

BSBOPS504

**Manage Business Risk**

**Assessment 1 of 2**

Case Study and Tasks

**Graphical user interface, text

Description automatically generated with medium confidence**

**Assessment Details**

*This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.*

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| **SECTION 1** | | | |
| UNIT OF COMPETENCY DETAILS | | | |
| Code | | Title | |
| BSBOPS504 | | Manage Business Risk | |
| COURSE AND MODULE DETAILS  *Assessments may be published in more than one course. Add lines for additional courses as needed.* | | | |
| Course Code (UPed) | | Module Number (Order) | Module Code (UPed) |
| BSB50420 | | 12 |  |
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|  | |  |  |
| ASSESSMENT TYPE | | | |
| **Assessment Method:**  *Select all that apply.* | Choose an item.Choose an item.Choose an item. | | |

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| **SECTION 2** |
| STUDENT INSTRUCTIONS  *The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.* |
| **Student instructions** |
| This is assessment 1 of 2 assessments for BSBOPS504 Manage Business Risk.  This assessment requires you to read five (5) Case Studies and complete the associated tasks to test your [knowledge/understanding/skills] required of this unit.  To be assessed as competent, you must complete all tasks in the spaces required.  You are required to download your assessment by clicking on the assessment document icon below (see Let’s begin) and upload your completed assessment for submission. |
| **Supporting documents** |
| To answer some of the questions, you will need to access the following documents:   * CBSA Business Plan * CBSA Risk Management Plan * CBSA Risk Management Register |
| **Files for submission** |
| Submit the assessment document with all tasks completed in the spaces provided.  Submit the following files:   * Assessment document * Role Play Videos * CBSA Document Risk Management Register |
| **Submission instructions** |
| **Video and Audio Submissions**  You may be requested to record an audio or video file for your assessment. You have the option to record directly into your assessment via this page, using the record button from the menu. The feature will provide you with an opportunity to review your recording and redo it as many times as needed, prior to submitting it.  **PDF File Submissions**  **Please save all Word documents as PDF files before submitting.**  **IMPORTANT**: Word documents will **not** be accepted.  Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.  *Windows: Word 2013 and newer*  Choose **File** > **Export** > **Create PDF/XPS**.  *Windows: Word 2010*   1. Click the **File** tab 2. Click **Save As**  * To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder  1. In the **File Name** box, enter a name for the file, if you haven't already 2. In the **Save** as type list, click **PDF** (\*.pdf).  * If you want the file to open in the selected format after saving, select the Open file after publishing check box. * If the document requires high print quality, click Standard (publishing online and printing). * If the file size is more important than print quality, click Minimum size (publishing online).  1. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished. 2. Click **Save**.   *macOS: Office for Mac*  To save your file as a PDF in Office for Mac follow these easy steps:   1. Click the **File** 2. Click **Save As** 3. Click **File Format** towards the bottom of the window 4. Select **PDF** from the list of available file formats 5. Give your file a name, if it doesn't already have one, then click **Export**   For more detailed instructions refer to Microsoft Support. |

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| **SECTION 3** |
| ASSESSMENT TASK CRITERIA AND OUTCOME |
| This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).  To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.  Refer to the mapping spreadsheet for details for this unit. |

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| SECTION 4 |
| ASSESSMENT DETAILS  *Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student’s will type answers directly into LMS or will upload of files of completed assessment tasks.*  *The STUDENT INSTRUCTIONS above will be added directly into the LMS.*  *All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.*  *Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.* |
| The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:  Instructions to students  Questions /tasks  Templates /tables where applicable  Links to supporting files /websites  Instructions to assessors  Sample answers /examples of benchmark answers |

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| **SECTION 5** |
| STAKEHOLDERS AND SIGN OFF  *List all that apply for each of the stakeholder roles below.* |

|  |  |
| --- | --- |
| UPed Learning Designer/Author name |  |
| SOE Quality and Compliance Manager name |  |
| SUT VE Quality Compliance name |  |
| Date approved |  |

**Assessment Instructions**

**Task overview**

This assessment task is divided into five (5) Case Studies with associated tasks to complete. Read each question carefully before typing your response in the space provided.

