



ASSESSOR GUIDE

BSBHRM413

Support the development of teams and individuals

Assessment 2 of 2

Project



SWINBURNE
OPEN
EDUCATION

Assessment Instructions

This assessment task is divided into four (4) parts. This includes:

- **Part A** - Identifying the learning needs of the team
- **Part B** - Collaborating with others to develop and use learning plans
- **Part C** - Mentoring, feedback and evaluation
- **Part D** - Workplace training

Please note Part B of this assessment includes a role play, and you will need to organise a peer to participate. Please refer to the instructions in Part B for further details.

Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need to access the following documents:

- [Learning and Development Mentor Program Policy](#)
- [Communication Policy](#)
- [CBSA Style Guide](#)

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.

The following assessment tasks use a simulated business called **Complete Business Solutions Australia** (CBSA). To complete the assessment tasks, you need to access information, templates, policies and procedures associated with CBSA using the links provided throughout the assessment.

CASE STUDY – Improving client performance

You work for Complete Business Solutions Australia (CBSA) – a consulting powerhouse that aims to help businesses help themselves through deep analysis and solution development. We collaborate with clients to help them understand their position, what is holding them back and what options would offer them the best rewards.


Your name is Zane O'Brien, and you are a Human Resources Consultant at CBSA, reporting to Glenda Williams, the Human Resources Manager.

You will lead and participate in learning and development activities to improve our client's team performance.

Throughout this project, you will receive a set of tasks you need to complete and report back to Glenda on your results.

PART A - Identifying the learning needs of the team

Read the following email and attachments and then complete the task that follows.

	To:	Zane O'Brien (zane.obrien@cbsa.com.au)
	From:	Glenda Williams (glenda.williams@cbsa.com.au)
	Date/time:	Monday 10.05 a.m.
	Subject:	New HR Program Briefing
	Attachment:	Good Food Inc Team Briefing.docx Training Needs Analysis.docx CBSA Style Guide.docx Good Food Inc Mission and Business Plan.docx

Good morning Zane,

I am pleased to report that the CBSA board has approved a new Mentor Program collaborating with some of our clients.

As a key human resources team member, you will kick off the program as the CBSA HR Representative for the Mentor Program.

You will directly support and mentor one of our client's teams, Good Food Inc. It is a reasonably new team for a pop-up hip café in the inner CBD. They are responsible for providing hospitality services.

Good Food Inc is a pop-up hip café in the inner CBD serving breakfast and lunch. There are two teams, the kitchen and the customer relations teams. CBSA will be working with the customer relations team.

The team you will be mentoring have been working at the café since its opening four weeks ago. The kitchen is run by a separate unit we will not be working with.

The manager has identified that the customer service team is not working as well as they could be with some issues arising around performance. Our collaboration will involve assisting the customer service team to develop into a high-performing team.

The details of the team members you will be working with are listed below.

Good Food Inc

The individual roles of team members include:

- taking bookings, welcoming and seating guests
- taking orders and serving food
- clearing away tables
- food hygiene.

Your role will be to:

- collect data on team development needs
- collaboratively develop learning plans to match the skill needs of individuals and the group
- coordinate learning opportunities
- give and receive feedback during the implementation of the learning plan
- monitor and review workplace learning plans.

I want to meet with you this Thursday to discuss your role further and provide you with the organisation's relevant procedures and templates.

Before our meeting, I would like you to read through the team briefing attached and conduct some preliminary research to develop a Training Needs Analysis (TNA) to present during the meeting. Your analysis will need to identify the competencies required for the team. I have attached a TNA template where I would like you to compile this information.

Please also read through our CBSA Learning and Development Mentor Program Policy and identify your essential tasks in this role. Ensure you follow the CBSA Style Guide for all your work.

I look forward to meeting with you on Thursday to discuss your research and how we can best assist Good Food Inc with its professional development needs.

Kind Regards,

Glenda Williams

Human Resources Manager

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



Good Food Inc. Team Briefing

Good Food Inc is a pop-up hip café in the inner CBD serving breakfast and lunch. There are two teams, the kitchen and the customer relations teams. CBSA will be working with the customer relations team.

The team you will be mentoring have been working at the café since its opening four weeks ago. The kitchen is run by a separate unit we will not be working with.

The manager has identified that the customer service team is not working as well as they could be with some issues arising around performance. Our collaboration will involve assisting the customer service team to develop into a high-performing team.

Role 1: Rachel Rao

Taking bookings, welcoming and seating guests

Bookings

Bookings are taken generally by phone but may also include walk-ins. There is a manual diary. The capacity of the café is 16, including two outdoor tables. Bookings must be taken in pencil.

Write in the diary in the following way:

Time	Number of people	Person making the booking	Phone number	Comments
6.00 pm	5	Jess Neal	0400-555-999	Workplace meet and Greet function

Telephone manner

Staff are to use the following telephone manner.

- Answer the phone with “Good afternoon, [morning/evening], Good Food Inc, you are speaking with XXXX; how can I help you today?”
- Staff must show a happy and helpful disposition on the phone.
- Ask whether it is a special occasion for every booking and note it in the ‘comments’ column.
- If the café is fully booked, see whether the customer would like to book for another time.
- Confirm the booking with the customer to make sure it is written correctly.
- Finish the call with “Thank you for calling.”

Welcoming and seating guests

- Staff are to treat guests as if they are friends visiting their homes.
- Be of a happy and friendly disposition.
- Check their booking, or if a table is available where there is no booking.
- If the café is not fully booked, ask the customers where they would like to sit. Suggest areas, e.g., “Would you like to sit by the window?” “Would you like to sit by the fire?” etc.
- If the table is not ready, suggest a seat at the bar while they wait.
- Staff must use the following manner when speaking with customers:
 - be respectful

- speak with a smile
- listen to what the customer has to say
- clarify the customers' needs
- Show the customers to their table.
- Place water, glasses and menu on the table and tell them their waiter will be with them soon.
- Assist staff who are serving and clearing tables when needed.

Feedback from Manager

- Good with general phone manner, friendly and helpful.
- Has made mistakes with taking bookings and seating customers at tables a few times.
- Doesn't always remember the correct thing to say when answering the phone and seating customers.
- Can get busy, so she needs more practice getting these important tasks right.

Role 2 – Sam Minjara

Taking Orders and Serving Food

Taking orders

- Within 4 minutes of the customers being seated, attend the table. Introduce yourself – “Hello, I am Sam and I will be here for you today” and ask for drink orders.
- Up-selling, explain any specials of the day and suggest deserts and drinks.
- Serve drinks.
- When you see that guests at the table are ready to order, approach the table and ask, “Are you ready to order?”
- Take the order in a clockwise direction around the table. Orders are taken manually using a black pen. Write clearly.
- When all orders have been taken, read these back to confirm you have them right.
- Deliver orders to the kitchen.
- Staff must use the following manner when speaking with customers:
 - be respectful
 - speak with a smile
 - listen to what the customer has to say
 - clarify the customers' needs.

Serving food

- Food should not be served until all food is ready.
- Remember who has ordered what and serve without asking who ordered what.
- Serve females first, then males.
- Serve food from the left of the customer. Excuse yourself if you need to reach or interrupt the person.
- Ask if there is anything else that anyone wants, e.g., more drinks.
- After five minutes, return to the table to ask if everything is alright. If there are any problems or complaints, deal with them politely. Any food complaints must be returned to the kitchen and the meal replaced immediately.

Feedback from Manager

- Good at taking orders and has only made one mistake in four weeks since starting.
- Serves food correctly the following hygiene but sometimes gets the orders mixed up between tables.

- More practice upselling products to customers is needed; this will improve as she gets to know products better.
- Confidence with customers.

Role 3 – Zoe Davis

Clearing tables and re-setting tables

Clearing table

- Do not clear plates until all at the table have finished.
- Ask the table if all was well with their meals – answer any comments or problems and refer to the manager.
- Up-selling, ask if they would like anything else – Desert? Coffee? Drinks?
- Clear plates from the left side.
- Do not rush a table to finish.
- Take plates and glasses into the kitchen.
- Empty plates into buckets.
- Empty glasses into the sink.
- Stack used plates, cutlery and glasses neatly and safely for the kitchen hand to wash.

Feedback from Manager

- Excellent support in the kitchen clean-up process.
- Sometimes drops things when clearing table, rushes.
- could be neater when re-setting tables, at times rushes it
- Friendly manner, a little shy, needs to build confidence.

Role 4 – Brooke Lee

Food Hygiene

- This role ensures food hygiene standards are upheld in the café.
- Ensure that all staff are aware of their role in food hygiene.
- All food must be handled according to the Australian Food Safety Standards. See Safe Food Australia – A Guide to the Food Safety Standards. Download the guide here: <https://www.foodstandards.gov.au/publications/Pages/safefoodaustralia3rd16.aspx>
- All staff in the café must follow Division 4 – health and hygiene requirements (Pages 61-95 of the Guide).
- All staff must have completed the Basic Food Handlers Course.
- Customer service skills to support the team as required with serving customers, clearing tables and supervising food hygiene practices.

Feedback from Manager

- Knows food safety regulations well.
- Good at supporting staff with clearing tables.
- Needs to improve customer service skills, a bit short with communications.
- Improve the way the information is disseminated to customers, a more friendly approach.
- More confidence with serving customers when it gets busy.

