



BSBLDR411

# Demonstrate leadership in the workplace

## Assessment 2 of 4

### Project



## Assessment Instructions

### Task overview

This assessment task is divided into three [3] tasks. Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Organisational Chart
- Employee performance and development policy
- Employee Performance Plan Template
- Team Performance Plan Template

## 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.

## Case study

Fusion Graphix is a Graphic Design Studio that offers B2B graphic design, web design and marketing services. They create print and digital media of high quality. Their goal is to make businesses not only look great but also meet all their expectations by delivering great results.

For the purpose of this assessment, you will play the role of Mary Jones, the Graphic Design Manager of Fusion Graphix. Your team consists of two Graphic Designers, Michael Kerr and Miranda Deidre. You report to John Lewis, Studio Manager (please refer to the organisational chart for more details).

Miranda Deidre, one of the Graphic Designers in your team, was recently hired. Her previous role was a Graphic Design Assistant, and this is her first time in a Graphic Design role. Due to her limited experience, it takes longer than expected to complete the tasks.

Lately, the studio has received an increased volume of work and the Graphic team is under a lot of pressure. The Key Performance Indicators that were in place are no longer working and the Studio Manager pointed out that there was a great need to manage the Graphic Design team's performance to ensure they meet the organisation's requirements in a timely manner.

Currently, there are two projects that the team is working on, and you are behind schedule. For the first project, Miranda is one week overdue to submit the tasks assigned to her and the project cannot progress until she finishes.

For the second project, Michael is achieving comfortably the KPIs that were set before the increased volume of work but the KPIs will now need to be realigned for the whole team.

John Lewis, the studio manager made clear to you that the organisation's objective is to ensure that all projects will be completed on time as delays can damage Fusion Graphix's reputation. Punctuality is one of the company's values and the promise to deliver our products/services on time is one of our selling points.

### Current KPIs for Graphic Designers

Task	Time required to complete the task
Study design briefs and determine requirements	<b>2 days</b>
Schedule projects and define budget constraints	<b>3 days</b>
Conceptualise visuals based on requirements	<b>5 days</b>
Prepare rough drafts and present ideas	<b>5 days</b>
Develop illustrations, logos and other designs using software or by hand	<b>7 days</b>
Work with copywriters and graphic design manager to produce the final design	<b>4 days</b>
Test graphics across various media	<b>2 days</b>
Amend designs after feedback	<b>3 days</b>
Ensure final graphics and layouts are visually appealing and on-brand	<b>3 days</b>

## Activity 1

Identify and list the organisation's requirements for management performance using the information provided in the case study.

[Approximate word count: 30 – 50 words]

**Assessor instructions:** Students must identify and list the organisation's requirements for management performance using the information provided in the case study in the table below.

Students' words will vary but their answers need to include the three (3) points mentioned in the sample answer.

A sample answer is provided below.

Requirements for management performance
<ol style="list-style-type: none"><li>1. Increased volume of work</li><li>2. Previous KPIs are no longer working due to the increased volume</li><li>3. One of the team members has limited experience and it takes longer than expected to complete her tasks</li></ol>

## Activity 2

Access the Employee performance and development policy and:

- identify and list the four (4) qualities required for positive management performance
- list the seven (7) steps that Fusion Graphix management is expected to follow to ensure effective performance management

[Approximate word count: 50 – 60 words]

**Assessor instructions:** Students must access the Employee performance and development policy and:

- identify and list the four (4) qualities required for positive management performance
- list the seven (7) steps that Fusion Graphix management is expected to follow to ensure effective performance management

A sample answer is provided below.

Qualities for Positive Management Performance
<ol style="list-style-type: none"><li>1. Fairness</li><li>2. Transparency</li><li>3. Accuracy</li><li>4. Recognition</li></ol>
Process of effective performance management
<ol style="list-style-type: none"><li>1. Organise performance appraisals</li><li>2. Set goals for each employee</li></ol>

3. Track employee performance according to their goals
4. Coach employees to assist them with professional development when necessary
5. Provide employees with feedback
6. Recognise exceptional performance
7. Provide constructive feedback and develop alternative plans for employees who did not reach their goals

### Case Study

Since the Graphic Design team is behind schedule, John Lewis asked you to develop and implement performance plans for the whole team as well as the individuals that you feel will require assistance to achieve their KPIs.

You have already developed one for Michael, but Miranda does not have a performance plan in place. To monitor employees' and teams' performance, all performance plans need to be reviewed every 6 months according to the organisation's policies and procedures.

