

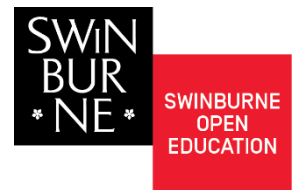


BSBXTW401

Lead and facilitate a team

Assessment 2 of 2

Case Study



Student name: <<Insert student name here>>
Student number: <<Insert student number here>>

Unit code: BSBXTW401
Course Name: Lead and facilitate a team Page 2 of 23



Assessment Instructions

Task overview

This assessment is divided into three (3) tasks based on the scenario below. Read each part carefully before starting the assessment. This assessment requires you to create a portfolio of evidence to demonstrate that you have planned, presented and gathered feedback on a persuasive oral presentation to test your knowledge, understanding and skills required of this unit.

Additional resources and supporting documents

To complete this assessment, you will need:

- **Access to the LMS**
- **Access to internet and MS teams or zoom for the role play**
- **Access to the following supporting documents:**
 - [Aussie Tool Shed Pty Ltd project briefing document](#)
 - [Aussie Tool Shed Pty Ltd policies and procedures](#)
 - [Aussie Tool Shed Pty Ltd performance plan document team members](#)

At the end of the assessment, you will be required to submit the following:

Files for Submission

Submit the following files:

- Assessment documents, including:
 - Task A: **Plan team outcomes and establish common team objectives**
 - Task B: **Coordinate, communicate, facilitate, and support the team through coaching and problem solving**
 - Task C: **Measure team performance and provide feedback for both team and individual performance**

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.



Please consider the environment before printing this assessment.

Task Instructions:

Task 1- Plan team outcomes and establish common team objectives

To complete this task, you are required to:

- a) plan and establish common objectives of workplace teams and use performance plans to establish expected outcomes for each team member.
- b) select appropriate strategies to ensure team members are accountable for their roles
- c) plan contingencies based on possible scenarios that could impact the team.

Instructions:

Read the instructions for each task carefully before typing your response into the spaces provided.

Case Study

Aussie Tool Shed Pty Ltd private company have launched a new online ordering system. They are looking to update their website to host an online ordering system and virtual shopping experience for their customers. The company prides itself on its workplace culture based on effective communication, transparency, honesty, continuous improvement and safety.

They aim to increase revenue by tapping into a market sector outside of current stores, possibly overseas markets, and existing customers migrating to online shopping. They will need to upskill existing staff to deal with the existing customers to support online customer enquiries, advise on suitable purchases, and deal with orders, deliveries and returns.

Most staff at Aussie Tool Shed Pty Ltd have low level IT skills because they are used to dealing with customers on a face-to-face basis. This is a new direction for the business, so they will need support during the changeover while staff get used to the new way of doing business.

You have been engaged as a project lead and your job is to:

- manage this transition
- implement the website changes
- generate revenue sales
- provide coaching to the team to enhance workplace culture
- ensure staff members' training needs are met
- provide feedback on both individual and team performance.

To implement these changes, you will be required to work with two team members: a website developer (named Mick) and a training manager (named Rick). You will be responsible for planning, allocating work and leading the team to ensure the desired outcomes are met efficiently. Once you have completed all the questions in Task 1 below, ensure you save the document on your drive or desktop as you are required to refer to Task 1 for the role play.

- a) Plan and establish common objectives of workplace teams and use performance plans to establish expected outcomes for each team member.



To complete this task, you will need to access and read the following:

- [Aussie Tool Shed Pty Ltd project briefing document](#)
- [Aussie Tool Shed Pty Ltd policies and procedures](#)
- [Aussie Tool Shed Pty Ltd performance plan document team members](#)

Once you have read the documents, you will be required to extract information from the relevant sections from each of the document and complete the information in the table below:

Assessor Guide

For satisfactory performance, students must identify five (5) common team objectives, write the responsibilities to be undertaken by each team member and write the desired outcome and complete the task requirements by completing the questions in the table below.


Benchmark answers are provided below however students wording may vary.