BUSINESS PLAN

Good Food Inc

250A Mystery Lane, Sydney, 2000

12 November 2021

Executive Summary

The Ownership

The company will be structured as a sole proprietorship.

The Management

The sole proprietor is the sole manager.

Our Mission

"To create an environment where guest satisfaction is our highest priority."

Our mission is to make customers happy and serve Sydney the best cup of coffee they've ever had while supporting fair trade coffee practices in Costa Rica.

The Goals and Objectives

Serving quality and affordable foods.

Focusing on atmosphere and ambience.

Knowing the target market.

Managing customer relations.

The Product

Food and beverage services - seated tables and take away.

A small changing menu. All food will be cooked on the premises using locally sourced fresh and whole-food ingredients. Meals will focus on breakfasts, salads, wraps, grains and pasta dishes. Platters, pre-ordered, are available for functions.

Support fair trade practices where possible.

The Target Market

Residents and tourists on summer break.

Workers before and after working day.

Small functions and parties.

Pricing Strategy

Mid-range. \$\$

Business Plan - Good Food Inc

The Company

Business Sector

The owner would like to start a business in the food services sector.

Company Goals and Objectives

Serving quality and affordable foods.

Focusing on atmosphere and ambience.

Knowing the target market.

Managing customer relations.

Company Ownership Structure

The company will be structured as a sole proprietorship.

Ownership Background

Dani Marcon (owner)

Experienced café business owner, owns two other cafés in Sydney.

Organisational Timeline

Business up and running in ten weeks. Pop Up Café will be open for six months, from October 2022 to March 2023.

The Product

The Product

Food and beverage services - seated tables and take away, five days a week, Wednesday to Sunday, 7 am – 3 pm.

Marketing Plan

The Target Market

Residents

Workers before and after working day

Small functions and parties.

Location Analysis

In a busy thoroughfare street of working commuters and a popular tourist destination in the summer.

Pricing

Mid-range.

Advertising

Advertising in local papers, social media, word of mouth and signage.

Operations

Management Structure

Dani Marcon is the owner/manager and will supervise and step in for days off; and when extra assistance is needed.

Staffing

Four team members are running customer relations.

Five team members are running the kitchen.

Task 1 – Learning needs of the team

Using the Good Food Inc Team Briefing provided to you by Glenda, complete the following **Training Needs Analysis [TNA]** to identify the competencies needed for the four participants you will be working with.

Assessor instructions:

The purpose of this task is for students to:

- identify and gather information about the competencies needed for each team member's role.

An example of a completed template is attached for the assessor's guidance. The responses must reflect the information provided in the Company Briefing. Make sure that the students are fully aware of the requirements of this part of the assessment task.

CBSA – TRAINING NEEDS ANALYSIS (TNA)	
Name of team	Good Food Inc.
Role 1	
Role description:	Taking bookings, welcoming and seating guests.

CBSA – TRAINING NEEDS ANALYSIS (TNA)	
Team member allocated to this role	Rachel
Competencies needed for this role List three (3) identified competencies.	<ul style="list-style-type: none"> • how to take bookings • telephone manner • customer service • how to welcome and seat guests • seating arrangements
Areas identified for improvement List three (3) identified areas of improvement.	<ul style="list-style-type: none"> • taking bookings • seating customers at tables • correct phone etiquette • can get busy, so she needs more practice getting these important tasks right
Role 2	
Role description:	Taking orders and serving food.
Team member allocated to this role	Sam
Competencies needed for this role List (3) identified competencies.	<ul style="list-style-type: none"> • menu familiarity • customer service • up-selling • how to take and order • serving procedures.
Areas identified for improvement List three (3) identified areas of improvement.	<ul style="list-style-type: none"> • serving food to the correct tables • more practice upselling products to customers • confidence with customers.
Role 3	
Role description:	Clearing away and re-setting tables.
Team member allocated to this role	Zoe
Competencies needed for this role List (3) identified competencies.	<ul style="list-style-type: none"> • clearing away procedures • up-selling • cleaning procedures • customer service • follow procedures for setting tables

CBSA – TRAINING NEEDS ANALYSIS (TNA)	
	<ul style="list-style-type: none"> customer service.
Areas identified for improvement List (3) identified areas of improvement.	<ul style="list-style-type: none"> could be neater when re-setting tables, at times rushes it dropping things when clearing tables, and rushes, need to slow down needs to build confidence.
Role 4	
Role description:	Food hygiene.
Team member allocated to this role	Brooke
Competencies needed for this role List (3) identified competencies.	<ul style="list-style-type: none"> legal requirements main principles of food hygiene hand-washing procedures policy for 'doggie bags' customer service
Areas identified for improvement List (3) identified areas of improvement.	<ul style="list-style-type: none"> Needs to improve customer service skills, a bit short with communications. Improve the way the information is disseminated to customers, a more friendly approach. More confidence with serving customers when it gets busy.

Task 2 – Organisational requirements

To prepare for your mentoring project with Good Food Inc, read and familiarise yourself with the *Learning and Development Mentor Program Policy*.

- a) According to the policy, describe [4] four responsibilities you will need to follow when mentoring the Good Food Inc team?

(Approximate word count: 45 words)

Students must list responsibilities from the policy. Sample answer provided.

- Implement a Mentor Program, ensuring regular mentoring sessions take place.
- Support and assist individuals being mentored.
- Develop individual learning plans collaboratively with individuals based on self-evaluation and
- Performance review ensures that goals relate to the competency standards of the individual's job role.

What does the policy say about building rapport with others as part of their organisational Approach?

[Approximate word count: 20 words]

Sample answer is provided below.

The answer must come from the policy, from the heading 'Organisational Approach',

- CBSA will play an active role in building rapport and establishing collaborative relationships to achieve joint outcomes.

b) To prepare for your mentoring project with Food Inc, read and familiarise yourself with the *Good Food Inc Mission and Business Plan*. [From Part A, Task 1]

What are the mission and goals of Good Food Inc? How will you incorporate this information into your mentoring and development program?

[Approximate word count: 90 words]

Assessor instructions: the student will need to refer to the *Good Food Inc Mission and Business Plan* provided in Part A, Task 1.

Sample answer is provided below.

- Our Mission

"To create an environment where guest satisfaction is our highest priority."

Our mission is to make customers happy and serve Sydney the best cup of coffee they've ever had while supporting fair trade coffee practices in Costa Rica.

- The Goals and Objectives

Serving quality and affordable Foods.

Focusing on atmosphere and ambience.


Knowing the target market.

Managing customer relations

- Facilitate workplace training that reflects the goals and mission of the organisation.
- Ensure team members learning plans reflect the mission and business goals.

Part B – Collaborating with others to develop learning plans

Read the following email and attachments from your manager, Glenda, and complete the following tasks.

	To:	Zane O'Brien [zane.obrien@cbsa.com.au]
	From:	Glenda Williams [glenda.williams@cbsa.com.au]
	Date/time:	Thursday 2.45 p.m.
	Subject:	Mentor Program
	Attachment:	Questions for mentoring session.docx Communication Policy.docx

Good afternoon Zane,

Thanks for identifying the learning development needs of the team.

As per our discussion today, the next step is to prepare to mentor and support the team members at Good Food Inc.

Your first meeting has been scheduled with Rachel for this coming Monday. I will send meeting invitations shortly. Your preparation for this task involves developing a set of questions that will guide you in your mentor session with Rachel. The questions you ask will help you identify her learning and development needs. I have attached a template with the information you will need to address.

When developing your questions, it is essential that you:

- consider what communication techniques you will use to build rapport, including how you will use active listening to confirm your understanding of others
- use appropriate conventions and protocols when communicating with individuals. You can refer to our Communication Policy for guidance attached
- use appropriate vocabulary to establish a supportive learning environment.
- maintain accurate records using correct vocabulary and terminology per organisational requirements of CBSA.

You will need to submit your questions to me for approval by Friday noon.

Ensure you follow the CBSA Style guide for all your work. Thank you.

Kind Regards,

Glenda Williams

Human Resources Manager

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



Task 1 – Questions for mentoring

Complete the following **Questions for the mentor session**, following Glenda's instructions.

CBSA - QUESTIONS FOR MENTOR SESSION	
Name of client	Rachel Rao
What questions will you ask:	
Identify the learning and development goals of the individual. Provide [3] three questions.	When providing 3 example questions, the student must consider the following: <ul style="list-style-type: none">• identify the learning and development goals of the individual; this includes discussing the team members' learning needs and objectives identified in the Team Brief• use appropriate vocabulary to establish a supportive learning environment• provide [3] three sample questions:<ul style="list-style-type: none">- "Tell me three skills that you have which you feel confident about."- "Apart from these three skills, what other skills do you think you might need for your new role?"

