



**BSBPEF501**

**ASSESSOR GUIDE**

# Manage personal and professional development

## Assessment 1 of 2

### Short answer questions



## Assessment Instructions

### Task overview

This assessment includes 15 short answer questions. Read each question carefully before typing your response in the space provided.



### 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.

### Question 1

Define the terms 'role' and 'responsibility' in the context of a creative workplace

Capture your answer in the table below.

**Assessor instructions:** Students must define the terms *role* and *responsibility*.

Sample answers are provided below. Students answers must reflect these definitions.

Learning Material: MODULE 13, TOPIC 13.2, SUBTOPIC 13.2.1: THE WORK TEAM

TERM	DEFINITION (Word range: 10-15 words each)
Role	<i>This refers to a position someone might perform in an organisation or team.</i>
Responsibility	<i>This refers to a list of tasks or duties that the position is expected to achieve.</i>

### Question 2

Identify three (3) general responsibilities associated with the positions of a team member and team leader, and where will these be outlined?

Capture your answer in the table below.

**Assessor instructions:** Students must identify three responsibilities for each of the roles indicated. Sample answers are provided below. Students answers may vary however they must identify tasks that contribute to team/team leader outcomes.

Students must also confirm that a roles responsibilities are captured in position or job descriptions.

Learning Material: MODULE 13, TOPIC 13.2, SUBTOPIC 13.2.1: THE WORK TEAM

	TEAM MEMBER RESPONSIBILITIES (Approximate word count: 15 words in total)	TEAM LEADER RESPONSIBILITIES (Approximate word count: 15 words in total)
1.	<i>Participate in team projects/ deliverables</i>	<i>Communicate with team members</i>
2.	<i>Complete specific tasks/ activities</i>	<i>Assign responsibilities</i>
3.	<i>Support others in the completion of tasks or activities</i>  <i>Additional alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>Develop/ deliver specific products or outcomes</i></li> <li>• <i>Share knowledge/ ideas/ suggestions with others</i></li> <li>• <i>Take notes</i></li> <li>• <i>Report on outcomes</i></li> </ul>	<i>Supervise/ Support team members</i>  <i>Additional alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>Facilitate discussions/ projects/ processes</i></li> <li>• <i>Prepare process documents/ materials for your team</i></li> <li>• <i>Host meetings with your team</i></li> <li>• <i>Maintain a team calendar/ schedule</i></li> <li>• <i>Monitor and report on team activity</i></li> </ul>
	<b>Where would you find details of a role's responsibilities?</b> (Word count: 2 words)	<i>Position Description or Job Description.</i>

### Question 3

In the role of a team leader, what are the four [4] steps in determining and assigning team member responsibilities? Identify each and provide a short description.

Capture your answer in the table below.

**Assessor instructions:** Students must identify and describe the four steps to determine and allocate responsibilities for each team member.

A sample answer is provided below. Students must capture and reflect the four steps as captured and described below.

Learning Material: MODULE 13, TOPIC 13.2, SUBTOPIC 13.2.1: THE WORK TEAM

	<b>STEP</b> [Word range: Up to 10 words each]	<b>DESCRIPTION</b> [Word range: 20-40 words each]
1.	<i>Determine what needs to be done.</i>	<i>List the tasks that need to be completed. Consider the outcome of previous projects/ tasks and consider issues and improvements in your plan.</i>
2.	<i>Identify strengths and weaknesses</i>	<i>Look at the individual strengths and weaknesses of your team members. Assign team members to tasks they are most competent in and allocate development opportunities to build up their skill in their less competent areas.</i>
3.	<i>Refer to their job description</i>	<i>Consider the role each team member is hired for and balance this with their interpersonal skills, interests and past successes to better allocate resources.</i>
4.	<i>Get feedback</i>	<i>Ask your team for feedback so that you can incorporate their insights and opinions in your planning and keep communication channels open.</i>

#### Question 4

Identify three [3] steps used to monitor performance. Identify each and provide a short description.

Capture your answer in the table below.

**Assessor instructions:** Students must identify and describe the three steps used to monitor their performance.

A sample answer is provided below. Students must capture and reflect the three steps as captured and described below.