Question	Answer (approximate word count 550 words)
Identify and write five (5) common team objectives of workplace teams	1. Sales objective: generate revenue by selling products to the market sector that doesn't have access to the stores. Or the market sector that is migrating to online purchasing.
	2. Marketing objective: the goal of the website is to show clear branding and for retail stores to generate traffic for each other and increase revenue
	3. Customer support: improve customer satisfaction through better service.
	4. Website management: improve customer satisfaction through user experience. Reduce time to complete a task ensuring smooth operations of the online ordering system.
	5. Staff training: develop training materials that are user centric and align with the web design. Website developer to ensure that website operates correctly, and any issues raised during the testing of the website are rectified. Provide training to the staff members to increase knowledge and job-related skills.
Identify and write the roles and responsibilities to be undertaken by each of the two (2) team members:	Team member 1 – Website Developer website design and launch of the new website; the main tasks include:

	<p>What needs to be accomplished?</p> <ul style="list-style-type: none"> • develop a visual and graphic design to enhance user experience • increase traffic by 50% in 6 months • increase sales of the products online by 20% over a month • increase awareness of the product online to encourage 30% more in-store purchases over the next quarter • designing interactive web design for the smooth running of the online ordering system • increase user engagement.
	<p>Team member 2: Training Manager Providing training to staff members and developing training materials, including:</p> <ul style="list-style-type: none"> • train system set up • update training manuals • quick reference guide • plan a training schedule for staff members
<p>Write three (3) accountabilities/required expected outcomes for each of the team members and project implementation schedule timeframes</p>	<p>Team member 1 – Website Developer</p>
	<p>1. Design and create a suitable web design system to meet the existing customer’s needs, two weeks from the start date of the project</p>
	<p>2. Seek web design approval and testing of webpages by internal company’s IT team ensuring visual design, color scheme and graphics and images are visually appealing and enhance user experience. The weblinks are all working and easy to navigate.</p>
	<p>3. Update the website changes and go 'live' in six weeks, coordinate dates</p>
	<p>Team member 2 - Training Manager</p>
<p>1. Develop engaging and interactive training materials to focus on employee reskilling and upskilling to use the website online ordering system efficiently, plan staff members availability and dates for training</p>	

	<ol style="list-style-type: none"> 2. Develop a training plan to provide the training, plan dates with the website developer team member to plan training dates
	<ol style="list-style-type: none"> 3. Website and staff training goals to ensure improved client service through greater flexibility - ongoing
Refer to the Aussie Tool Shed Pty Ltd Project Briefing document and write three (3) expected behaviors for the two team members	<ol style="list-style-type: none"> 1. Employee must aim to ensure that other team members' queries are dealt politely during this project. 2. Team members work with dedication and take responsibility to complete their allocated task. 3. Team members to work cohesively and communicate well with each other in a respectful manner to resolve any problems.
Refer to the Aussie Tool Shed Pty Ltd Policies and Procedures document and write five (5) expected behaviors as per the Code of Ethics that both team members must follow in their roles.	<ol style="list-style-type: none"> 1. Be inclusive: ensure that all internal and external customers are treated the same. 2. Be honest: ensure that you in business representations with internal and external customers. 3. Be accountable: promise what you say you will deliver. 4. Be sustainable: ensure that sustainability plays an important part in any work activities you undertake. 5. Be professional: ensure that you always act with integrity

b) In the table below, identify five (5) strategies you would use to ensure team members are accountable for their roles and responsibilities. Also, briefly provide a reason for selecting the strategies.



To complete this task, you will need to refer to:

- [Learning content in the LMS](#)

Assessor note: Students must provide sufficient answers as per the below. Students' answers must be reflective of the model answer provided below however the wording may vary.

Strategies	Provide the reason for selecting the strategies briefly (word count approximately 200-215 words)
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1. Defining common purpose	It is important to define a common purpose when starting a project, to go over in detail the expectations of the team members to ensure a clear outcome that is measurable and attainable, which would be achieved by defining and setting out the common purpose.
2. Setting clear expectations	What exactly needs to get done, and by whom? This will ensure that all team members clearly understand their roles and responsibilities. It is important to discuss this with the team members, repeat it, and clarify finer points until everyone understands.
3. Communicate and alignment of goals	It is important to make sure over time that everyone is moving in the same direction and the team remains focused and aligned. Reminders of why their work is important can be helpful and check in to see if any resources are required.
4. Collaborate and coach	Coaching is important as it helps with the progress and removing roadblocks. Listen more than you talk and become a resource to help them achieve their goals. It is also important to work collaboratively with the team to support and manage any conflicts or issues.
5. Consequences include providing feedback	All results and consequences must be visible, including positive outcomes and results. Give feedback when work does not go to plan or is not on track and celebrate when things go right.

c) In the table below, read the possible issues and challenges that may arise at any given time during the project cycle and may impact the teamwork. Briefly describe how you would plan for these contingencies.

(Approximate word count 65-70 words)

Assessors note: students must describe clearly how they would manage contingencies. Students' answers must reflect the answers provided in the model answer below however, students wordings may vary.