CBSA - QUESTIONS FOR MENTOR SESSION

	<ul style="list-style-type: none"> - “Which parts of your new role do you plan to focus on?” - “Which tasks of your new role do you think you’ll need help/more training with?”
<p>Encourage participation, effectiveness and a supportive learning environment in their role within the team.</p> <p>Provide [3] three questions.</p>	<p>The student must demonstrate their ability to:</p> <ul style="list-style-type: none"> • use communication skills to build rapport, listen and question to confirm others' understanding, and use positive verbal and nonverbal language • provide [3] sample questions: <ul style="list-style-type: none"> - “It sounds like you are confident with bookings; tell me more about your ideas for the booking system?” - “What kind of support from your team would make your role more effective?” - “Which works better for you and why; table booking style or the notepad style?” - “I agree, that is a great way to support the team; I wonder what else could be done. Do you have any more thoughts on that?”
<p>Encourage self-evaluation and identification of areas of improvement.</p> <p>Provide [3] three questions.</p>	<p>The student must demonstrate their ability to:</p> <ul style="list-style-type: none"> • provide appropriate assistance, advice and encouragement • facilitate the individual to find their own solutions to problems, including commenting on the individual’s performance and providing encouraging feedback and positive reinforcement. • provide [3] three sample questions: <ul style="list-style-type: none"> - “I understand. That does sound tricky. Let’s see if we can find some solutions to make that easier. What do you think?” - “I think you have a handle on greeting customers. Perhaps you could write down some points for the team in our next training session?” - “There are a few ways we could tackle that. What do you think of these ideas....?”
<p>How will you:</p>	
<p>Provide mentor assistance to an individual to facilitate their achievements in their allocated team, including building rapport.</p> <p>Provide [3] three questions that use appropriate communication techniques.</p>	<p>The student must demonstrate their ability in the following.</p> <ul style="list-style-type: none"> • discuss how the individual feels they are progressing with the tasks so far, how they can improve, what they find easy/difficult etc. • provide constructive feedback and advice • sharing your knowledge willingly and encouraging team members to seek help from you when they need it • provide [3] sample questions: <ul style="list-style-type: none"> - “When I had that task, I did it this way and used this technique. Would you like to try these ideas?” - “There are courses you can do to strengthen that skill. Would you like to see what is on offer to see if anything is suitable for you?”

CBSA - QUESTIONS FOR MENTOR SESSION

	<ul style="list-style-type: none"> - “You have been going great with your role so far; I have heard great feedback. How do you feel you are doing?” - “Are there any areas the company could look into to make your role easier and more efficient?”
<p>Use listening and questioning techniques to confirm understanding of different perspectives.</p> <p>Provide [3] three questions that use appropriate communication techniques.</p>	<p>The student must demonstrate their ability to:</p> <ul style="list-style-type: none"> • use active listening techniques, clarify understanding, ask open-ended questions, use positive verbal and nonverbal language • provide [3] sample questions: <ul style="list-style-type: none"> - “Could I just clarify that you have a good grasp of the EFTPOS machine and booking system but are not feeling confident taking phone calls yet?” - “How does that part of the job affect your tasks?” - “What are your ideas on this process?” - “How do you think you went today in the practice session?”
<p>Provide appropriate assistance, advice and encouragement?</p> <p>Provide [3] three techniques.</p>	<p>The student must demonstrate their ability to:</p> <ul style="list-style-type: none"> • respond appropriately to the needs of the individual. • provide [3] sample techniques: <ul style="list-style-type: none"> - providing advice if asked for - acting as a sounding board - using own knowledge and experience - using positive feedback to encourage participation.
<p>Facilitate the individual to find their own solutions to problems? Consider appropriate conventions and protocols when communicating with individual team members</p> <p>Provide [3] three techniques.</p>	<p>The student must demonstrate their ability to:</p> <ul style="list-style-type: none"> • identify any individual issues and encourage them to think of ways to solve them • use appropriate conventions and protocols when communicating with your team members. • provide [3] sample techniques such as: <ul style="list-style-type: none"> - help the individual identify their issues through questioning and feedback - ask open-ended questions that encourage the client to find their solutions - always use professional language - use jargon specific to the industry - follow the organisation's policy and procedures on communication.

Assessor instructions:

The following task asks students to provide mentor assistance to an individual, including demonstrating their ability to collaborate with others to determine their learning needs, using practical communication skills suited to the task. Students will participate in a role-play and submit a recording of their role-play.

The Assessor will use the Observation Checklist provided to assess competency. An example of a completed template is attached for assessor guidance.

Make sure that the students are fully aware of the requirements of this part of the assessment task.

Task 2 – Use communication skills to mentor a team member in role-play

Role-play context for the participant – Mentor session with Rachel

To prepare for this meeting, give the following Role-play context to the meeting participant. It will allow them to prepare and contribute to the meeting.

Mentor session with Rachel

Scenario:

You will be conducting a meeting with Rachel to discuss the questions you developed in Part B, Task 1. This meeting aims to identify Rachel's learning and development needs according to Good Food Inc's organisational requirements.

Glenda, your manager, has asked you to document your mentor session to keep a record of Rachel's development program. The recording will be held in a confidential file to assist in documenting her progress whilst she is a CBSA client.

She has specified that you must follow the CBSA Communication Policy to conduct meetings and ensure records are maintained using correct terminology.

For this task

- You are asked to demonstrate your oral communication skills when mentoring and supporting an individual to meet their goals for this task.
 - Use the Communication Policy to structure, deliver and finalise your meeting according to organisational requirements.
 - You will be holding a mentor meeting and playing the role of Zane O'Brien, the mentor.
 - Your participant will be playing the role of Rachel. Please provide the participant with the Good Food Inc. Briefing and describe the CBSA scenario to your participant so they are clear about their role.
1. Use the Questions for Mentor session template you completed in Task 1. Ensure you have one (1) question for each of the points below:
 - identify the learning and development goals of the Rachel and where they fit in their organisation
 - encourage participation, effectiveness and a supportive learning environment in their role within their team
 - encourage self-evaluation and identification of areas of improvement
 - provide mentoring assistance to an individual to facilitate their achievements in their allocated team
 - use listening and questioning techniques to confirm understanding of different perspectives.
 - provide feedback, advice and encouragement
 - facilitate the individual to find their own solutions to problems, considering relevant conventions and protocols when communicating.

- discuss ideas for training and confirm activities in the proposed learning plan meets training and development needs.

Please note: the student being assessed will be recording this meeting; they will be submitting the recording for Part B of this assessment.

Instructions

The role-play must include one participant, must not exceed 10 minutes in duration and must address all elements of the Observation Checklist below.

You will participate in a role-play with one other in this task. These may be resourced using one of the following options:

1. A peer you are already working with within the industry your qualification relates to.
2. A fellow student who will play the role of a team member. Please contact your fellow student via the Discussion Forum and directly coordinate your role-play with them.

If you cannot find a participant to play the other team member's role, contact your assessor via the Discussion Forum, who will discuss options for pairing up with another student to complete this task.

Option 1: Peer participant

Should you complete this task with your peer, you must fully brief the participant, providing them with the context of the role-play, a role outline to play and a copy of the observation checklist to prepare for the recording.

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

Option 2: Fellow student participant

Fellow student 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 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 your participant captured in a virtual room using a system such as Zoom, Skype or Teams.

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

"This session 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. The participants in this session will 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.

Submission instructions:

- Save the recording in mp4 format and name the file using the following naming convention: yy_mm_dd_yourname_BSBHRM413_02_Part B Task 2_Role-play.
- Submit the recording together with your assessment.

Observation Checklist (meeting for Part B, Task 2)

Assessor Instructions


The student must cover all the criteria in the Observational Checklist below.

Observation Checklist:		
Meeting		
The student being assessed must -		Assessor Comment
Identify the learning and development goals of Rachel. For example, ask questions allowing the participant to discuss their desired work goals and needs.	<input type="checkbox"/>	
Use suitable and clear language. For example, no jargon, be clear, concise, and informative. Using business-appropriate language and terminology throughout.		
Use listening and questioning techniques to confirm understanding of different perspectives. For example, paraphrasing and using open and follow-up questions to encourage discussion.	<input type="checkbox"/>	
Use non-verbal communication. For example, smiling and nodding to encourage participation and contribution.	<input type="checkbox"/>	
Provide mentoring advice, feedback, advice and encouragement and builds rapport. For example, providing advice about suitable learning opportunities and feedback about their performance and skills.	<input type="checkbox"/>	
Facilitate Rachel to find her own solutions to problems. They considered appropriate conventions and protocols when communicating. For example, if falling behind schedule, investigate why and implement a strategy to support the team member.	<input type="checkbox"/>	
Follow the Communication Policy for meetings. Follow the Communication Policy for conducting a meeting.	<input type="checkbox"/>	
Discuss ideas for training and confirm activities in the proposed learning plan meets training and development needs. Discuss ideas for training suitable for Rachel and confirm activities in the proposed learning plan meet training and development needs.		

Task 3 – Individual learning plans

It is time to prepare learning plans for the team members at Good Food Inc.

Read the following email and attachments from your manager Glenda and complete the individual Learning Plans for Rachael and Sam.

	To:	Zane O'Brien (zane.obrien@cbsa.com.au)
	From:	Glenda Williams (glenda.williams@cbsa.com.au)
	Date/time:	Thursday 2.45 p.m.
	Subject:	Individual learning plans
	Attachment:	Rachel – Self Evaluation.docx Sam – Self Evaluation.docx Rachel - Individual Learning Plan.docx Sam- Individual Learning Plan.docx

Good afternoon Zane,

Thanks for your fantastic work so far. It is excellent that you are on track with your tasks and are in the process of interviewing the Good Food Inc team.

Rachel and Sam have returned their Self-Evaluation Forms, so you can now start to develop an individual learning plan for both of them.