**Additional resources and supporting documents**

To complete this assessment, you will need:

* CBSA Resource
* CBSA Intranet website

**Assessment Information**

**Submission**

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

**Reasonable adjustment**

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

* 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.

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| The following assessment tasks use a simulated business called Complete Business Solutions Australia (CBSA). To complete the assessment tasks, students will need to access information, templates, policies and procedures associated with CBSA. These documents can be accessed on CBSA’s intranet accessible via the website. To access; head to[*www.cbsa.com.au*](http://www.cbsa.com.au)*,* |

**Case Study A: Review Existing Risk Processes**

To begin this task please read the following email and its attachment, then complete the tasks that are associated with this case study.

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
|  | To | Jason Yee (jason.yee@cbsa.com.au) | |
| From | Gavin Stead (gavin.stead@cbsa.com.au) | |
| Date/ Time | Monday 9:22 a.m. | |
| Subject | Knowledge of Risk Processes | |
| Attachment | Risk Process Questions.docx | |
| Good morning Jason,   1. Recently our Training Manager Steve Alfonso proposed that CBSA start offering in-house training services for our clients that don’t have appropriate facilities to deliver these services at their premises. This would allow our training team to directly deliver learning on business solutions and technologies to our clients, who will be implementing this learning as part of our service arrangements with them. 2. I’m worried about the associated risks of introducing the training facilities, so I have attached some questions for you regarding our organisation’s current risk assessment’s processes. In order to fully answer these questions, you will need to be familiar with our risk management standards and relevant legislation related to our business operations. 3. Please review CBSA’s IM009 Risk Management Policy & Procedures, including the forms and templates associated with this policy, and then provide answers to my questions.  * Provide a brief overview of the organisational policies, procedures, templates and forms used for risk management. * Explain what the purpose of the standard is and its key elements. Please include two current risk management international standards. * Identify five legislative acts that our organisation must be aware of to ensure that legal risks are minimalised.  1. I will be passing over responsibility regarding the management of this project to Steve Alfonso after you complete this task.   Please return this information in a formal email  Kind regards, | | | |
| Gavin Stead  Managing Director  300 Fictional Way, Sydney, NSW 2000  Phone: 1800 111 222  [www.cbsa.com.au](http://www.cbsa.com.au) | | |  |

**Attachment: Risk Process Questions**

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| Risk Process Questions:   * Provide a brief overview of the organisational policies, procedures, templates and forms used for risk management. * Identify two current international standards and briefly explain the purpose of the standards and their key elements. * Identify five legislative acts related to a B2B service provider to ensure legal risks are minimalised. |

Task 1: Formal Email

Based on the email, draft a formal email to cover the information required.