### About Miranda

Miranda started working for Fusion Graphix two months ago. As her previous role was as a graphic designer assistant, she never worked on a project unsupervised. When she got hired, she mentioned that she was involved in every aspect of graphic design however after reviewing her work you identified that she was not very confident with the following 3 tasks:

1. Study design briefs and determine requirements
2. Conceptualise visuals based on requirements
3. Develop illustrations, logos and other designs using software or by hand

She also failed to achieve the KPIs for all 3 tasks. She needed 5 more days to study design briefs and determine requirements, 4 more days to conceptualise visuals based on requirements and she needed Michael's assistance to develop illustrations and logos resulting in 8 days delay.

She was, however, very strong and confident in all the other tasks, achieving her KPIs without difficulty. She was especially great with scheduling projects and defining budget constraints as she had a certificate IV in accounting, and she was exceptional at managing budgets. That was a very valuable addition to your team as neither you nor Michael had expertise in this field.

Her objective was to ensure that she gets assistance via training from any of the senior designers (Michael or you) or to be given the opportunity to shadow Michael in order to improve her skills for the tasks she was not very confident doing.

### About the Graphic Design team

The Graphic Design team initially only had two graphic designers that were reporting directly to John Lewis, you and Michael. Since the volume of work was increased, it was decided that the team needed to expand. Due to your 6-year experience and your exceptional performance in every task, you got promoted to the role of Graphic Design Manager and you were asked to hire an extra graphic designer to join your team.

Michael has 5 years of experience working as a graphic designer. He is achieving all the KPIs very comfortably and usually submits his work earlier than the deadline. Michael is great at developing illustrations, logos and other designs using software or by hand and it was observed that he only needed 4 days maximum to complete this task as opposed to 7 that was set in the KPI.

Before the changes, the Graphic Design team was always performing to the required standards and there were never delays or issues with the quality of the work produced. Both you and Michael could work autonomously as well as together on the same task without issues. As a team, you would like to ensure the same standards are being maintained in terms of time and quality and that all the KPIs are being achieved.

The teams' strengths after Miranda's addition:

1. Schedule projects and define budget constraints *(With Miranda's addition, they will need fewer days as a team to perform this task)*
2. Prepare rough drafts and present ideas
3. Develop illustrations, logos and other designs using software or by hand. *(Although Miranda is struggling with this task, due to Michael's experience and efficiency, the team still managed to achieve the KPI.)*
4. Work with copywriters and graphic design manager to produce the final design
5. Test graphics across various media
6. Amend designs after feedback
7. Ensure final graphics and layouts are visually appealing and on-brand

The team's objectives are to achieve all KPIs, ensure there are no delays, and that high-quality work is being produced.

### Activity 3

This activity has two (2) parts, part a and part b.

- a. You will need to create a performance plan for Miranda by filling out the **Employee Performance Plan template** following the instructions below:
  - Fill out employee name and position
  - List the employee's strengths
  - List the employee's objectives
  - List the tasks
  - Tick the appropriate box according to the information provided in your case study regarding achieving or working towards achieving the listed KPI.
  - Establish new KPIs according to the employee's needs and ability
  - Explain what action step needs to be undertaken when the KPI is not being achieved
  - Insert the review date according to the organisation's policies.

**Assessor instructions:** Students must complete an Employee Performance Plan for Miranda following the instructions provided above.

A sample answer is provided in the Assessor Folder under the name **Employee Performance Plan Guide**.

- b. Present the Employee Performance Plan to Miranda. In your meeting with her you need to ensure you:
  - include a brief description summarising the purpose of the meeting
  - present the Employee Performance Plan
  - present your ideas and any requirements clearly, using language and non-verbal techniques appropriate to the audience and environment
  - use questioning and listening techniques to check and confirm understanding
  - agree to provide Miranda with informal training 2 hours per week to assist her with the KPIs she is not achieving

You are required to upload a video of yourself, and one (1) other engaged in a short meeting. The participant will need to confirm their understanding of the plan and request to discuss the option of additional formal or informal training for the KPIs that are not being achieved.

The participant will be Miranda Deidre, Graphic Designer. The participant must be fully briefed as outlined in the role play instructions.

### **Role play instructions**

The role play/meeting must include one (1) participant, 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 one (1) other. This may be sourced using one of the following options:

1. peers whom you are already working with, in the industry your qualification relates to.
2. fellow students who will play the role of Miranda. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

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

### **Option 1: Peer participants**

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

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

### **Option 2: Fellow student participants**

Fellow students 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.

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.

### **Participant's briefing instructions:**

Miranda, Graphic Designer:

- Listen to the presentation carefully
- Request to discuss the option of additional formal or informal training for the KPIs that are not being achieved.
- Confirm your understanding

## Recording instructions

Your role play 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 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 OBSERVATION CHECKLIST: Task 1, Activity 3

Students are required to upload a video of themselves, and one (1) other engaged in a short meeting. The participant will need to confirm their understanding of the plan and request to discuss the option of additional formal or informal training for the KPIs that are not being achieved.

The participant will be Miranda Deidre, Graphic Designer. The participant must be fully briefed as outlined in the role play instructions.