For this process, I would like you to complete the following tasks.

- Read and analyse their Self-evaluation Forms attached.
- Identify the learning and development goals for this team member that match the competency standards of the role.
- Identify learning delivery methods appropriate to the learning goals, the team member's learning style, and the availability of resources.
- Collate your findings by completing the Individual Learning Plan Templates provided.
- Ensure you follow the CBSA Style Guide for all your work.

Please email me once you have completed their plans. If you have any questions about this process, please let me know.

Kind Regards,

Glenda Williams

Human Resources Manager

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



CBSA – SELF-EVALUATION FORM

Name of team	Good Food Inc
Role	Taking bookings, welcoming and seating guests

Name of team member completing this self-evaluation	Rachel Rao
Please rate yourself on each of the following skills by giving yourself a score out of 10 for each skill	
Skills required (leader to transfer from Needs of the Team document)	Score
Taking bookings	5
Telephone manner	8
Customer service	8
How to welcome and seat guests	5
What are your greatest strengths for this responsibility? Please explain.	My strengths are customer service skills, including my phone manner. I used to work as a receptionist at a doctor's surgery, so I am very experienced greeting customers. I have attended training in customer service before.
In what areas will you require development? Please explain.	I will need some training in the booking system used for the café. I am still getting a little confused. I also need to know specific customer service skills for this type of service for phone bookings. I also need training in seating guests – I'm not sure how this is done.
Do you have any evidence to support your strengths? For example, certificates, statements of attainment.	Certificate III in Customer Service – I will provide the certificate.
What is your goal?	To be an expert at taking bookings and organising seating easily without making mistakes. I am still a bit nervous and have made some booking mistakes.
How do you best learn new skills?	I like visual stuff like videos and want to try it myself and practice.
Please nominate one person your leader can contact to learn more about your skills in this area.	2. Name: Ellen Supervisor, my boss at the doctor's surgery Do you give your permission for your role leader to contact this person? 3. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Feedback from previous employer [The CBSA Representative adds this after they have contacted the employer.]	Employer Lemon Tree Surgery – Receptionist <ul style="list-style-type: none"> • great at answering phone calls • friendly and professional customer service • learnt new tasks quickly and enthusiastically.
Feedback from current employer [The CBSA Representative adds this.]	<ul style="list-style-type: none"> • good with general phone manner, friendly and helpful • has made mistakes with taking bookings and with seating customers at tables a few times • doesn't always remember the correct thing to say when answering the phone and seating customers

	<ul style="list-style-type: none"> can get busy, so she needs a bit more practice at getting these important tasks right all the time
Signature of team member	<i>Rachel Rao</i>

CBSA - SELF-EVALUATION FORM	
Name of team	Good Food Inc
Role	Taking orders and serving food
Name of team member completing this self-evaluation	Sam Minjara
Please rate yourself on each of the following skills by giving yourself a score out of 10 for each skill	
Skills required (leader to transfer from Needs of the Team document)	Score
Taking bookings	4
Telephone manner	7
Customer service	8
How to welcome and seat guests	5
What are your greatest strengths for this responsibility? Please explain.	My strengths are taking orders; I am good at remembering people's requests even if I don't write them down.
In what areas will you require development? Please explain.	I am a little unsure about how to upsell products to customers best. I also need to make sure I know which table the food is going to; when it's busy, I can get confused
Do you have any evidence to support your strengths? For example, certificates, statements of attainment.	No, just practice on the job.
What is your goal?	To be better at serving food without making mistakes. And how to upsell food and drinks to people effectively.
How do you best learn new skills?	I like reading, and I want to try it myself and practice.
Please nominate one person your leader can contact to learn more about your skills in this area.	4. Name: Mark Jaksa Do you give your permission for your role leader to contact this person? 5. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Feedback from previous employer	Employer: Balkan Grill Restaurant <ul style="list-style-type: none"> friendly customer service learnt new tasks quickly

[The CBSA Representative adds this after they have contacted the employer]	<ul style="list-style-type: none"> a pleasure to work with, a good team player.
Feedback from current employer [The CBSA Representative adds this.]	<ul style="list-style-type: none"> good at taking orders has only made one mistake in four weeks since starting serves food correctly following hygiene but sometimes get the orders mixed up between tables more practice at upselling products to customers needed
Signature of team member	<i>Zoe Davis</i>

Task 3

It is time to complete the **Individual Learning Plan** for Rachel and Sam. Use the templates provided.

Assessor instructions: the individual learning plans must reflect the information provided in the Self-Evaluation Forms. A description of key components to be covered by the student is captured in the samples provided.

CBSA - INDIVIDUAL LEARNING PLAN			
Name of team	Good Food Inc		
Team member name	Rachel Rao		
Goals of the learning plan [List two (2) goals]	<ol style="list-style-type: none"> To become proficient in taking bookings To learn the art of welcoming and seating customers. 		
What is the team member's preferred learning style/s? [List two (2) styles]	Visual, kinaesthetic.		
What feedback has been provided by her current supervisor? [Approximate word count: approx. 20 words]	<ul style="list-style-type: none"> good with general phone manner, friendly and helpful has made mistakes with taking bookings and with seating customers at tables a few times doesn't always remember the correct thing to say when answering the phone and seating customers can get busy, so she needs more practice getting these important tasks right. 		
How will this learning style be accommodated? [Approximate word count: 15 - 20 words]	Pictures, posters, flow charts, use of highlighters, checklists, demonstrations, and hands-on practice.		
Job tasks	Learning needs [List one (1)]	Method of learning [List one (1) or two (2)]	When [List one (1) time and one (1) date]
		[For example, on-the-job coaching]	[For example, 2:00 pm-3:00 pm, 30 July 20XX]

Taking bookings	Familiarising with Good Food Inc procedures and use of a diary	On-the-job coaching, practise skills	2:00 pm–3.30 pm, 30 July 20Xx
Telephone manner	Familiarising with Good Food Inc procedures	On-the-job coaching, practise skills	2:00 pm–3.30 pm, 30 July 20XX
Customer service	Customer service training	Classroom training	9:00 a.m.–11:00 a.m., 25 July 20XX
How to welcome and seat guests	Familiarising with Good Food Inc procedures	On-the-job coaching, practise skills	2:00 pm–3.30 pm, 30 July 20XX
Signature of team member	<i>Rachel Rao</i>		
Signature of Mentor	<i>Zane O'Brien</i>		


CBSA - INDIVIDUAL LEARNING PLAN

Name of team	Good Food Inc		
Team member name	Sam Minjara		
Goals of the learning plan [List two (2) goals]	<ol style="list-style-type: none"> 1. To become proficient in serving food to tables correctly and efficiently. 2. To become more confident with upselling Good Food Inc products. 		
What is the team member's preferred learning style/s? [List two (2) styles]	Auditory, kinesthetic.		
What feedback has been provided by her previous supervisor? [Approximate word count: approx. 20 words]	<ul style="list-style-type: none"> • good at taking orders and has only made one mistake in four weeks since starting • serves food correctly following hygiene but sometimes get the orders mixed up between tables • more practice at upselling products to customers needed; this will improve as she gets to know products better • confidence with customers 		
How will this learning style be accommodated? [Approximate word count: 15 – 20 words]	Written instructions, discussion, demonstrations, and hands-on practice.		
Job tasks	Learning needs [List one (1)]	Method of learning [List one (1) or two (2)]	When [List one (1) time and one (1) date]

		[For example, on-the-job coaching]	[For example, 2:00 pm–3:00 pm, 30 July 20XX]
Serving food	Familiarising with tables and numbering system	On-the-job coaching, practise skills with written instructions.	2:00 pm–3.30 pm, 30 July 20XX
Product Knowledge	Knowledge of products	Written instructions and discussion.	2:00 pm–3.30 pm, 30 July 20XX
Upselling products	How to upsell	Demonstrations, practice skills with role-plays	9:00 a.m.–11:00 a.m., 25 July 20XX
Customer service	Building confidence	Discussion with role-plays, readings on how to build confidence in customer service	9:00 a.m.–11:00 a.m., 25 July 20XX
Signature of team member	<i>Zoe Davis</i>		
Signature of Mentor	<i>Zane O'Brien</i>		

Part C – Mentor Feedback and Evaluation

Read the following email and attachments from your manager, Glenda, then complete the **Self-Evaluation By Mentor Form** to self-evaluate your performance as a mentor for your session with Rachel, based on her feedback.

	To:	Zane O'Brien (zane.obrien@cbsa.com.au)
	From:	Glenda Williams (glenda.williams@cbsa.com.au)
	Date/time:	Wednesday 10:00 am
	Subject:	Mentor feedback and evaluation
	Attachment:	Mentoring feedback form.docx

Good morning Zane,

Rachel has returned her mentoring feedback and evaluation form post your meeting. You will need to evaluate the feedback received and identify improvements for future mentoring arrangements.

I have attached Rachel's completed form, and there is a section at the bottom of her feedback for you to reflect on and record your responses.

Please email me the form once you have completed your feedback. If you have any questions about this process, please let me know. Ensure you follow the CBSA Style guide for all your work.

