



**BSBCRT404**

# Apply advanced critical thinking to work processes

Assessment 3 of 3

Case Study / Role Play

**Assessor Guide**



## Assessment Instructions

### Task overview

This assessment is divided into two [2] major tasks, including:

- a role play to present the proposals developed as part of Assessment 2
- personal development activities. (Note: You will need to submit evidence of a completed personal development activity.)

Read instructions carefully before commencing.

### Additional resources and supporting documents

To complete this assessment, you will need:

- the completed Assessment 2
- a device with recording capability [audio and video]
- internet access
- participants
- to complete a personal development activity planned as part of Task 2 Part B – see details in Task 2 Part B.

## 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.

## Task 1 – Role play: Present proposals to address workplace limitation solutions

Task 1 requires you to participate in a role-play and submit a video recording as evidence.

In this role-play you are required to conduct a meeting with Michelle Rodriguez, your manager at Ace Finance. The aim of the meeting is to present the proposals you have developed in Assessment 2 (Part A Task 5 and Part B Task 5) to recommend solutions for the workplace limitations/issues identified by you.

### Role play instructions

The meeting must include at least **one (1)** participant, must not exceed **10 minutes** in duration and must address all requirements listed under Key Observation Criteria.

### Key Observation Criteria

During the role play, you will be required to:

- Present the workplace issues/limitations you have identified as part of Assessment 2 (Part A Task 5 and Part B Task 5).
- Describe the benefits of applying critical thinking practices in the workplace and risks associated with failing to do so.
- Explain the decision-making process you followed in working out your proposed solutions by comparing and contrasting critical thinking concepts.
- Present the proposed solutions that you have developed in Assessment 2 (Part A Task 5 and Part B Task 5).
- Express ideas persuasively, using an appropriate communication style suitable for your audience.
- Use a communication style to create a climate where people feel comfortable to suggest, explore, adapt and adopt new ideas.
- Listen actively to audience and ask questions to elicit the opinions of others.
- Seek meaningful feedback on the solutions presented.
- At the end of the presentation, ask the participant whether there any specific areas where they think you can improve your critical thinking.

### Participant information

During the role play, you will demonstrate your skills in interacting with at least one other person. Participants in your role play may be:

1. friend or family member, or
2. fellow student who will play the role of Michelle Rodriguez, your manager at Ace Finance.

### Option 1: Friend or family member

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

## Option 2: Fellow student participant

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

Fellow student participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

Student will need to state their names and the role they are playing at the meeting at the start of the recording to provide consent.

## Participant's briefing instructions

### Participant

You are playing the role of Michelle Rodriguez, manager at Ace Finance. Listen carefully to the student's presentation and ask questions for clarification if needed, for example: 'What did you mean by this?' "Could you repeat the solution again? I didn't quite catch it."

During the meeting you must ask the student the following three (3) questions:

- a. What benefits have you found by applying critical thinking practices in the workplace?
- b. How did you make a decision on the solutions? Explain the decision-making process you followed in working out your proposed solutions by comparing and contrasting critical thinking concepts.
- c. How would you rate the effectiveness of your decision-making?

When student asks your feedback, you can give your opinion on the presented information and reassure the student that you will forward the proposal to senior management.

To the question regarding feedback on the student's critical thinking skills, you can select one from the following responses:

- I think you could improve your skills by keeping an open mind when looking for solutions.
- You often try to make decisions on your own. Taking a team approach could be beneficial.
- I feel that you foster a positive team environment; however, at times, your questions could be more thoughtfully put together.

## Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using an application 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, followed by all participants replying with their names and the roles they are playing to provide their consent.

*“This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and the role they are going to play.”*

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

Save the video recording using the following naming convention, *BSBCRT404\_Student Name\_yymmdd\_Task 1\_Role Play*.

Include this recording as part of your assessment submission.

**Assessor instructions**

Student must record a no more than 10-minute meeting with one (1) participant, to present the workplace limitations/issues and the solutions developed in Assessment 2 (Part A Task 5, Part B Task 5).

