, you have reached the end of Assessment 3!