Kind Regards,
Glenda Williams

CBSA - MENTORING FEEDBACK FORM	
Mentor's Name	Zane O'Brien
Name of Mentored	Rachel Rao
Please provide feedback to the mentor by completing the following questions.	
Feedback to mentor	
Did the mentor provide a supportive environment during the mentoring session? Please comment.	Yes, there was enough light to see them clearly and they greeted me with a chat before we started. The room was warm and quiet and no one else was around, which was great.
Did the mentor encourage you to self-evaluate your performance and identify areas for improvement? Please comment.	Yes – the mentor did not tell me what I should or should not do. He asked me to consider how I had done various things and how well I felt I had done these.
Did the mentor build rapport and provide helpful assistance, advice and encouragement? Please comment.	Yes – I asked a few questions and he pointed me in the right direction for some information. He also told me about his experience with the task and we discussed different ways of doing things. He was very encouraging.
Did you feel that the mentor was listening to what you said?	Yes, most of the time. Occasionally though, he didn't let me finish speaking before he responded.
What is one thing that you feel the mentor did well?	He was very encouraging – I felt uncomfortable about some of the work we need to do with customers, but now I understand much more about what is expected.
Is there anything you would have liked the mentor to do differently?	Yes – I would like him to have listened a bit better and not interrupted when he thought he knew what I would say. It went fast. I felt like I needed more time.

Based on Rachel's feedback, complete the **Self-Evaluation By Mentor** provided below to self-evaluate your performance as a mentor for your session with Rachel.

Assessor instructions:

The purpose of this task is for students to:

- demonstrate their ability to seek feedback and identify improvements required for future learning/mentoring arrangements
- identify and implement learning and development needs in line with organisational requirements.


An example of a completed template is attached for assessor guidance. The responses must reflect the feedback form provided by Rachel. Make sure that the students are fully aware of the requirements of this part of the assessment task.

Self-Evaluation by Mentor

Self-Evaluation By Mentor	
<p>What did I do well during the mentoring session?</p> <p>List two [2] things.</p>	<p>The student's response must reflect the mentoring session feedback from Rachel.</p> <p>Sample answers are provided below.</p> <ul style="list-style-type: none"> encourage Rachel advise on skills required get the mentee to self-assess and think about improvements.
<p>What could I have done better during the mentoring session?</p> <p>List two [2] things.</p>	<p>The student's response must reflect the mentoring session feedback from Rachel. Sample answers are provided below.</p> <ul style="list-style-type: none"> I needed to listen more – I hadn't realised I was interrupting. Watch the time and how I schedule the time allocated for a session.
<p>What improvements will I make for next time?</p> <p>List two [2] things.</p>	<p>The student's response must reflect the mentoring session feedback from Rachel. Sample answers are provided below.</p> <ul style="list-style-type: none"> I will make sure the other person has finished talking before I respond. Ensure enough time for the participant to answer all their questions and ideas.

Part D – Workplace training

Read the following email and attachments from your manager, Glenda, and complete the following tasks.



To: Zane O'Brien (zane.obrien@cbsa.com.au)

From: Glenda Williams (glenda.williams@cbsa.com.au)

Date/time: Thursday 09:00 am

Subject: Workplace training for Rachel

Attachment: Individual - Workplace Learning Preparation Plan.docx

Good morning Zane,

Thank you for completing your feedback; you raised some excellent points for your improvement. It is time to reflect on what training will be most effective and suited for Rachel. The training you decide on will be based on the information collected about Rachel's work role and performance.

In your preparation, I would like you to consider the following questions.

- What is the area of learning?
- What learning styles will you need to cater for, and how will you do this?
- What resources will you need (make sure these are available to you or can be reasonably simulated)
- How will the delivery be organised (session plan)?
- **Note** that at least three (3) activities must be included in the learning.
- How will you know that the delivery has been successful?
- Please note the first training session should be a half-day morning session so that they can return to work for their afternoon shift. The hours should not exceed 12:30 pm. Include a 10-15min morning tea break.

The plan should be straightforward, easy to understand, and use the correct terminology. Ensure you follow the CBSA Style guide for all your work.

Please email me the form once you have completed Rachel's Workplace learning Preparation Plan.

Ensure you follow the CBSA Style Guide for all your work. If you have any questions about this process, please let me know.

Kind Regards,

Glenda Williams

Human Resources Manager

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



Task 1 – Individual workplace training

Read over *the Individual Workplace Learning Plan* you created for Rachel from Part B Q2.

Identify the training area you will deliver for Rachel and complete the **Individual Workplace Learning Preparation Plan** below.

Individual – Workplace Learning Preparation Plan

Assessor instructions: The responses must reflect the information from the Individual Workplace Learning Plan. The student's description of the key components to be covered is captured in the samples provided.

Sample answer is provided below.

CBSA – INDIVIDUAL WORKPLACE LEARNING PREPARATION PLAN	
Area of learning	How to take bookings.
Who is the learner?	Rachel.
What are the learning styles of the learner?	Visual and kinesthetic
How will I cater for their learning styles? List three (3) options.	The response must relate to the learning styles identified above. Sample answers are provided below. <ul style="list-style-type: none"> • clear written instructions

	<ul style="list-style-type: none"> • flow chart • demonstration • role play • short video.
Resources	<p>The response must relate to relevant resources according to their session plan. Sample answers are provided below.</p> <ul style="list-style-type: none"> • restaurant diary • laptop • pencil, sharpener and eraser • booking procedure flowchart • telephone • short you-tube video on telephone technique.
How will I manage the resources and timeline? List three (3) techniques.	<p>The response must relate to managing resources and timelines. Answers must reflect the sample answers provided below:</p> <ul style="list-style-type: none"> • check I have resources available on the day • confirm space available • collect resources the day before to be prepared • set up before the participant arrives • arrive at least one hour before class starts • check data projector works, including sound • do a WHS check on the room the day before.
How will I monitor progress and give and receive feedback during the session? List three (3) techniques.	<p>The response must relate to monitoring and evaluating progress with Rachel's session. Sample answers are provided below:</p> <ul style="list-style-type: none"> • observe participant • open-ended questioning • discussions • active listening • make suggestions • ask for feedback on the session during and end of the session.
According to the Learning and Development Mentor Program Policy, how will I know that the delivery has been successful? Describe three (3) procedures in the order you would implement them.	<p>The response must refer to the Learning and Development Mentor Program Policy, which outlines the requirements for seeking feedback and evaluation. Sample answers are provided below.</p> <ol style="list-style-type: none"> 1. Provide Rachel with a Workplace learning feedback form. 2. Rachel will evaluate the training session for feedback and improvements to the CBSA mentoring program. 3. I will evaluate the feedback for improvements on training delivery, meeting competencies, and future enhancements.
Session Plan	

Assessor instructions: The session plan must address the competencies required for Rachel and her learning styles and meet the needs of Rachel's learning requirements. A sample answer is provided below.

Date and time	Content/key points [Approximate overall word count: 50 words]	Instructional technique [Approximate overall word count: 50 words]
30 July 2017 9.00 am to 9.15 am.	Introduction to learning. Discussion and agree on desired outcomes. Session plan.	Discussion.
9.15 am to 9.45 am.	Diary procedure.	Go through the booking procedure with a flow chart.
9.45 am to 10.45 am.	Telephone communication skills include positive phone communication to create a calm conversation.	YouTube video. Discussion. Demonstration. Role play.
15min	BREAK	
11:00 to 11:45	Practise taking and changing bookings and What-if scenarios.	Observation. Practice.
12:00 to 12:15	Have the outcomes of the learning been met? Ask for feedback. Revisit learning outcomes. Conduct a check for understanding.	Observation assessment. Discussion.

How will I negotiate with the learner to ensure they are happy and comfortable with the Individual Workplace Learning Plan before the training session?

[Approximate word count: 35-50 words]

Student response must include:

- provide Rachel with the Individual Workplace Learning Plan for feedback and assess if the timeline and date suit her.
- ask if there is anything else in this area she wants to cover in the learning session?

Refer to the Good Food Inc mission and describe what goals of the organisation this learning plan support?

[Approximate word count: 30-50 words]

Students' answers will vary depending on their session plan.

Goals will be any of the following.

- Serving quality and affordable foods.
- Focusing on atmosphere and ambience.
- Knowing the target market.
- Managing customer relations.

In this example:

- atmosphere and ambience – how to have a calm and friendly phone manner.
- managing customer relations – how to manage bookings.

How will I know that the delivery has been successful?

List three (3) techniques.

The response must relate to relevant techniques to assess the efficacy of the training. Answers must reflect the sample answers provided below.

- Feedback from client.
- Monitor during the delivery by asking questions and clarifying understanding.
- Self-evaluation.
- Follow-up with client two weeks post-training.

I have checked the timelines and resources required for the above learning activities and confirm that:

- the timeline is suitable and suits the needs of the learners
- all resources are available.

Leader's name: Zane O'Brien _____

Leader's signature: *Zane O'Brien* _____

Date:

Task 2 - Deliver Group training

Read the following email and attachments from your manager, Glenda, and complete the Workplace Preparation Plan. You will be developing a group training session for the Food Inc team.



To: Zane O'Brien (zane.obrien@cbsa.com.au)
From: Glenda Williams (glenda.williams@cbsa.com.au)
Date/time: Monday 09:00am
Subject: Group training session
Attachment: Group Workplace Learning Preparation Plan.docx
Summary – Good Food Inc Team Learning Needs.docx

Good morning Zane,

Thank you for completing the Summary – Good Food Inc Team Learning Needs.