Learning Material: MODULE 13, TOPIC 13.2, SUBTOPIC 13.2.4: MEASURING PERFORMANCE

	<b>STEP</b> [Word count: 1 word each]	<b>DESCRIPTION</b> [Word range: Up to 15 words each]
1.	<i>Measure</i>	<i>Measure your actual performance</i>
2.	<i>Compare</i>	<i>Compare your actual performance against your target performance</i>
3.	<i>Correct</i>	<i>Correct any deviations between your actual performance and your target performance</i>

#### Question 5

Identify five [5] types of measures that can be used to determine performance efficiency and effectiveness. Identify each type of measure.

Provide a short description and one example.

Capture your answer in the table below.

**Assessor instructions:** Students must identify and describe five types of measures for performance. An example of each type must be included.

A sample answer is provided below. Students must capture and reflect the five measurement types as captured and described below.

Examples may vary but must clearly reflect a form of measurement for the type identified.

Learning Material: MODULE 13, TOPIC 13.2, SUBTOPIC 13.2.4: MEASURING PERFORMANCE

	<b>TYPE</b> [Word count: 1 word each]	<b>DESCRIPTION</b> [Word range: Up to 20 words each]	<b>EXAMPLE</b> [Word range: Up to 10 words each]
1.	<i>Input</i>	<i>Monitors the amount of resources being used to develop, maintain or deliver a product, activity or service.</i>	<i>Number of full-time employees.</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>Operating expenditure</i></li> <li>• <i>Employee hours worked</i></li> <li>• <i>Resource costs</i></li> </ul>
2.	<i>Output</i>	<i>Monitors how much was produced or provided.</i>	<i>Number of widgets made.</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>Number of staff trained</i></li> <li>• <i>Number of leads converted</i></li> <li>• <i>Number of documents processed</i></li> </ul>
3.	<i>Efficiency</i>	<i>The relationship between the amount produced and the resources used in an attempt to maximise the output for the minimum input.</i>	<i>Cost per widget.</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>Time per product delivered</i></li> <li>• <i>Cost per staff trained</i></li> <li>• <i>Cost per document</i></li> <li>• <i>Units per week</i></li> <li>• <i>Calls per hour</i></li> </ul>
4.	<i>Quality</i>	<i>Refers to the standard/superiority of a product delivered.</i>	<i>Best practice delivery</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>Highest accuracy</i></li> <li>• <i>Fastest turn around</i></li> <li>• <i>Happiest customer</i></li> </ul>
5.	<i>Outcome</i>	<i>The extent to which a core deliverable has achieved its ultimate purpose.</i>	<i>Delivery of complete project</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>Compliance achieved</i></li> <li>• <i>Products developed</i></li> <li>• <i>Calls managed</i></li> <li>• <i>Cases resolved</i></li> </ul>

### Question 6

Explain why personal behaviour is important and the impact positive or negative behaviour can make in the workplace.

Identify five [5] ways to demonstrate positive professional behaviour in the workplace.

Capture your answer in the table below.

**Assessor instructions:** Students must outline the importance of personal behaviour in the workplace and the impact of positive or negative behaviour. They must also include five ways to demonstrate professional behaviour in the workplace.

A sample answer is provided below. Students answers may vary but need to capture the key elements of the importance and impacts as set out and demonstration options need to reflect positive behaviour.

Learning Material: MODULE 13, TOPIC 13.1, SUBTOPIC 13.1.1: DEVELOPMENT NEED

<b>Why is personal behaviour important in the workplace and what is its impact?</b> (Word range: 30-50 words)	<i>Morale, corporate image, productivity and overall performance are all impacted by personal behaviour. Where employees are respectful and professional, each of these factors are enhanced. Where people behave unprofessionally a toxic work environment is created diminishing the above factors.</i>	
<b>Ways to demonstrate professional behaviour.</b> (Word range: Up to 5 words each)	1.	<i>Be punctual – arrive on time</i>
	2.	<i>Follow the company dress code</i>
	3.	<i>Communicate respectfully</i>
	4.	<i>Be honest</i>
	5.	<i>Have a positive attitude</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>Take responsibility</i></li> <li>• <i>Avoid social media</i></li> <li>• <i>Help others</i></li> <li>• <i>Act ethically</i></li> <li>• <i>Be reliable</i></li> </ul>

### Question 7

What is self-awareness, and why is it so important for leaders? Identify five (5) tips for enhancing your own self-awareness in the workplace.

Capture your answer in the table below.

**Assessor instructions:** Students must describe self-awareness, outline its importance and identify five tips to enhancing self-awareness.