Assessor Instructions

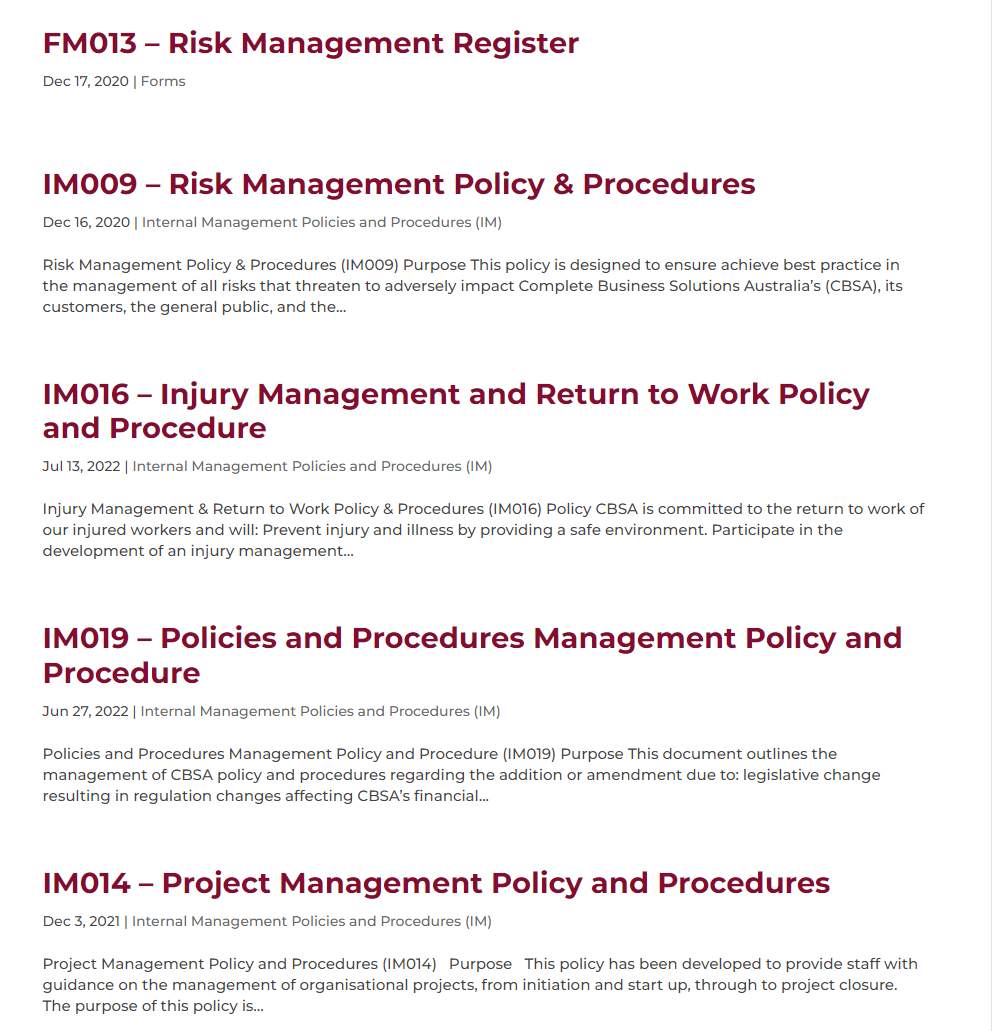
Purpose of the task

This part is designed to ensure that the student is capable of reviewing an organisation’s existing risk management processes and displaying knowledge around the subject of risk management.

Approximate Word Count- 350-400 words

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|  | | |
| To | Gavin Stead | |
| From | Jason Yee | |
| Date/ Time | Monday 11:00am | |
| Subject | Knowledge of Risk Processes | |
| Attachment | Risk Process Questions | |
| Hi Gavin,  Please find below answers to the Risk Process Questions that you sent previously.  Question 1: Provide a brief overview of the organisational policies, procedures, templates and forms used for risk management.  For Question 1, the student must provide a brief overview of the organisational policies, procedures, templates and forms used for risk management. The student should identify:   * IM009 Risk Management Policy & Procedures * FM011 Hazard Identification Report * FM012 Hazard Register * FM013 Risk Management Register   Question 2: Identify two current international standards and briefly explain the purpose of the standards and their key elements.  For Question 2, the student must identify two current international standards and briefly explain the purpose of the standards and its key elements. An example of one standard is provided below:   * ISO 31000 2018 – Risk Management Guidelines: * Purpose: Provides principles and generic guidelines for risk management which can be applied to any industry * Key elements: * not specific to any organisation type * can be applied throughout the life of an organisation * can be applied to a wide range of activities * can be applied to any type of risk.   Accept any two international risk management standards from the student. Some other appropriate standards could include:   * IEC 31010:2009 Risk Management – Risk Assessment Technique * IRM’s Risk Management Standard * COSO 2004: Enterprise Risk Management – Integrated Framework * GRC (Red Book) 3.0 – a Governance, Risk and Compliance Capability Model   Question 3: Identify five legislative acts related to a B2B service provider to ensure legal risks are minimalised.  For Question 3, the student must identify five legislative acts related to a B2B service provider to ensure legal risks are minimalised. Examples of relevant legislation include:   * Model Work Health and Safety Acts * Competition and Consumer Act 2010 * Fair Work Act 2009 * Privacy Act 1988 * Copyright Act 1968 * Spam Act 2003 * Anti-discrimination legislation such as: * Age Discrimination Act 2004 * Disability Discrimination Act 1992 * Racial Discrimination Act 1975 * Sex Discrimination Act 1984 * Australian Human Rights Commission Act 1986 * Legislation relevant to tax: * Income Tax Assessment Act 1997 * Superannuation Act 2005 * Fringe Benefits Tax Assessment Act 1986 * A New Tax System (Goods and Services Tax) Act 1999 | | |
| Jason Yee  300 Ficitional Way, Sydney, NSW 2000  Phone: 1800 111 222  [www.cbsa.com.au](http://www.cbsa.com.au) | |  |

Screenshot from the CBSA website.