The information will allow you to identify areas where you can facilitate group training sessions.

Your summary has identified customer service as a common goal for the whole team. I agree and feel that the entire team will benefit from general customer service skills and understanding each other's roles in customer service to support each other and run effectively as a team.

Use the Group Workplace Learning Preparation Plan template attached and review your attached summary before commencing.

Ensure you include the following in your session plan.

- The customer service learning needs of all four learners in this session.
- Provide workplace learning opportunities, including coaching, to facilitate the achievement of competencies.

- Use learning delivery methods appropriate to the learning goals, the participants' learning style, and the availability of equipment and resources.
- Incorporate a range of appropriate activities and support materials.
- Facilitate interaction and learning.
- Provide a break for learners.
- Incorporate Good Food Inc's mission and goals in your session plan.
- Please note the first training session should be a half-day morning session. The hours should not exceed 1:30 pm. Include a 10-15min morning tea break.

The plan should be straightforward, easy to understand, and use the correct terminology. Ensure you follow the CBSA Style Guide for all your work.

Please email me the form once you have completed your Group Learning Preparation Plan.

If you have any questions about this process, please let me know.

Kind Regards,

Glenda Williams

Human Resources Manager

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



CBSA – SUMMARY LEARNING NEEDS OF THE TEAM	
Name of team: Good Food Inc.	
Role 1 – Rachel	
Role description: taking bookings, welcoming and seating guests. Learning style: visual, kinesthetic.	
Strengths	Areas to develop
<ul style="list-style-type: none"> • good telephone manner 	<ul style="list-style-type: none"> • seating arrangements • customer service – how to best welcome and seat guests • has made mistakes with taking bookings and with seating customers at tables a few times • doesn't always remember the correct thing to say when answering the phone and seating customers • can get busy, so she needs more practice getting these important tasks right
Role 2 – Sam	
Role description: taking orders and serving food. Learning style: auditory, kinesthetic.	

CBSA – SUMMARY LEARNING NEEDS OF THE TEAM	
Strengths	Areas to develop
<ul style="list-style-type: none"> • how to take and order • serving procedures. 	<ul style="list-style-type: none"> • serves food correctly following hygiene but sometimes gets the orders mixed up between tables • more practice at upselling products to customers needed • confidence with customers
Role 3 - Zoe	
Role description: clearing away and re-setting tables. Learning style: auditory, visual.	
Strengths	Areas to develop
<ul style="list-style-type: none"> • clearing away procedures • cleaning procedures • procedures for setting tables 	<ul style="list-style-type: none"> • sometimes drops things when clearing table, rushes • could be neater when re-setting tables, at times rushes it • friendly manner, a little shy, needs to build confidence.
Role 4 - Brooke	
Role description: food hygiene. Learning style: auditory, kinesthetic.	
Strengths	Areas to develop
<ul style="list-style-type: none"> • legal requirements • main principles of food hygiene • hand-washing procedures. 	<ul style="list-style-type: none"> • needs to improve customer service skills, a bit short with communications.

Assessor instructions: The responses must reflect the information provided in the Summary Learning Needs Of Team. A description of key components to be covered by the student is captured in the samples provided.

A sample answer is provided below.

CBSA – GROUP WORKPLACE LEARNING AND PREPARATION PLAN	
Area of learning	Customer Service
Who is/are the learner/s?	Whole team
What are the learning styles of the learners?	Visual, kinaesthetic, auditory

<p>How I will cater for individual learning styles</p> <p>List three [3] options.</p>	<p>The response must relate to the learning styles identified above. Sample answers are provided below:</p> <ul style="list-style-type: none"> • clear written instructions • flow chart • demonstration • short video • practice sessions.
<p>What facilitation techniques will you use to support team development and improvement?</p> <p>List four [4] options.</p>	<p>The response must relate to relevant facilitation techniques for the group. Sample answers are provided below:</p> <ul style="list-style-type: none"> • providing working in pairs activities and whole-group activities • role-plays encourage participating with each other • group discussions • team building game to begin • Q&A sessions • brainstorming • lecture-style using PowerPoint • case-studies.
<p>How will I demonstrate oral communication skills to establish a supportive learning environment?</p> <p>List three [3] options.</p>	<p>The response must relate to relevant oral communication skills to support the learners. Sample answers are provided below:</p> <ul style="list-style-type: none"> • role model appropriate verbal communication skills • encourage and lead open communication • slow down speech • avoid “ums” • use appropriate body language [hands, eye contact etc.] • project voice • practise active listening.
<p>Resources</p>	<p>The response must relate to relevant resources according to their session plan. Sample answers are provided below:</p> <ul style="list-style-type: none"> • hand-outs of session notes and extra resources to read on relevant customer service skills • pencils and permanent markers, paper • role-play setting [in café] • telephone • short YouTube videos on café customer service.
<p>How will I manage the resources and timeline?</p> <p>List three [3] techniques.</p>	<p>The response must relate to managing resources and timelines. Answers must reflect the sample answers provided below:</p> <ul style="list-style-type: none"> • check I have resources available on the day • confirm space available • collect resources the day before to be prepared

	<ul style="list-style-type: none"> • set up before participants arrive • arrive at least one hour before class starts • check data projector works, including sound • do a WHS check on the room the day before.
<p>How will I use listening and questioning techniques to confirm or show understanding of different perspectives?</p> <p>List three (3) techniques.</p>	<p>The response must relate to relevant techniques to use with the group. Sample answers are provided below:</p> <ul style="list-style-type: none"> • active listening • open-ended questioning • group discussions • use a combination of open and closed questions.
<p>How will I monitor progress and give and receive feedback during the session?</p> <p>List three (3) techniques.</p>	<p>The response must relate to monitoring and evaluating progress with the group. Answers must reflect the sample answers provided below:</p> <ul style="list-style-type: none"> • observe participants • open-ended questioning • discussions • active listening • make suggestions • ask for feedback on the session during and end of the session.
<p>According to the Learning and Development Mentor Program Policy, how will I know that the delivery has been successful?</p> <p>Describe three (3) procedures in the order you would implement them.</p>	<p>The response must refer to the Learning and Development Mentor Program Policy, which outlines the requirements for seeking feedback and evaluation. Sample answers are provided below.</p> <ol style="list-style-type: none"> 1. Provide each participant with a Workplace learning feedback form. 2. The participants will evaluate the training session for feedback and improvements to the CBSA mentoring program. 3. I will evaluate the feedback for improvements on training delivery, meeting competencies, and future enhancements.

Session Plan

Assessor instructions: The session plan must address the competencies required for the group, their learning styles and meet the needs of the learners. A sample answer is provided below.

Date and time	Content/key points [Approximate overall word count: 40-50 words]	Instructional technique [Approximate overall word count: 40-50 words]
<p>30 July 2022</p> <p>9.00 am to 9.15 am.</p>	<p>Introduction to learning.</p> <p>Discuss ground rules.</p> <p>Discussion on desired outcomes ensure all agree.</p> <p>Team building game.</p>	<p>Discussion.</p> <p>Game – two groups and a Café Pop Quiz contest.</p>
<p>9.15 am to 10:00 am.</p>	<p>Welcoming customers over the phone and in person.</p>	<p>YouTube video.</p>

		Discussion. Demonstration/practice/role-play.
10:00 am to 10:45 am.	Professional conversations with customers – how to build rapport.	YouTube video. Discussion. Small groups -Brainstorming with textas/paper. Role-play.
10:45-11:00am	Break.	
11:00 to 11:45 am	The art of taking orders and responding to customer queries.	YouTube video. Discussion. Demonstration/practice/role-play.
11.45 to 12:30 pm	Informing customers of our health and safety procedures and how staff can support this.	Small groups – brainstorming with textas/paper. Discussion. Readings.
12:30 to 1:00pm	How to use our goals and mission to create atmosphere and ambience.	Hand-out goals and mission. The whole group - brainstorm goals 'in practice' for each goal. Team decides what to implement from the list.

What methods will I use to gather and analyse information to decide learner competency?
List three (3) techniques.

The student's answers will vary depending on their session plan. Sample responses include: observation, discussion, demonstrations, role-play, practice sessions, student feedback, and competency completion form.

How will I negotiate with the team to achieve agreeable outcomes, ensuring I facilitate consensus in potentially contentious situations?
List three (3) techniques.

Answers must reflect the sample answers provided below:

- run an organised session to avoid problems arising
- ensure that the team agree on the outcomes before and at the start of the session
- mediate any issues that arise amongst the team during the session
- offer time-out if needed to cool down any potential arguments
- establish ground rules at the start of training
- be proactive in dealing with any conflict that may arise.

Refer to the Good Food Inc mission and describe what goals of the organisation this learning plan support?

[Approximate word count: 50 words]

The student's answers will vary depending on their session plan.

Goals will be any of the following:

- serving quality and affordable foods
- focusing on atmosphere and ambience
- knowing the target market
- managing customer relations.

In this example:

Atmosphere and ambience – how to have a calm and friendly phone manner.

Managing customer relations – how to manage bookings.

According to the Learning and Development Mentor Program Policy, how should I evaluate competency?