A sample answer is provided below. Students answers may vary but need to capture the key elements of the definition and importance as set out. Tips for enhancing self-awareness must reflect positive behaviours or actions that will increase an individual's self-awareness.

Learning Material: MODULE 13, TOPIC 13.1, SUBTOPIC 13.1.1: DEVELOPMENT NEED

<b>What is self-awareness?</b> (Word range: 30-50 words)	<i>Self-awareness is the ability to monitor your emotions and behaviours. It lets you identify your strengths, weaknesses, triggers, motivators and other characteristics.</i>  <i>To be self-aware you must take a deeper look at your emotions, why you feel a certain way, and how your feelings are likely to manifest.</i>
<b>Why is self-awareness important for leaders?</b> (Word range: 60-90 words)	<i>Practicing self-awareness allows you to identify and plan your reactions in certain situations or with certain people who might otherwise set you off.</i>

		<p><i>When you are self-aware, you:</i></p> <ul style="list-style-type: none"> <li>• <i>Are better equipped to process and work through your emotions to minimise unnecessary conflict.</i></li> <li>• <i>set a good example for your team in terms of their behaviour.</i></li> <li>• <i>help your team to feel more comfortable approaching you with questions or concerns.</i></li> <li>• <i>Can more easily identify areas you need to develop.</i></li> </ul>
<p><b>Tips for enhancing self-awareness.</b> (Word range: Up to 10 words each)</p>	1.	<i>Keep an open mind</i>
	2.	<i>Be mindful of your strengths and weaknesses</i>
	3.	<i>Stay focused</i>
	4.	<i>Set boundaries</i>
	5.	<p><i>Know your emotional triggers</i></p> <p><i>Alternative answers may include:</i></p> <ul style="list-style-type: none"> <li>• <i>Embrace your intuition</i></li> <li>• <i>Practice self-discipline</i></li> <li>• <i>Consider how your actions affect others</i></li> <li>• <i>Ask for feedback</i></li> </ul>

**Question 8**

Identify and briefly describe the “big five” personality traits and categories.

Capture your answer in the table below.

**Assessor instructions:** Students must identify and describe each of the “big five” personality traits.

A sample answer is provided below. The personality traits must be listed as identified with descriptions reflective of the details included below.

Learning Material: MODULE 13, TOPIC 13.1, SUBTOPIC 13.1.1: DEVELOPMENT NEED

	<b>PERSONALITY TRAIT</b> (Word count: 1 word each)	<b>DESCRIPTION</b> (Word range: 25-50 words each)
1.	<i>Agreeableness</i>	<i>How well someone can get along with other people. Scoring high in this trait are people who usually are well-liked and empathetic. Lower scorers in agreeableness can be seen as rude and blunt.</i>
2.	<i>Openness to Experience</i>	<i>Someone’s willingness and desire to be open, think creatively and try new things. High scorers will be artistic and curious whereas low scorers find it hard to stray from their comfort zones.</i>
3.	<i>Conscientiousness</i>	<i>Reliability and dependability define this personality trait. Someone scoring high will be goal oriented and be very organised. Low scorers may be impulsive and procrastinate more often than not.</i>
4.	<i>Extroversion</i>	<i>Extroversion measures how talkative and sociable someone is. High scorers may be assertive and confident in social settings, whereas low scorers tend to seek solitude and introspection.</i>
5.	<i>Neuroticism</i>	<i>Emotional stability is the backbone of this personality trait, that is, how well someone can control emotions. High scorers may have low self-esteem and are prone to anxiety and sadness, with low scorers often being more confident and adventurous.</i>

### Question 9

What is a personal development plan, and what are the five (5) steps in creating your own personal development plan?

Capture your answer in the table below.

**Assessor instructions:** Students must outline what a personal development plan is and identify and describe the five steps to creating one.

A sample answer is provided below. Students answers may vary but must reflect the description and steps to apply a personal development plan as captured below.

Learning Material: MODULE 13, TOPIC 13.1, SUBTOPIC 13.1.4: PERSONAL AND PROFESSIONAL DEVELOPMENT (PPD) PLAN PROCESS

<b>What is a personal development plan?</b> [Word range: 15-30 words]		<i>A personal development plan is a document used to identify your strengths, weaknesses and career ambitions, to build personal development goals and plans.</i>
<b>Steps to create a personal development plan.</b> [Word range: 5-20 words each]	1.	<i>Create a clear vision of where you want to be and why</i>
	2.	<i>Determine the skills you need to develop</i>
	3.	<i>Identify the standard you need to achieve and compare this to your current state</i>
	4.	<i>Prioritise the skills you need to develop</i>
	5.	<i>Identify and schedule appropriate training opportunities</i>

### Question 10

Identify and describe each element of the SMART goal-setting criteria as it applies to the development of work goals.