Use the following Observation Checklist to record your observations while you watch the video. Where all criteria are demonstrated, write a general comment in the Student Assessment Feedback Form. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

| <b>Observation Checklist</b><br><i>(to be completed by the Assessor)</i>   |   |
|--|---|
| Use this checklist while reviewing the recorded role play:   |   |
| <b>Did the student...</b>  | <b>Satisfactory/Not Yet Satisfactory</b>  |
| <p>1. Present the workplace issues/limitations and the proposed solutions developed in Assessment 2 (Part A Task 5, Part B Task 5).</p> <p>Student must present the workplace issues/limitations and the proposed solutions developed in Assessment 2 (Part A Task 5, Part B Task 5).</p>  | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>2. Describe the benefits of applying critical thinking practices in the workplace and risks associated with failing to do so.</p> <p>For example, the student may discuss:</p> <ul style="list-style-type: none"> <li>• It encourages you to observe different situations and weigh all possible results before deciding.</li> <li>• It looks beyond a specific step in the decision-making process.</li> <li>• It brings new ideas to the table and promotes creativity.</li> <li>• It helps you move past the familiar or routine.</li> <li>• Risks associated with failing to apply critical thinking practices could include poor decision making, misinformation/misinterpretation, ineffective</li> </ul> | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |

|  |   |
|--|---|
| <p>problem solving, stagnation and lack of innovation.</p>   |   |
| <p>3. Explain the decision-making process followed in working out the proposed solutions by comparing and contrasting critical thinking concepts.</p> <p>For example, the student may:</p> <ul style="list-style-type: none"> <li>• Explain the SPADE/Eisenhower model followed (as outlined in Assessment 2 (Part A 6, Part B Task 6) and they approached problem-solving, decision-making and prioritization while working out a solution for the workplace limitations/issues.</li> </ul>   | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>4. Express ideas persuasively, using an appropriate communication style suitable for the audience.</p> <p>For example, the student may:</p> <ul style="list-style-type: none"> <li>• Use plain English</li> <li>• Engage in active listening</li> <li>• Support point of view with examples</li> <li>• Minimise information overload</li> <li>• Understanding the purpose of the role play and tailoring their communication approach accordingly.</li> <li>• Considered Michelle's role and adapted their communication style to suit her understanding and needs.</li> <li>• Uses language and terminology understood by the audience.</li> </ul> | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>5. Use a communication style to create a climate where people feel comfortable to suggest, explore, adapt and adopt new ideas. This includes establishing connections and building genuine understanding with a diverse range of people.</p> <p>For example, the student allows participant to ask questions, provide feedback or seek clarification.</p>   | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>6. Listen actively to the audience and ask questions to elicit the opinions of others.</p> <p>For example, the student may:</p> <ul style="list-style-type: none"> <li>• Ask open-ended questions</li> <li>• Reflect and paraphrase</li> <li>• Seek clarification</li> <li>• Summarise what other participants are saying.</li> </ul>   | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |

|  |   |
|--|---|
| <p>7. Seek meaningful feedback on the solutions presented and on their critical thinking skills</p> <p>For example, the student may:</p> <ul style="list-style-type: none"> <li>• Engaging in conversations with the participant, articulating: <ul style="list-style-type: none"> <li>○ how they feel about their level of critical thinking skills</li> <li>○ any specific areas they think they can improve their critical thinking skills</li> </ul> </li> <li>• Asking the participant if they have any suggestions for improving their skills and knowledge in critical thinking.</li> </ul> | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>8. Conduct review of effectiveness of decision making, including critical self-reflection when responding to the participant's question.</p> <p>For example, the student may explain if they think their proposed solutions were effective and the strengths and weaknesses of the decision-making process.</p>   | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |

## Task 2 - Personal development activities

### Part A

Create **one (1)** workplace document to promote critical thinking skills. This can be a poster, PowerPoint presentation, email, fact sheet or any other format that you consider suitable.

In the box provided below, explain:

- who is the target audience for your workplace document, and
- what format have you selected and why?

[Approximate word count: 30-50 words]

Save the workplace document with the following naming convention, *BSBCRT404\_Student Name\_yymmdd\_Task 2A*, and submit it as a separate file along with your assessment.

Ensure your document is appropriate for the audience.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- explain the target audience they created the workplace document for and the format they have selected. Student must provide a justification of why they used the format selected for the workplace document.

A sample answer is provided below.

The student's document will vary; however, content, style, tone and format must be appropriate for the target audience.

Target audience could be internal staff, management, etc. Rational for the format chosen needs to be well-articulated and logical. For example: "I've chosen to create a poster to present key points of critical thinking in a comprehensive way. The factsheet can be displayed in the hallway or throughout the workplace as a visual reminder."

## Part B

Complete the template below to develop a personal development plan to improve your critical thinking skills.