[Approximate word count: 45-50 words]

The student's response must refer to the Learning and Development Mentor Program Policy, 'Workplace Learning Feedback and Evaluation' section. A sample answer is provided.

- Participants of training sessions must be provided with a Workplace learning feedback form.
- The participants will evaluate all training sessions for feedback and improvements to the CBSA mentoring program.
- The CBSA HR Representative will evaluate the feedback for improvements on training delivery, meeting competencies, and future enhancements.

I have checked the timelines and resources required for the above learning activities and confirm that:

- the timeline is suitable and suits the needs of the learners
- all resources are available

Leader's name: Zane O'Brien _____

Leader's signature: *Zane O'Brien* _____

Date:

Task 3 – Confirm Workplace Learning and Preparation Plans

Now that you have developed the Workplace Learning and Preparation Plans for the Good Food Inc team, you will need to have your plans approved by Glenda. She will confirm that the learning plans meet individual and group training and development needs.

You will need to email your plans to Glenda and confirm the following for each Workplace Learning and Preparation Plan:

- The date you propose to run the session.
- Who will be the trainer?
- Confirm approval by participants that they agree with the plan to Glenda.
- Confirm the authority to move ahead with the training – Ask Glenda to confirm that the learning plans meet individual and group training and development needs and provide formal authority to proceed with the training.

Use the template below to capture this information.

When developing your email, you must follow the structure in line with the CBSA Communication Policy and Procedures and CBSA Style Guide. Ensure you update your email footer specifying your name and position in line with the case study.

[Approximate word count: 250 words]


Email Template

To:	<<Add name(s) and position title of main email recipients here>>
From:	<<Add your name and position title here>>
CC:	<<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time:	<<Add the time and date of the email here>>
Subject:	<<Add the subject of the email here>>
Attachments:	<<Add the name of any attachments here (leave blank if none)>>

To <<Add email recipient(s) name here>>,
<<Add message here. Add as much space as necessary.>>

Kind regards

<<Add your name here>>

 <p>CBSA COMPLETE BUSINESS SOLUTIONS AUSTRALIA</p>	<p><<Add your job position here>> 300 Fictional Way, Sydney, NSW 2000 Phone: 1800 111 222 www.cbsa.com.au</p>
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Assessor instructions: Students must compile an email to Glenda, HR Manager, including the following key information:

- include a greeting
- include a date and time stamp for the email
- specify the subject of the email
- content of the email.
- For each lesson plan:
 - the date you propose to run the sessions
 - who will be the trainer?
 - confirm approval by participants that they agree with the plan
 - a list of resources required
 - confirm the authority to move ahead with the training - Ask Glenda to confirm that the learning plans meet individual and group training and development needs and provide formal authority to proceed with the training.
- Complete the email footer specifying the name and position in line with the case study.

A sample answer is provided below.

Email Template

To:	Glenda Williams – HR Manager
From:	Zane O'Brien – HR Consultant
CC:	
Date/time:	Tuesday 12:30 p.m.
Subject:	Workplace Learning and Preparation Plans
Attachments:	Group Workplace Learning Preparation Plan.docx Individual - Workplace Learning Preparation Plan.docx

To Glenda,

Thank you for your assistance with the mentoring program. Please review and confirm the following Workplace Learning and Preparation Plans meet the individual and group training and development needs of the Good Food Inc team.

Individual - Workplace Learning Preparation Plan.docx

- The date I propose to run this session is XX/XX/XX
- I will run the training session
- The participant has approved the plan and agrees to partake in the training
- Confirm the authority to move ahead with the training - Ask Glenda to confirm that the learning plans meet individual and group training and development needs and provide formal authority to proceed with the training.

Resources

I will need the following resources:

- restaurant diary
- laptop
- pencil, sharpener and eraser
- booking procedure flowchart
- telephone
- short you-tube video on telephone technique.

Group - Workplace Learning Preparation Plan.docx

- The date I propose to run this session is XX/XX/XX
- I will run the training session.
- The participants have approved the plan and agree to partake in training.

Resources

I will need the following resources:

- hand-outs of session notes and extra resources to read on relevant customer service skills
- pencils and permanent markers, paper
- role-play setting [in café]
- telephone
- short YouTube videos on café customer service.

If you are happy with the information above, please reply by email with your approval and authority to prepare and proceed with the training sessions.

Kind regards
Zane O'Brien



HR Consultant
300 Fictional Way, Sydney, NSW 2000
Phone: 1800 111 222
www.cbsa.com.au

Task 4 - Evaluate the delivery of workplace training

Read the following email and attachments from your manager, Glenda, then evaluate the feedback provided by Zoe in her Workplace Learning Feedback form and complete the section - **Evaluation By Trainer**.



To: Zane O'Brien [zane.obrien@cbsa.com.au]
From: Glenda Williams [glenda.williams@cbsa.com.au]
Date/time: Friday 1:30 pm
Subject: Group training evaluation
Attachment: Workplace Learning Feedback Forms.zip
Evaluation By Trainer.docx

Good morning Zane,

Thank you for facilitating the group training session. Your Workplace and Learning Preparation Plan was very effective; well done! I have received the Workplace Learning Feedback forms from the Food Inc team. I have attached the forms here for your review.

It is a great time to use the team's feedback to identify areas of improvement required for future workplace learning and training.

You will need to complete an **Evaluation By Trainer** form, which is included at the end of the Workplace Learning Feedback Form. Ensure you follow the CBSA Style Guide for all your work.

Please email me the form once you have completed your reflection, and I will discuss the following step.

If you have any questions about this process, please let me know.

Kind Regards,
Glenda Williams

CBSA – WORKPLACE LEARNING FEEDBACK FORM	
Name of person receiving workplace learning:	Zoe Davis
Trainer's name [Student]	Zane O'Brien
Please provide feedback to the trainer by completing the following questions.	
Feedback to the trainer	
Were you provided with relevant workplace learning opportunities? Please comment.	Yes – the coaching was all relevant to my role.
Were the learning delivery methods appropriate to your learning style? Please comment	Yes – I like to read and do it myself and the trainer accommodated this with plenty of instructions, demonstrations and role-plays to practice my skills. I would have enjoyed more time with the practice sessions.
Did your coach/trainer use language and vocabulary that was appropriate and easy to understand? Please comment.	Yes – if there were any technical terms, these were explained thoroughly.
What is one thing that you feel the trainer did well?	The trainer made us all feel comfortable right away.
Is there anything you would have liked the trainer to do differently?	Take a bit less time on the work I was already competent in.
What skills did you learn?	How to talk to customers to build rapport. While serving food and clearing tables, what to do and what not to do.
What else would you like to learn?	How to deal with demanding customers.

CBSA – WORKPLACE LEARNING FEEDBACK FORM	
Name of person receiving workplace learning:	Rachel Rao
Trainer's name [Student]	Zane O'Brien
Please provide feedback to the trainer by completing the following questions.	

Feedback to the trainer	
Were you provided with relevant workplace learning opportunities? Please comment.	Yes – the coaching was all relevant to parts of my role.
Were the learning delivery methods appropriate to your learning style? Please comment	Yes – I like to do it myself and the trainer accommodated this with demonstrations and role-plays to practice my skills. I would have enjoyed more time with the practice sessions.
Did your coach/trainer use language and vocabulary that was appropriate and easy to understand? Please comment.	Yes, I understood everything he said.
What is one thing that you feel the trainer did well?	The trainer was knowledgeable and friendly.
Is there anything you would have liked the trainer to do differently?	More practice in taking bookings and seating arrangements would have been nice to see this in the role plays we did.
What skills did you learn?	How to welcome customers. What not to say and what to say to customers.
What else would you like to learn?	More skills in keeping customers happy.

CBSA – WORKPLACE LEARNING FEEDBACK FORM	
Name of person receiving workplace learning:	Sam Minjara
Trainer's name [Student]	Zane O'Brien
Please provide feedback to the trainer by completing the following questions.	
Feedback to the trainer	
Were you provided with relevant workplace learning opportunities? Please comment.	Yes, relevant to my role.
Were the learning delivery methods appropriate to your learning style? Please comment	Yes – I like to do it myself and the trainer accommodated this with demonstrations and role-plays—more time to practice.
Did your coach/trainer use language and vocabulary that was appropriate and easy to	Yes, he was clear.

understand? Please comment.	
What is one thing that you feel the trainer did well?	The trainer has a lot of knowledge of customer service skills.
Is there anything you would have liked the trainer to do differently?	Scenarios to include practice in upselling with customers
What skills did you learn?	I feel more confident with approaching customers, learnt some new techniques.
What else would you like to learn?	More skills on what to say when upselling.

CBSA – WORKPLACE LEARNING FEEDBACK FORM

Name of person receiving workplace learning:	Brooke Lee
Trainer's name [Student]	Zane O'Brien

Please provide feedback to the trainer by completing the following questions.

Feedback to the trainer

Were you provided with relevant workplace learning opportunities? Please comment.	Yes was very helpful.
Were the learning delivery methods appropriate to your learning style? Please comment	Yes – I like to do it myself and enjoy reading material to go over at home—more time to practice in the role plays.
Did your coach/trainer use language and vocabulary that was appropriate and easy to understand? Please comment.	Yes, clear and professional.
What is one thing that you feel the trainer did well?	The trainer was great at teaching customer service skills.
Is there anything you would have liked the trainer to do differently?	More time to practice and take in knowledge and skills.
What skills did you learn?	I liked the session on how to incorporate our values into our conversations with customers and how to make conversation with customers.
What else would you like to learn?	More communication techniques.