Capture your answer in the table below.

[Word range: 10-40 words per element]

**Assessor instructions:** Students must describe the five elements of the SMART process for goal setting.

A sample answer is provided below. Students answers may vary in terms of the element descriptions but must reflect the acronym components and application as captured below.

Learning Material: MODULE 13, TOPIC 13.2, SUBTOPIC 13.2.2: WORK GOALS

1.	<i>SPECIFIC: Capture the detail of what you are trying to achieve. Answer the following questions: who is involved, what are you trying to accomplish, when do you need to achieve it, where will it happen and why is it important.</i>
2.	<i>MEASURABLE: Set clear measurements that you can track and assess.</i>
3.	<i>ATTAINABLE: The goal must be achievable. It can stretch your limits but cannot exceed them.</i>
4.	<i>RELEVANT: It must be important enough for you to prioritise it and offer you an improvement in your career or personal life.</i>
5.	<i>TIME FOCUSED: Set key milestone dates so that you can monitor your progress towards your goals achievement.</i>

### Question 11



Describe the seven (7) steps to prioritising tasks at work.

Capture your answer in the table below.

[Word range: 5-25 words per step]

**Assessor instructions:** Students must describe the seven step process for task prioritisation in the workplace.

A sample answer is provided below. Students answers may vary however they must reflect the steps and core elements of each as captured below.

Learning Material: MODULE 13, TOPIC 13.2, SUBTOPIC 13.2.3: PRIORITISATION AND TASK MANAGEMENT

1.	<i>Create a single list that includes all tasks to be done</i>
2.	<i>Identify what is important from most to least</i>
3.	<i>Identify what is urgent from most to least and capture deadlines where applicable</i>
4.	<i>Identify effort and/or resources needed to complete</i>
5.	<i>Order the tasks based on their importance and urgency and the resources (time and people) needed to complete</i>
6.	<i>Avoid competing priorities – one task at a time</i>
7.	<i>Review the list regularly and adjust as tasks needed and priorities change</i>

### Question 12

Identify five (5) common personal and professional development activities that can be applied in a Graphic Design workplace.

Capture your answer in the table below.

[Word range: Up to 10 words per activity]

**Assessor instructions:** Students must list five personal and professional development opportunities in relation to workplace development.

A sample answer is provided below. Students answers may vary however must reflect personal and professional development opportunities.

Learning Material: LEARNING MODULE 13, TOPIC 13.1, SUBTOPIC 13.1.1: DEVELOPMENT NEEDS

1.	<i>Formal courses/study</i>
2.	<i>On the job training</i>
3.	<i>Mentoring and coaching</i>
4.	<i>Networking</i>
5.	<i>Shadowing/ buddying</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"><li>• <i>Attending industry conferences/ seminars/ webinars</i></li><li>• <i>Participating in organisational/ departmental planning</i></li><li>• <i>Secondments/ role transfers</i></li><li>• <i>Participation in projects outside of core role</i></li></ul>

- *Brown bag lunches*
- *Informal training sessions*

### Question 13

Identify three (3) ways technology can be used to support the planning, prioritising, and completion of design tasks and projects. Provide an example of a system that can be used for this function.

Capture your answer in the table below.

**Assessor instructions:** Students must identify three ways technology can support planning, prioritising and completion of work. They need to include an example of a system that can be used to support the function described.

A sample answer is provided below. Students answers may vary however they must capture practical functions where technology can be used to improve planning, prioritising and completing work. The systems suggested are a sample only with a wide range of options. Any systems are acceptable as long as they perform the function identified.