**Case Study 2: Develop Scope Statement**

To begin this part, read the following email and its attachment, then complete the tasks that follow:

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
|  | To | Jason Yee (jason.yee@cbsa.com.au) | |
| From | Steve Alfonso (steve.alfonso@cbsa.com.au) | |
| Date/ Time | Tuesday 12:19 p.m. | |
| Subject | Scope Statement | |
| Attachment | Scope Statement Template.docx | |
| Good afternoon Jason,  The aim of the training facilities project is to ensure that we offer our clients tailored training in all aspects of our business solutions including, financial management, information technology, human resources and compliance services. I want to put you in charge of the risk management processes for the implementation of this project, including developing the risk management scope for this project.  The major milestones of the project have been identified during a pre-planning session as follows:   * office refit – refitting the office to make space for the training facilities * training room setup – the procurement, installation and configuration of computer systems to deliver and support the training * training session development – development of generic training sessions which can be varied to meet the needs of our customers * staff hiring and training – employment of two new trainers to handle expected business for in-house training sessions, and the training of these employees.   Based on these points, I would now like you to use the attached template to develop a Scope Statement for the risk management processes of the training facilities project. Make sure that the Scope Statement:   * specifies a scope description for the risk management process of the in-house training facilities project that describes how risk management processes should be incorporated into the project and who will be responsible for managing risk assessment during the project * identifies the project milestones * identity at least two goals for the risk management processes during this project.   Kind regards, | | | |
| Steve Alfonso  Training Manager  300 Fictional Way, Sydney, NSW 2000  Phone: 1800 111 222  [www.cbsa.com.au](http://www.cbsa.com.au) | | |  |

**Attachment: Scope Statement Template**

|  |
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| A logo with text on it  Description automatically generated  Training Facilities Risk Maangement Scope Statement:  Training Facilities Risk Management Scope Statement  **Scope description**  <<Add your scope statement description here.>>  **Project Deliverables**  The deliverables for the project include:   * <<Add deliverable one here.>> * <<Add further deliverables in bullet point format.>>   **Risk Management Goals**  The risk management goals for this project are:   * <<Add goal one here.>> * <<Add goal two here.>>   **Success Factors**   * what are the critical success factors, goals and objectives for this scope statement |

Task 2: Scope Statement

Based on the email, you are to develop a scope statement using the given template that:

* specifies a scope description for the risk management process of the in-house training facilities project that describes how risk management processes should be incorporated into the project and who will be responsible for managing risk assessment during the project
* identifies the project deliverables (the project milestones)
* identity two goals for the risk management processes during this project.

**Assessor Instructions**

Purpose of the task

This part is designed to ensure that the student can develop a scope statement for the risk management processes for a project.