Project-related contingencies that may arise:	Plan to manage the contingency
Key team personnel go on unplanned leave	Provide flexible work arrangements, retrain, and upskill other members after evaluating their workload and consultation
A conflict occurs within the team about task ownership that can impact deliverable timeframes	Ensure all team members are clear from the beginning of the project about their roles and responsibilities and accountable for the task.
A team member was unable to complete the task due to unclear work instructions as multiple teams required to work on the project	Set clear expectations about project roles and responsibilities. That way, you don't have multiple people working on the same task or against one

	another because tasks were not clearly defined upfront.
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Task 2 Coordinate, communicate, facilitate, and support the team through coaching and problem solving

Task instructions:

To complete task 2, you are required to participate in two (2) separate role plays for Part A and Part B of this task by following role play instructions given below. This task has two (2) parts and both parts require you to carry out a role play, you must complete both the parts as per the instructions provided for each of the parts.

Role play instructions

This meeting must include 3 participants including yourself and two students and must not exceed 10 minutes and must address all elements of the Observation Checklist.

For this task, you will play the role of the project team lead, and the other two students will play the role of team members. You will need to complete all tasks listed in Task 2 and role play with two other students.

Please contact your fellow student/peers via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find two (2) participants to play the role of your team members, contact your assessor via the Discussion Forum who will discuss options for pairing up with other students to complete this task.

Option 1: Peers

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the presentation, Appendix 2 – Audience instructions and a copy of the observation checklist so that they can prepare for the recording.

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

Option 2: Fellow students

Fellow students participating in the recording must be provided with Appendix 2 – Audience instructions for context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

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

Recording instructions

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

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

"This meeting 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 participants in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit. Include this recording as part of your assessment submission.

During the role play your assessor will be looking to see that you demonstrate the following:

- speak respectfully and clearly and in a way that caters to the group's diverse needs
- demonstrate active listening and questioning throughout the meeting
- clarify misunderstandings and areas of uncertainty
- communicate to promote positive interaction
- use appropriate communication practices when communicating with team members and facilitating activities
- establish and builds relationships and rapport with team members to foster a positive team environment
- recognise team members' perspectives and diversity of opinion, and manage conflict as required
- explain ethical, regulatory, and organisational responsibilities to the team
- ensure an emotionally safe environment is provided, which creates opportunities that enable all team members to contribute freely throughout the meeting.

Part A – To complete part A, read the below task instructions carefully and complete all required activities

Task instructions

1. Refer to the table completed in Task 1 a) and communicate common team objectives, roles, and responsibilities to the two team members.
2. Refer to the table in Task 1 a) and allocate specific tasks to the team members and communicate the reason for allocating the roles as part of the team members' potential development.
3. Facilitate, communicate and collaborate with your team members. To achieve this, you will be required to conduct a team-building activity. Below are some of the questions you can ask your team members as an ice breaker, to get to know them better and foster communication and collaboration.
 - Who is your favourite author?
 - What is an easy item on your bucket list that you haven't done yet?
 - What was the last thing you ate?
 - Where was your last holiday?

- What is the most interesting book genre?

Observation Checklist

Student Name:	Assessor must write the student's name, e.g., Jane Student		
Name of Workplace/ Organisation:	Assessor must write the name of the workplace/organisation where assessment is conducted, e.g. Aussie Tool Shed Pty Ltd		
Task Title <i>Refer to task title.</i>	Assessor must specify the title of the task where this observation is applicable. Task 2: Role play		
Date of Observation:	Assessor must write the date when observation is conducted e.g. XX/XX/20XX		
Did the student demonstrate the following during the role play	Yes	No	Overall feedback
Performance evidence			
In the course of the role play, did the student:			Assessor must provide specific written comments here on the student's performance.
Communicate common team objectives and responsibilities to team members			Has the student listed and communicated the team objectives in table 1.
Allocate task to team members based on staff expertise or development potential and provide appropriate instructions			Has the student allocated the task to the team members in line with table 1.
Facilitate open and respectful communication and collaboration between team members, considering the needs of those from diverse backgrounds			What techniques did the student use for facilitation to foster team collaboration.
Provide overall feedback on the student's performance and any supplementary feedback to assist the student in addressing any areas of improvement			
Assessor must provide their overall feedback to the student based on their observation of the task.			

Part B – To complete part B, read the below instructions carefully and complete all required activities

Role play instructions

This meeting must include 3 participants including yourself and two students and must not exceed 10 minutes and must address all elements of the Observation Checklist.