	I would also like a session on legal requirements and how to talk to customers about that.
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Assessor instructions:

This task aims for students to demonstrate their ability to use feedback from individuals or teams to identify areas of improvement required for future workplace learning and training.

Examples of a completed template are provided for assessor guidance.


Make sure that the students are fully aware of the requirements of this part of the assessment task.

CBSA – EVALUATION BY TRAINER	
Evaluation Of Group Training Session	
<p>What did I do well during the workplace learning session? List three (3) things.</p>	<p>The student responses must relate to the collective feedback provided by all four participants. A sample answer is provided.</p> <ul style="list-style-type: none"> • Rapport with the learner. • Providing relevant information. • Knowledgeable of customer service skills • Suitable teaching methods for customer service skills.
<p>What could I have done better during the workplace learning session? Describe two (2) things.</p>	<p>The student responses must relate to the collective feedback provided by all four participants. A sample answer is provided.</p> <ul style="list-style-type: none"> • Taken less time on areas participants felt competent in already. • More time practising role plays – all participants wanted more time to practice. It would be better to have each topic as one whole session so students have ample time to practice different scenarios and skills. • Scenario role plays would be more meaningful if I included specific skills such as upselling and taking bookings while practising general customer service skills.
<p>Based on the group feedback, do you feel the program was adequate for the individuals and the team? List four (4) reasons based on the team's feedback.</p>	<p>The student responses must relate to the collective feedback provided by all four participants. A sample answer is provided.</p> <p>Yes, it was effective because:</p> <ul style="list-style-type: none"> • the overall feedback was positive from participants • participants felt they learnt about • how to welcome customers • what not to say and what to say to customers • how to incorporate our values into our conversations with customers, how to make friendly conversation with customers • feeling more confident with approaching customers • learnt some new communication techniques.
<p>What learning and development would I benefit from?</p>	<p>The student responses must relate to the collective feedback provided by all four participants. A sample answer is provided.</p>

List one [1] reason based on the team's feedback.	<ul style="list-style-type: none"> • Planning lesson plans with ample time for each topic. • Combining specific skills in group training scenarios. • More experience in managing time.
<p>What improvements will I make for next time?</p> <p>List two [2] reasons based on the team's feedback.</p>	<p>The student responses must relate to the collective feedback provided by all four participants. A sample answer is provided.</p> <ul style="list-style-type: none"> • Find out the learner's skills and build on these, rather than training from scratch. • Provide more time for students to practice their skills. • Divide lessons into more lessons, so there is enough time to work on each skill.

Task 5 - Competency record keeping

Read the following email and attachments from your manager, Glenda, then complete the Competency Completion Forms, considering each participant's Workplace Learning Feedback Form.

	<p>To: Zane O'Brien (zane.obrien@cbsa.com.au)</p> <p>From: Glenda Williams (glenda.williams@cbsa.com.au)</p> <p>Date/time: Thursday 1:30 pm</p> <p>Subject: Competency records</p> <p>Attachment: Summary of Training feedback.docx Competency Completion Form.docx</p>
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Good morning Zane,

Seeing the collaborative process and reflections from you and the learners are great. You have done a great job assisting Food Inc's team performance needs.


Thank you for the Summary of Training feedback you have provided. It is now time to ensure you record each team member's progress and competencies.

Use the Competency Completion Form attached to record each participant's skills developed and other areas of improvement based on your Summary of Training Feedback. We will file these for our records and will also need to send a copy of these records to the HR management at Food Inc.

Please email me the completed Competency Completion Forms by Friday morning, as I will need to send these through to HR at Food Inc by Friday afternoon.

If you have any questions about this process, please let me know.

Kind Regards,
Glenda Williams
 Human Resources Manager
 300 Fictional Way, Sydney, NSW 2000
 Phone: 1800 111 222
www.cbsa.com.au



CBSA – SUMMARY OF TRAINING FEEDBACK	
Name of team: Good Food Inc. Training session: Customer Service	
Role 1 - Rachel	
Competent	Areas to further develop
<ul style="list-style-type: none"> How to welcome customers. What not to say and what to say to customers. 	<ul style="list-style-type: none"> Further skills and techniques for positive customer communication.
Role 2 - Sam	
Competent	Areas to further develop
<ul style="list-style-type: none"> More confident with approaching customers new techniques acquired to use with customers 	<ul style="list-style-type: none"> customer service skills when upselling products
Role 3 - Zoe	
Competent	Areas to further develop
<ul style="list-style-type: none"> Communication skills - building rapport. Appropriate communication techniques to use when serving food and clearing tables. 	<ul style="list-style-type: none"> How to deal with demanding customers.
Role 4 - Brooke	
Competent	Areas to further develop
<ul style="list-style-type: none"> Understanding of incorporating goals and values when communicating with customers. 	<ul style="list-style-type: none"> Further communication techniques to support customer communications. how to talk to customers about legal requirements

For this task, you will use the **Summary of Training Feedback** to complete the following **Competency Completion Form** for each team member.

Assessor Instructions: The student's responses must reflect the feedback summary provided in the Summary of Training Feedback. Sample answers have been provided below.

CBSA – COMPETENCY COMPLETION FORM	
Team member name	Zoe Davis
This team member has demonstrated competency in the following skills. <ul style="list-style-type: none"> How to talk to customers to build rapport. While serving food and clearing tables, what to do and what not to do. 	

This team member requires further support in the following skills.
How to deal with demanding customers.

Further support, if required, will be given in the following ways.
 List two [2] techniques.
The student must list relevant techniques to support the participant further. Sample answers are provided.

- Further training sessions.
- Mentoring support.
- On-the-job training
- Follow up in two weeks.

Leader's name:	Zane O'Brien
Leader's signature:	<i>Zane O'Brien</i>
Date:	

CBSA - COMPETENCY COMPLETION FORM

Team member name	Rachel Rao
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This team member has demonstrated competency in the following skills.

- How to welcome customers.
- What not to say and what to say to customers.

This team member requires further support in the following skills.
Further skills and techniques for positive customer communication.

Further support, if required, will be given in the following ways.
 List two [2] techniques.
The student must list relevant techniques to support the participant further. Sample answers are provided.

- Further customer service training sessions.
- Mentoring support.
- Shadowing a more experienced team member when dealing with customers.
- Follow up in two weeks.

Leader's name:	Zane O'Brien
Leader's signature:	<i>Zane O'Brien</i>
Date:	

CBSA - COMPETENCY COMPLETION FORM

Team member name

Sam Minjara

This team member has demonstrated competency in the following skills.

- More confidence when approaching customers.
- Learned new customer service techniques to use with customers.

This team member requires further support in the following skills.

Customer service skills when upselling products

Further support, if required, will be given in the following ways.

List two (2) techniques.

The student must list relevant techniques to support the participant further. Sample answers are provided.

- Customer service skills when upselling.
- Mentoring support.
- On-the-job training.
- Follow up in two weeks.

Leader's name:

Zane O'Brien

Leader's signature:

Zane O'Brien

Date:

CBSA - COMPETENCY COMPLETION FORM

Team member name

Brooke Lee

This team member has demonstrated competency in the following skills.

Understanding of incorporating goals and values when communicating with customers.

This team member requires further support in the following skills.

- Further communication techniques to support customer communications.
- How to talk to customers about legal requirements.

Further support, if required, will be given in the following ways.

List two (2) techniques.

The student must list relevant techniques to support the participant further. Sample answers are provided.

- Positive customer service communication techniques.
- Mentoring support.
- Training session on speaking with customers about legal requirements effectively and positively. Follow up in two weeks.

Leader's name:	Zane O'Brien
Leader's signature:	<i>Zane O'Brien</i>
Date:	

Assessment checklist:

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

Part A	Identifying the learning needs of the team	
1	Identify the learning needs of the team template	<input type="checkbox"/>
2	a) List 4 responsibilities according to the policy	<input type="checkbox"/>
	b) Answer the question regarding building rapport according to the policy	<input type="checkbox"/>
3	c) Answer the question regarding the business plan	<input type="checkbox"/>
Part B	Collaborating with others to develop learning plans	
1	Complete table - questions for the mentoring session	<input type="checkbox"/>
2	Role-play recorded by video to demonstrate communication skills to mentor a team member (and submit the recording together with the assessment task)	<input type="checkbox"/>
3	Complete Individual Learning Plan	<input type="checkbox"/>
	a) Answer question regarding the importance of information collection	<input type="checkbox"/>
	b) Answer question regarding information sources	<input type="checkbox"/>
Part C	Mentoring Feedback and Evaluation	
1	Complete table regarding self-evaluation	<input type="checkbox"/>
Part D	Workplace training	
1	Complete Individual - Workplace Learning Preparation Plan	<input type="checkbox"/>
2	Complete Group - Workplace Learning Preparation Plan	<input type="checkbox"/>
3	Email - Glenda to confirm plans	<input type="checkbox"/>
4	Complete Workplace Learning Feedback Form	<input type="checkbox"/>
5	Complete the Competency Completion form x4	<input type="checkbox"/>



Congratulations, you have reached the end of Assessment 2!

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