Approximate Word Count- 30-50 words in each section of the scope statement

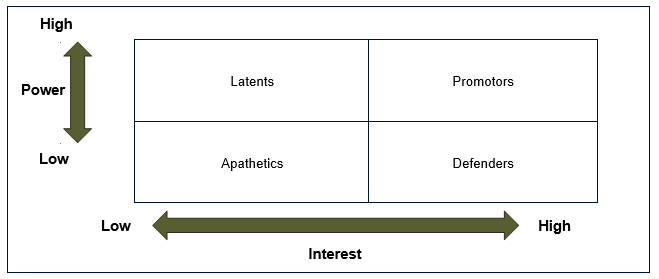
|  |
| --- |
| A logo with text on it  Description automatically generatedScope Statement |
| * specifies a scope description for the risk management process of the in-house training facilities project that describes how risk management processes should be incorporated into the project and who will be responsible for managing risk assessment during the project |
| The student must develop a scope description. The scope description should be a simple statement outlining the organisation’s commitment to ensuring risk management processes are integrated into the project and that the student is responsible for managing risk processes during the project’s activities. For example: ‘Risk management processes must be incorporated into the project activities for the in-house training facilities project to ensure risk is minimalised. <<Student name>> will be responsible for the risk management process in all aspects of this project.’  *Accept any reasonable suggestions where the student states that risk management processes are integrated into the project activities and that they are responsible for these processes.* |
| * identifies the project deliverables (the project milestones) |
| The student must specify the project deliverables given in the email. It should be similar to the following:   * Refitted training room * Training room setup * Training session development * Staff hiring and training |
| * identity two goals for the risk management processes during this project. |
| The student must identify two goals related to risk management for the project. Accept any reasonable goals that relate to minimising or managing risk. Some example goals include:   * Ensure processes to minimise risk are undertaken * Manage hazards as they are identified * Ensure risk assessment is conducted on every identified risk * Ensure risks are managed, so the project deliverables are not affected |
| * Based off the email from Steve, what are the critical success factors, goals and objectives for this scope statement |
| The student must specify the critical success factors, goals and objectives given in the email. It should be similar to the following:   * *office refit – refitting the office to make space for the training facilities* * *training room setup – the procurement, installation and configuration of computer systems to deliver and support the training* * *training session development – development of generic training sessions which can be varied to meet the needs of our customers* * *staff hiring and training – employment of two new trainers to handle expected business for in-house training sessions, and the training of these employees.* |

**Case Study 3: Undertake Stakeholder Analysis**

To begin this part, read the following email and its attachment, then complete the tasks that follow:

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| --- | --- | --- | --- |
|  | | | |
| A person in a blue shirt  Description automatically generated | To | Jason Yee (jason.yee@cbsa.com.au) | |
| From | Steve Alfonso (steve.alfonso@cbsa.com.au) | |
| Date/ Time | Wednesday 12:16 p.m. | |
| Subject | Stakeholder Analysis | |
| Attachment | Stakeholder Map Template.docx | |
| Good afternoon Jason,  I would like you to undertake stakeholder analysis to identify possible internal stakeholders for the training facilities project and their attitudes towards the project so that appropriate stakeholder planning can be undertaken. You should use the attached template to map the stakeholders.  Once you have identified the key stakeholders, we need to conduct a Stakeholder Analysis. Looking at the stakeholders we need to map out the following areas of concern:   * Address their concerns * Involve them extensively * Keep them informed * Involve them as needed   I will provide you with a table for you to determine the stakeholders and where they map to, to help us moving forward with this project.  Kind regards, | | | |
| Steve Alfonso  Training Manager  300 Fictional Way, Sydney, NSW 2000  Phone: 1800 111 222  [www.cbsa.com.au](http://www.cbsa.com.au) | | |  |

**Attachment: Stakeholder Map Template**



**Attachment: Stakeholder Map Template**

A close-up of a document

Description automatically generated

Task 3: Undertake Stakeholder Analysis

Based on the email and the attachment, refer to the organisations BD001 Business Plan. Plot internal stakeholders within the Stakeholder Map based on their likely interest within the project, and their power within the organisation.

**Assessor Instructions**

Purpose of the task

This part is designed to ensure that the student can identify internal stakeholders for a project and their possible attitude towards the project.

Approximate Word Count- 35-50 words

|  |  |
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| Guidance to assessors about this task  There is no one correct answer. However, you should use the following as a guide to where individual employees will likely be mapped based on the project’s nature and the organisation chart of the business:   * Managing Director (Gavin Stead) – Promotor * Training Manager (Steve Alfonso) – Promotor * Members of the training department (Tracey White, Abby Smith) – Defenders * Other Departmental managers apart from yourself (Tina Hughes, Con Kafatos, Glenda Williams, Wi Zhang) – either latent or promotors * All remaining staff – either apathetic or defenders   **Stakeholder Analysis**  Please find below the stakeholder analysis map with the answers the students need to provide. | |
| **Address their concerns** | **Involve them Extensively** | |
| * Managing Director (Gavin Stead) – Promotor * Training Manager (Steve Alfonso) – Promotor | * Members of the training department (Tracey White, Abby Smith) – Defenders | |
| **Keep them Informed** | **Involve them as needed** | |
| * All remaining staff – either apathetic or defenders | * Other Departmental managers apart from yourself (Tina Hughes, Con Kafatos, Glenda Williams, Wi Zhang) – either latent or promotors | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Stakeholder Map   |  |  | | --- | --- | | **Latents** | **Promoters** | |  |  | | **Apathetics** | **Defenders** | |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Stakeholder Analysis   |  |  |  | | --- | --- | --- | | **Priority**  (Importance of the Stakeholder in your Organisation) | **Address their concerns** | **Involve them Extensively** | |  |  | | **Keep them Informed** | **Involve them as needed** | |  |  | |  | **Involvement**  (Impact of the Stakeholders on the project) | | |