For this task, you will play the role of the project team lead, and the other two students will play the role of team members. This part of the task is in continuation from Task 2 Part A where you completed the role play previously. You are required to record this second role play while completing the four (4) parts of the task, and the outcomes are to be recorded in the tables provided for each part. You will need to complete all tasks listed in this part and complete the role play with two students.

Please contact your fellow student/peers via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find two (2) participants to play the role of your team members, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peers

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the presentation, Appendix 2 – Audience instructions and a copy of the observation checklist so that they can prepare for the recording.

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

Option 2: Fellow students

Fellow students participating in the recording must be provided with Appendix 2 – Audience instructions for context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

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

Recording instructions

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

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

"This meeting 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 participants in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit. Include this recording as part of your assessment submission.

During the role play your assessor will be looking to see that you demonstrate the following:

- speak respectfully and clearly and in a way that caters to the group's diverse needs
- demonstrate active listening and questioning throughout the meeting.
- clarify misunderstandings and areas of uncertainty
- communicate to promote positive interaction
- use appropriate communication practices when communicating with team members and facilitating activities
- establish and builds relationships and rapport with team members to foster a positive team environment
- recognise team members' perspectives and diversity of opinion, and manage conflict as required
- explain ethical, regulatory, and organisational responsibilities to the team.
- ensure an emotionally safe environment is provided, which creates opportunities that enable all team members to contribute freely throughout the meeting.

Students Instructions:

In this part of the task, you are to assume that you and your team members have completed one month in this project, and you have organised this second meeting with your team members to address opportunities for cross-collaboration and resolve issues that have surfaced during the project. Some of the tasks have scenarios and you are required to brief your team members about the scenario and complete all task requirements.

This task is divided into four (4) parts, you are required to complete all parts of the assessments.

Task instructions:

1. Collaborate with your team members and identify opportunities for cross-collaboration with internal and external teams and individuals based on the case study and complete the table below.

Assessor note: students answers must be reflective of the answers provided as benchmark answers below however the wording may vary.

	Briefly write four (4) opportunities for cross-collaboration with internal and external teams that you identified with your team members:
1.	Collaborate with the IT team members to test the website and training page /links.
2.	Collaborate with staff members and test out the smooth running of the systems.
3.	Run training sessions to test the user experience.
4.	Collaborate with the marketing team members to ensure the end product has a good look and feel.

2. Provide coaching to the team to enhance workplace culture

Read the scenario, use the GROW model of coaching to work with team members to resolve the issue and enhance workplace culture and complete the table below.

SCENARIO

Both your team members are tasked with meeting the timeframe for launching the website and ensuring staff training materials are ready, but they are running two weeks behind schedule because they have had some issues collaborating to meet the delivery timeframes. Both team members are working remotely in different locations with different time zones, this has been challenging for them to schedule meetings and work collaboratively and they have missed important project meetings. This delay is impacting the company’s reputation as the company has always taken pride in meeting delivery timeframes for all their projects.

Assessor note: student answers must be reflective of the answers provided in the model answer below however, the wording may vary.

GROW	answers
Goal setting - Identify one (1) goal that needs to be achieved by the team members	Student must identify the goal as: the goal is to work collaboratively to meet delivery timeframes.
Reality – identify one (1) barrier that is a hindrance	Student must identify the barrier as: working remotely in different locations and different time schedules have impacted their ability to work collaboratively.
Option – discuss and identify one (1) option to resolve the issue	Student must identify the below as an option: plan and schedule meetings in advance and regular catch ups.
Will- discuss and identify one (1) implementation technique of how the team would progress with resolving the issue.	Working collaboratively and scheduling meetings in advance on days and time that is suitable to both team members. Having a weekly catch up for half an hour to discuss where things are at.

3. Your task is to provide support to your team members in resolving task-related issues and meeting common grounds by using problem solving techniques and brain storming ideas. To complete the task, briefly explain the given problem to the team members and complete the table below.

Below are the issue/problems identified during the testing of webpages and poorly written training manuals.

While testing the webpages, one of the Aussie Tool Shed Pty Ltd IT team members reported issues with the readability of the webpages. The visual design needed rework as colours and layout of the webpage looked cluttered, and the images on the webpage were of poor quality, along with broken web links displayed. The identified issue has meant changing the website design and layout of the webpages. Another team member at Aussie Tool Shed Pty Ltd reported after reviewing the training manual that the training content was too wordy and too lengthy and online training materials were not engaging or interactive. The identified issue has meant training manuals need to be redone and rewritten. The team members have also expressed that due to the high pressure they have often doubted their ability and developed negativity. As a project lead you have become aware of the issues at hand that need your team to come together and brainstorm ideas to fix the issues efficiently and identify learning and development and training needs for the team members to support them with meeting project requirements.