The meeting should be a maximum of 10 minutes.

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY YES / NO		ASSESSOR COMMENTS
<b>Task checklist</b>			
Present the Employee Performance Plan			The student has: <ul style="list-style-type: none"><li>presented the plan</li><li>explained all the aspects of the plan</li><li>agree to provide informal training to Miranda 2 hours per week</li></ul>
Confirm Miranda's understanding			The student has: <ul style="list-style-type: none"><li>confirmed Miranda's understanding</li></ul>
<b>Skills checklist</b>			
Students must articulate clearly using specific and relevant language suitable to audience to convey requirements			The student has: <ul style="list-style-type: none"><li>used language and non-verbal techniques appropriate to address Miranda</li></ul>



Students must employ listening and questioning techniques to confirm understanding			<p>The student has:</p> <ul style="list-style-type: none"> <li>used questioning and listening to receive confirmation regarding Miranda's understanding of the performance plan</li> </ul>
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**Activity 4**

This activity has two (2) parts, part a and part b.

- c. You will need to create a team plan for the graphic design team by filling out the **Team Performance Plan Template** following the instructions below:
- Fill out the department
  - List the team's strengths
  - List the team's objectives
  - List the tasks
  - Tick the appropriate box according to the information provided in your case study regarding achieving or working towards achieving the listed KPI.
  - Establish new KPIs according to the team's needs and ability
  - Explain what action step needs to be undertaken when the KPI is not being achieved
  - Insert the review date according to the organisation's policies.

**Assessor instructions:** Students must complete a Team Performance Plan for the graphic design team following the instructions.

A sample answer is provided in the Assessor Folder under the name **Team Performance Plan Guide**.

- d. Present the Team Performance Plan to Miranda and Michael. In your meeting with them you need to ensure you:
- include a brief description summarising the purpose of the meeting
  - present the Team Performance Plan
  - explain how the Team Performance Plan will help with achieving the KPIs
  - present your ideas and any requirements clearly, using language and non-verbal techniques appropriate to the audience and environment
  - use questioning and listening techniques to check and confirm understanding

You are required to upload a video of yourself, and two (2) others engaged in a short meeting. The participants will need to confirm their understanding of the Team Performance Plan.

The participants will be Miranda Deidre and Michael Kerr, graphic designers. The participants must be fully briefed as outlined in the role play instructions.

**Role play instructions**

The role play/meeting must include two (2) participants, 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 two (2) others. These may be sourced using one of the following options:

- peers who you are already working with, in the industry your qualification relates to.

2. fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find participants to play the role of the other 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: Peer participants**

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

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

### **Option 2: Fellow student participants**

Fellow students 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.

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.

### **Participants' briefing instructions:**

Miranda Deidre, Graphic Designer:

- Listen to the presentation carefully
- Confirm your understanding

Michael Kerr, Graphic Designer:

- Listen to the presentation carefully
- Confirm your understanding

### **Recording instructions**

Your role play 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 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 OBSERVATION CHECKLIST: Task 1, Activity 4

Students are required to upload a video of themselves, and two (2) others engaged in a short meeting. The participants will need to confirm their understanding of the Team Performance Plan.

The participants will be Miranda Deidre and Michael Kerr, graphic designers. The participants must be fully briefed as outlined in the role play instructions.

The meeting should be a maximum of 10 minutes.

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY YES / NO		ASSESSOR COMMENTS
<b>Task checklist</b>			
Present the Team Performance Plan			<p>The student has:</p> <ul style="list-style-type: none"> <li>• presented the Team Performance Plan</li> <li>• explained all aspects of the plan</li> <li>• explained how the new plan will assist with achieving the KPIs</li> </ul>
Confirm Miranda's and Michael's understanding and support of the plan			<p>The student has:</p> <ul style="list-style-type: none"> <li>• confirmed Miranda's and Michael's understanding and support of the plan</li> </ul>
<b>Skills checklist</b>			
Students must articulate clearly using specific and relevant language suitable to audience to convey requirements			<p>The student has:</p> <ul style="list-style-type: none"> <li>• used language and non-verbal techniques appropriate to address Miranda and Michael</li> </ul>
Students must employ listening and questioning techniques to confirm understanding			<p>The student has:</p> <ul style="list-style-type: none"> <li>• used questioning and listening to receive confirmation regarding teams' understanding of the new plan</li> </ul>

**Assessment checklist:**

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

Assessment 2		
1	Activity 1 – Table	<input type="checkbox"/>
2	Activity 2 – Table	<input type="checkbox"/>
3	Activity 3 – Employee Performance Plan and Role play	<input type="checkbox"/>
4	Activity 4 – Team Performance Plan and Role play	<input type="checkbox"/>



**Congratulations you have reached the end of Assessment 2!**

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