**Case Study 4: Undertake Internal and External Analysis**

To begin this part, read the following email and its attachment, then complete the tasks that follow:

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| --- | --- | --- | --- |
|  | | | |
| A person in a blue shirt  Description automatically generated | To | Jason Yee (jason.yee@cbsa.com.au) | |
| From | Steve Alfonso (steve.alfonso@cbsa.com.au) | |
| Date/ Time | Friday 11:11 a.m. | |
| Subject | PESTLE and SWOT analysis | |
| Attachment |  | |
| Good morning Jason,  Can you please undertake SWOT and PESTLE analysis for the training facilities project and send me this analysis once you are complete?  Kind regards, | | | |
| Steve Alfonso  Training Manager  300 Fictional Way, Sydney, NSW 2000  Phone: 1800 111 222  [www.cbsa.com.au](http://www.cbsa.com.au) | | |  |

Task 4: PESTLE and SWOT analysis

1. Based on the email, you are to undertake:

* SWOT analysis of the existing arrangement of only providing training services at the client’s premises and the upcoming project to also introduce these services in-house that:
* Identifies strength of introducing training in-house
* Identifies weakness of introducing training in-house
* Identifies opportunity of introducing training in-house
* Identifies threat of introducing training in-house
* PESTLE analysis of the training facilities project that:
* Identifies possible political factor
* Identifies possible economic factor
* Identifies possible social factor
* Identifies possible technological factor
* Identifies possible legal factor

Note: the environmental factor of PESTLE analysis is not required.

**Assessor Instructions**

Purpose of the task

This part is designed to ensure that the student can undertake SWOT and PESTLE analysis in relation to a project that the organisation wants implementing.

Guidance to assessors about this task

Use the following checklist to ensure that the student has met the minimum requirements for developing the SWOT analysis:

Approximate Word Count- 20-40 words in each section of the SWOT Analysis & Pestle Analysis.

|  |
| --- |
| A logo with text on it  Description automatically generatedSWOT Analysis |
| Identifies strength of introducing training in-house |
| Student must identify one strength of the project. Some examples include:   * previous experience in delivering training services to our clients * training department expertise * used to adapting training needs based on the client’s desires * IT department expertise in implementing and managing IT systems. |
| Identifies weakness of introducing training in-house |
| Student must identify one weakness of the project. Some examples include:   * ability to find suitably skilled staff for the new training roles within specified project timeframes * competitors offering similar services. |
| Identifies opportunity of introducing training in-house |
| Student must identify one opportunity of the project. Some examples include:   * increase service offering to clients * increase market share against competitors * increase in the number of employees leading to increased knowledge and skills of the organisation * good implementation of training leading to increased customer satisfaction. |
| Identifies threat of introducing training in-house |
| Student must identify one threat of the project. Some examples include:   * training services might not be utilised * increase in the number of employees placing pressure on finances * poor implementation of training leading to decreased customer satisfaction. |

Use the following checklist to ensure that the student has met the minimum requirements for developing the PESTLE analysis:

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| --- |
| A logo with text on it  Description automatically generatedPESTLE Analysis |
| Identifies possible political factor |
| Student must identify one political factor for the project. Some examples include:   * changes to labour laws * changes to taxation laws. |
| Identifies possible economic factor |
| Student must identify one economic factor of the project. Some examples include:   * a downturn in the economy * increase in labour costs (pay rates) * competitors offering similar services. |
| Identifies possible social factor |
| Student must identify one social factor of the project. Some examples include:   * changes to client demographics * changes to job market trends * changes to anti-discrimination laws. |
| Identifies possible technological factor |
| Student must identify one technological factor of the project. Some examples include:   * rise of online training compared to traditional modes * system security and monitoring needs * systems not being sufficient for training needs. |
| Identifies possible legal factor |
| Student must identify one legal factor of the project. Some examples include:   * changes to health and safety legislation * changes to consumer legislation. |