Assessor note: benchmark answers below however students answers may vary. Please note there are no 'correct/incorrect' answers as long as the students demonstrate their ability to engage in a meaningful conversation and brainstorm ideas to resolve the issue.

Write two (2) brainstorm ideas that you came up with the team members to resolve the issue and address any inefficiencies	1. Website developer: to update design on a webpage and fix broken links
	2. Training manager: redevelop training materials and make them more engaging and less wordy.
Write two (2) mechanisms you would use to report the issues and resolve the task	1. Contact IT team members to assist in fixing broken links and webpage layout issues.
	2. Source appropriate training software to learn and develop engaging and interactive activities.
Identify and write two (2) ways you ensured you provided support to the team members to meet common goals	1. By facilitating, participating, and holding the brainstorm session to fix the issues.
	2. By consulting with the team members and identifying further learning and development opportunities to meet project requirements.
Identify and write one (1) learning and development opportunity for each team member to support their training needs and ensure future project requirements are met	1. Website designer: identified training required to upskill and enroll in advance level web design course or attend a suitable webinar
	2. Training Manager: enrol in a short-term course or attend a webinar to learn about creating engaging and interactive activities.
Discuss the behavioral changes and issues reported by team members due	1. Both team members have showed a willingness to attend behavioral focused

to high pressure and seek their willingness to attend training.	training to help them stay on track and away from negativity and boost self-confidence.
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4. In this task, you are presented with a scenario about a challenging situation that your team is facing in completing the project, you are required to:

- present the below issue to the team members
- refer to Aussie Tool Shed Pty Ltd project briefing document to manage this challenge and plan for contingency. Use your problem-solving skills to resolve the issue by answering the questions in the table below.

Scenario

You realise that some of the tasks are taking longer to complete than anticipated. When you look at the task, you find out that the team is facing a challenge with managing their time to complete it. One of the team members has also notified that they have lost a family member and as part of their cultural beliefs they need to take one week off which may lead to further delays in meeting the task deadlines.

Assessor note: benchmark answers below however, students answers may vary. Please note there are no 'correct/incorrect' answers as long as the students demonstrate their ability to engage in a meaningful conversation and brainstorm ideas to resolve the issue and are able to correctly answer the questions below.

Question	Answer
Identify and write one (1) issue that could be a problem or challenge to meet the project deadline in light of the above information.	<p>Team members are facing problems with completing the task due to tight timeframe and competing priorities.</p> <p>One of the team members has to take unplanned leave one week off due to a family members untimely death and to meet their cultural needs.</p>
Apply and write two (2) problem solving techniques you would use to manage and resolve the problem	1. Assess the current workload of the team members. Based on that, allocate the task that need to be completed urgently.
	2. Facilitate team meeting, update the staff members of the issues at hand, also being sensitive to the cultural needs of the team member and respectfully provide solutions that all team members agree on.

Observation Checklist

Student Name:	Assessor must write the student's name, e.g., Jane Student		
Name of Workplace/ Organisation:	Assessor must write the name of the workplace/organisation where assessment is conducted, e.g. Aussie Tool Shed Pty Ltd		
Task Title <i>Refer to task title.</i>	Assessor must specify the title of the task where this observation is applicable. Task 2: Role play		
Date of Observation:	Assessor must write the date when observation is conducted e.g. XX/XX/20XX		
Did the student demonstrate the following during the role play	Yes	No	Overall feedback
Performance evidence			
In the course of the role play, did the student:			Assessor must provide specific written comments here on the student's performance.
Identify opportunities for cross-collaboration amongst external and internal teams and individuals			Has the student identified and listed the opportunities for cross-collaboration with internal and external team
Provide coaching using the GROW coaching model			Has the student used GROW coaching technique correctly to identify issues.
Facilitate provide support to team members in resolving task-related issues and meeting common grounds by brain storming ideas			Has the student correctly identified the issues and provided support to the team members to meet common goals by brain storming ideas.
Use problem-solving skills to deal with team and individual challenges			Has the student used problem solving skills to deal with team and individual challenges.
Provide overall feedback on the student's performance and any supplementary feedback to assist the student in addressing any areas of improvement			

Assessor must provide their overall feedback to the student based on their observation of the task.