You will need to complete a personal development activity planned and the evidence of completion must be submitted as part of this task, e.g. *certificate, screenshot, email, confirmation letter, meeting minutes*.

Save any individual evidence document with the following naming convention, *BSBCRT404\_Student Name\_yymmdd\_Task 2B*, and submit it as a separate file along with your assessment.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- complete the 'Personal Development Plan' template provided and submit evidence of the completed personal development activity.

Although contents of submission will vary, for a satisfactory performance the personal development plan must include the following:

- A self-reflection on personal values, behaviours and assumptions that may affect decision-making in a workplace environment
- Actual date of implementation of the personal development activity
- Actual outcome of the implementation of the personal development activity
- Factors which affected the implementation of the personal development activity
- Review date to reassess improvements to practice

The information included in the plan must align with the student's response to how they described their own level of critical thinking skills in Task 1.

| PERSONAL DEVELOPMENT PLAN   |  |
|---|--|
| ASSESSOR GUIDE  |  |
| <p><b>Personal values, behaviours and assumptions and how these might be perceived by others</b></p> <p><i>Reflect on your personal values, behaviours and assumptions that may affect your decision-making in a workplace environment and consider</i></p> | <p>For example:</p> <p>My value of thoroughness may lead to slower decision-making, which could be perceived as indecisiveness by others. For instance, in a team meeting, taking time to gather all necessary information before making a decision might be viewed as hesitation.</p> |



|   |   |                                  |                                      |
|---|---|----------------------------------|--------------------------------------|
| <p><i>how these might be perceived by others.</i></p> <p>(30-50 words)</p>  |   |                                  |                                      |
| <p><b>Skill to be developed</b></p> <p><i>Identify a minimum of <b>three (3)</b> skills you have identified as needing improvement to strengthen your critical thinking.</i></p>  | <p>For example [3 from the following] or similar:</p> <ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Problem-solving</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Data analysis</li> <li>• Risk assessment</li> <li>• Prioritisation</li> <li>• Time management</li> <li>• Consensus-building</li> <li>• Emotional intelligence</li> </ul> |                                  |                                      |
| <p><b>Personal development activity</b></p> <p><i>Provide details of at least <b>one (1)</b> activity that you will undertake as part of your personal development plan e.g. online training, workshop, reading and research, listening to credible podcast, meeting with a mentor or coach.</i></p> <p>(30-50 words)</p> | <p>For example:</p> <p>I've watched an online webinar on emotional intelligence on LinkedIn Learning that made me understand the true essence of emotional intelligence and helped me be more conscious on attributes I need to demonstrate during workplace discussions.</p>   |                                  |                                      |
| <p><b>Evidence of implementation</b></p> <p><i>Describe the type of evidence you will submit.</i></p>   | <p>For example:</p> <p>A certificate of attendance issued by LinkedIn Learning</p>  |                                  |                                      |
| <p><b>Planned date:</b></p>   | <p>Click or tap to enter a date.</p>  | <p><b>Date of Completion</b></p> | <p>Click or tap to enter a date.</p> |
| <p>Factors which affected the implementation of the personal development activity</p> <p>(10-20 words)</p>  |   |                                  |                                      |
| <p>Click or tap here to enter text.</p> <p>For example: Factors affecting the implementation of the personal development activity include time constraints, resource availability, individual commitment, and organizational support.</p>   |   |                                  |                                      |
| <p>Reflection on the outcome of completing the personal development</p> <p>(10-20 words)</p>  |   |                                  |                                      |
| <p>Click or tap here to enter text.</p> <p>For example: I feel that since the webinar I am more confident during workplace meetings.</p>  |   |                                  |                                      |

How will you monitor ongoing improvements and future review?  
(3-5 words)

Click or tap here to enter text.

For example: Through self-reflection, asking feedback from manager, etc.

|                        |                               |
|------------------------|-------------------------------|
| Date for future review | Click or tap to enter a date. |
|------------------------|-------------------------------|

**Assessment checklist:**

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

|        |   |  |
|--------|---|--|
| Task 1 | Record and submit role play   | <input type="checkbox"/>                             |
| Task 2 | Part A: Create and submit a workplace document to promote critical thinking skills  | <input type="checkbox"/>                             |
|        | Part B: <ul style="list-style-type: none"><li>• Create a personal development plan using the template</li><li>• Submit evidence of completion for a personal development activity</li></ul> | <input type="checkbox"/><br><input type="checkbox"/> |



**Congratulations, you have reached the end of Assessment 3!**

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