**Case Study 5: Stakeholder Consultation**

To begin this part, read the following email and its attachment, then complete the tasks that follow:

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| A person in a blue shirt  Description automatically generated | To | Jason Yee (jason.yee@cbsa.com.au) | |
| From | Steve Alfonso (steve.alfonso@cbsa.com.au) | |
| Date/ Time | Friday 12:05pm | |
| Subject | Stakeholder Consultation Session | |
| Attachment |  | |
| Good morning Jason,  It’s important that we get feedback not only from our internal customers but also our external customers in relation to the training facilities project and possible risks associated with this project. To this end, I would like you to undertake a consultation session with representatives of our internal and external customers.  The purpose of this consultation session is to obtain support for risk assessment activities by inviting them to be involved in identifying potential risks for the project. To do this, I want you to communicate the current risk assessment procedure that CBSA uses so that the stakeholders understand how they can identify risks following organisational processes, and what processes occur after they have been identified.  I would also like you to present the scope description and the goals of risks assessment for the training facilities project that you developed previously so that any issues that the stakeholders (both internal and external) have with these can be addressed.  Kind regards, | | | |
| Steve Alfonso  Training Manager  300 Fictional Way, Sydney, NSW 2000  Phone: 1800 111 222  [www.cbsa.com.au](http://www.cbsa.com.au) | | | A logo with text on it  Description automatically generated |

Task 5: Stakeholder Consultation- Role Play

Based on the email, you are to complete the following task:

You are to lead the stakeholder consultation with a representation of the stakeholders. You will be undertaking the consultation session to at least three attendees who will be

* Gavin Stead
* Steve Alfonso who is the project manager for the project,
* and an external VIP client

|  |
| --- |
| 1. During the consultation session, your Assessor will be looking to see that you can:  * verbally lead the consultation session communicating the main components of the IM009 Risk Management Policy & Procedures as well as the scope description and risk management goals * use listening skills to ask questions and receive feedback around issues and to answer any questions that the stakeholders may have * use negotiation skills to agree on any changes to the scope statement or IM009 Risk Management Policy & Procedures * confirm the attendee’s understanding of any agreed-upon changes to the IM009 Risk Management Policy & Procedures by using questioning techniques * Invite the stakeholders to assist in the identification of risks that could affect the project |

**Role play instructions**

The role play/meeting must include at least number 3 participant/s, must not exceed 10 minutes duration and must address all elements of the Observation Checklist below.

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

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

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

**Option 1: Peer/s participant**

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

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

**Option 2: Fellow student/s participant**

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

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

**Character Instructions**

In this role play you will have three (3) other characters that you will be presenting to. This will be Gavin Stead, Steve Alfonso and a VIP client. The characters are required to ask questions to the presentee. The character need to ask questions once the presentee has explained CBSA’s IM009 Risk Management Policy & Procedures. All characters need to ask one question and the presentee about the policy and procedure to create a discussion. Below are the assigned questions that the characters need to ask.

Questions to be asked during the role play from certain characters:

|  |  |
| --- | --- |
| Gavin Stead | * What is a strategy we are going to implement to ensure all staff are aware of the policy and procedure and how to manage risk. |
| Steve Alfonso | * When asking staff to manage risks and hazards, do we need to add a definition of what kind of risks and hazards. |
| VIP Client | * Is there a procedure in the document to demonstrate where staff or to whom they need to report the information to when escalating an issue. |

During the Role Play, the presentee will be asking the characters a question based on the question Steve Alfonso’s question identifying risks and hazards that can affect the project. When this question is asked the characters need to respond to the presentee.

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| Gavin Stead | * Cost and time relating to the office refit (cost and time) |
| Steve Alfonso | * With the training room set up depending on the office refit to make space with the training room, are we are to make a sufficient space to make a great and effective training room (size) |
| VIP Client | * Costs involved relating to HR and procruiment for staff hiring and training, the cost of hiring, cost and time to get the staff and upskill them |

**Recording instructions**

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

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

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

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

Include this recording as part of your assessment submission.