Task 3 - Measure team performance and provide feedback for both team and individual performance

Students Instructions:

To complete this task, you are required to refer to Task 1 a) and Task 2 – Part B and complete the following:

- a) Complete the information in the two feedback templates provided below:
 - Template 1 – for individual performance – to complete the individual performance feedback you will be required to identify the correct expected outcome in task 1 a) that is in line with the role play in Task 2, Part B (3) and measure performance based on the role play task for each of the individual team members and complete table below.
 - Template 2 – for team performance – to complete team performance feedback you are required to refer to task1 a) common objective relating to staff training requirements and measure team outcomes related to the role play you have completed in task 2 Part B (3).
- b) Complete all sections of the table below following instructions as provided in the table.

Assessors note: students must identify all the requirements of the task. Sample answers are provided below however students answers may vary depending on the role play and needs identified based on the role play.

Task 3

Individual performance feedback

	Refer to task 1a) and write one (1) expected outcome	Refer to Task 2b part 3 and (List one (1) actual outcome)	Provide constructive feedback	Identify development and learning opportunities (one each for professional development and behaviour)	Write one implementation strategy for meeting the training needs
Team member 1 (Website developer)	Example: seek web design approval and testing of webpages by internal company's IT team ensuring visual design, colour scheme, graphics and images are visually appealing and enhance user experience. The weblinks are all working and easy to navigate.	Based on the feedback from Aussie Tool Shed company's team members it was noted that the visual design needed rework, images appeared cluttered and weblinks were broken. To rectify the issue I participated in the brainstorm session and contributed to ideas to update design on a webpage and fix broken links	<p>What went well during the role play</p> <p>The team member cooperated and actively participated in the team-building activity</p> <p>Identify one (1) area of improvement</p> <p>The team member will benefit from attending training programs for professional development</p>	<p>Professional development</p> <p>Participate in website design training or attend a webinar</p> <p>Behaviour</p> <p>Willingness to attend training offered by the organisation</p>	In the next three months, enrol in an advanced level web design course and a webinar
Team member 2 (Training Manager)	Example: develop suitable and engaging training materials and reduce the content so it is less wordy	Based on the feedback from Aussie Tool Shed company's team	What went well during the role play	Professional development	In the next three months, enrol in courses to learn and

		<p>members it was noted that the training materials were too wordy and too lengthy and online training materials were not engaging or interactive. I participated in brainstorm session to rectify training material to create activities that were more engaging and interactive, and less wordy.</p>	<p>The team member showed keen interest in designing training materials and discussed ideas for developing training materials</p> <p>Identify one (1) area of improvement</p> <p>The team member will benefit from attending training programs for professional development</p>	<p>Participate in online training to enhance training design skills</p> <p>Behaviour: Willingness to attend training offered by the organisation</p>	<p>design interactive training programs</p>
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Team performance feedback

	Refer to Task 1a and identify one (1) common team objective relating to staff training needs	Actual outcome (list one (1) actual outcome)	Provide constructive feedback	Identify one (1) area of development and learning opportunity	Write one (1) implementation strategy to meet the training need for the team
Team's performance	<p>staff training objective: develop training materials that are user centric and align with the web design. Website developer to ensure that website operates correctly, and any issues raised during the testing of the website are rectified. Provide training to the staff members to increase knowledge and job-related skills.</p>	<p>Both team members have progressed towards ensuring training materials are ready for staff training. The website design layout is due to be redeveloped for testing, and training manuals are being updated to support training.</p>	<p>What worked well Both team members actively participated and contributed to resolving problems</p> <p>Identify one (1) area of improvement Both team members identified additional training needs to improve skills and meet project requirements</p>	<p>Both team members would benefit from attending training and programs relevant to their roles and responsibilities</p>	<p>Both team members to attend a course, workshop, or webinar in the next three months as suitable to help them upskill.</p>

Assessor instructions: All sections/questions must be completed for this assessment.

		S	U
1	The student completed all task requirements of task 1	<input type="checkbox"/>	<input type="checkbox"/>
2	The student completed all task requirements of task 2 Part A and uploaded role play recording	<input type="checkbox"/>	<input type="checkbox"/>
3	The student completed all task requirements of task 2 Part B and uploaded the role play recording	<input type="checkbox"/>	<input type="checkbox"/>
4	The student has completed all task requirements of task 3	<input type="checkbox"/>	<input type="checkbox"/>

Congratulations, you have reached the end of Assessment 2! ✓

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