Learning Material: MODULE 13, TOPIC 13.2, SUBTOPIC 13.2.3: PRIORITISATION AND TASK MANAGEMENT

	FUNCTION and DESCRIPTION [Word range: 10-30 words per function]	SYSTEM
1.	<i>File management – use your device and/or the cloud to store and share files.</i>	<i>Computer hard drive, Google drive, Drop box, SharePoint etc.</i>
2.	<i>Manage your schedule – use a calendar to record your meetings, manage and communicate with attendees and activate reminders.</i>	<i>Outlook, Google calendar, Apple calendar etc.</i>
3.	<p><i>Manage your to do list – create a checklist of tasks incorporating tick boxes to mark them off as you go.</i></p> <p><i>Alternative answers may include:</i></p> <ul style="list-style-type: none"> <li>• <i>Track your time – use to understand how you are using your time, in some cases using this for client billing or project allocation. SYSTEM: Toggl, Pomodoro Technique etc.</i></li> <li>• <i>Delegate to others – create tasks that can be delegated for completion, tracking progress and capturing status updates from those completing them. SYSTEM: Asana, Jira, Basecamp etc.</i></li> <li>• <i>Block communications – use to minimise distractions and support achievement of tasks. SYSTEM: Email auto-replies, switch off phone, block websites, disable notifications etc.</i></li> </ul>	<i>Outlook, OneNote, Remember the milk etc.</i>

### Question 14

For each of the following considerations, identify three (3) techniques that can be used to manage health and well-being in the workplace.

Capture your answer in the table below.

**Assessor instructions:** Students must identify three techniques that can be used in the workplace to manage employee health and wellbeing for each of the consideration factors listed below.

Sample answers are provided below. Students answers may vary however they must reflect techniques that apply to the workplace and will result in positive health and/or wellbeing benefits.

Learning Material: MODULE 13, TOPIC 13.3, SUBTOPIC 13.3.1: HEALTH AND WELL-BEING IN THE WORKPLACE

CONSIDERATIONS FOR MANAGING HEALTH AND WELLBEING	TECHNIQUES THAT SUPPORT POSITIVE HEALTH AND WELLBEING [Word range: Up to 20 words for each technique]	
Physical activity	1.	<i>Encourage/schedule walking meetings</i>
	2.	<i>Provide bike racks, showers and change room facilities</i>
	3.	<i>Promote the use of stairs as opposed to lifts</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>encourage walking groups in lunch breaks,</i></li> <li>• <i>promote formal walking or other physical challenges (e.g. 10,000 steps program)</i></li> </ul>
Healthy eating	1.	<i>Ensure adequate fridge space for people to bring their lunches to work</i>
	2.	<i>Provide a comfortable break out or lunchroom</i>
	3.	<i>Replace the biscuit or lolly jar with fresh fruit</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>develop a workplace healthy eating policy to cover what is acceptable to have as options in vending machines, fundraising, etc.</i></li> </ul>
Smoke free zones	1.	<i>Create a smoke-free workplace policy</i>
	2.	<i>Provide support for those people who want to quit</i>
	3.	<i>Offer workplace quit programs</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>arranging peer support groups for those wanting to quit</i></li> </ul>
Social and Emotional Wellbeing	1.	<i>Organise social events to encourage social networks</i>
	2.	<i>Address bullying behaviour</i>
	3.	<i>Conduct feedback surveys on staff satisfaction</i>  <i>Alternative answers may include:</i> <ul style="list-style-type: none"> <li>• <i>establish an Employee Assistance Program to provide employees with access to confidential counselling</i></li> <li>• <i>support a work environment that encourages work-life balance</i></li> <li>• <i>develop policies to accommodate family leave and flexible schedules.</i></li> </ul>

### Question 15

For each of the human resources policies and procedures below, identify how they are used to support employee professional development.

Capture your answer in the table below.

**Assessor instructions:** Students must outline how the identified policies and procedures support professional development.

A sample answer is provided below. Students answers may vary however they must capture the elements included in the answers below.

Learning Material: MODULE 13, TOPIC 13.3, SUBTOPIC 13.3.1: HEALTH AND WELL-BEING IN THE WORKPLACE

HUMAN RESOURCES POLICIES & PROCEDURES	HOW IT SUPPORTS PROFESSIONAL DEVELOPMENT (Word range: Up to 20 words for each policy and procedure)
Position Description	<i>Sets the performance requirements of the role including qualifications and skills needed to perform the role.</i>
Learning and Development Policy and Procedure	<i>Identifies learning and development opportunities for all staff, including specific ongoing professional development requirements and associated leave.</i>
Performance Management Policy and Procedure	<i>Sets the process for managing employee performance, specifically poor performance, including setting out development requirements.</i>

**Assessment checklist:**

Students must complete all questions within this assessment before submitting. This includes:

15 short answer questions to be completed in the spaces provided.	<input type="checkbox"/>
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 **Congratulations you have reached the end of Assessment 1!**

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