**Assessor Instructions**

Purpose of the task

This part is designed to ensure that the student can lead a consultation session with internal and external customers to identify any issues with risk management processes.

Guidance to assessors about this task

Use the following checklist to ensure that the student has followed the selection processes they have developed:

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| **Consultation Session** |
| Student must verbally lead the consultation session communicating the main components of the IM009 Risk Management Policy & Procedures as well as the scope description and risk management goals |
| Student must utilise listening skills to receive feedback around issues and to answer any questions that the stakeholders may have |
| Student must use negotiation skills to agree on any changes to the scope statement or IM009 Risk Management Policy & Procedures |
| Student must confirm the attendee’s understanding of any agreed-upon changes to the Risk Management Policy and Procedures and/or the scope statement by using questioning techniques |

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| **Questions provided by Characters in the role play** |
| What is a strategy we are going to implement to ensure all staff are aware of the policy and procedure and how to manage risk.  Appropriate responses:   * A company wide email will be sent out to all staff so they can receive the update policy and procedure * Staff will be required to sign off that they have read the policy and added onto their HR file * When staff are being inducted they are required to read and sign off as part of their induction process that they have read and understood it |
| When asking staff to manage risks and hazards, do we need to add a definition of what kind of risks and hazards.  Appropriate responses:   * We can add a section to the policy and procedure with risks and hazards that staff can complete and best course of action example: a broken pience of equipment (table, chair) they must go and follow the procedure * We could make a table with Office Risks and Office Hazards so staff can be more aware and it is black and white the expectations and the definitions |
| Is there a procedure in the document to demonstrate where staff or to whom they need to report the information to when escalating an issue.  Appropriate responses:   * Having a decision tree or a employee map to explain the process. For example Employee to Direct Manager, Direct Manager to Senior Manager, Senior Manager to Executive etc. |

Observation Checklist

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| **Observation** | **S** | **NYS** | **Comments** |
| 1. Has the student demonstrated that they have communicated the risk management process relevant to the stakeholders | ☐ | ☐ | The student:   * Explained to the people in the role play the IM009 Risk Management Policy and Procedure * Went through all sections of the document including * Purpose * Policy * Procedures * Related Documents |
| 1. Did the student invite the stakeholders to assist in the identification of potential risks | ☐ | ☐ | The student:   * Asked the stakeholders if there was any potential risks that they thought might have not been discussed * Listen to any feedback from the stakeholders |
| 1. Did the student communicate the risk management process to everyone in the role play | ☐ | ☐ | The student:   * Did the student explain the Risk Management Process that is outlined in the policy. They needed to explain the following procedures in their presentation * Identifying Hazards * Risk Assessment * Risk Rating Matrix * Control Risks and Hazards * Hierarchy of Controls |
| 1. Did the student participate in interactions with the stakeholder using questioning and listening to elict opinions, and to clarify understanding | ☐ | ☐ | The student:   * Invited the stakeholders to provide feedback and allow them to ask questions * Answered the questions that the stakeholders asked them in the role play |
| 1. Did the student use appriopiate conventions and protocols when communicating with stakeholders about risk | ☐ | ☐ | The student:   * Provided a detailed and proper presentation explaining the IM009 Risk Management Policy and Procedure * Addressed all stakeholders * Was clear and concise * Kept the lines of communication open * Addressed and spoke to them respectfully |
| 1. The student consults and negociates with stakeholders about risk management processes and outcomes | ☐ | ☐ | The student:   * The stakeholders questions are answered by the student satisfactory * The student is respectful and drives the conversation effectively * The student is polite and kind with their interactions * The student listens to feedback and acknowledges it in the role play |

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| Case Study 1 – Review Existing Risk Processes | | |
| Task | Email | ☐ |
| Case Study 2 – Develop Scope Statement | | |
| Task | Scope Statement Template | ☐ |
| Case Study 3 – Undertake Stakeholder Analysis | | |
| Task | Stakeholder Map Template | ☐ |
| Case Study 4- Undertake Internal and External Analysis | | |
| Task | SWOT & Pestle Analysis | ☐ |
| Case Study 5- Stakeholder Consultation | | |
| Task | Role Play- Stakeholder Consultation | ☐ |

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**Congratulations you have reached the end of Assessment 1!**

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