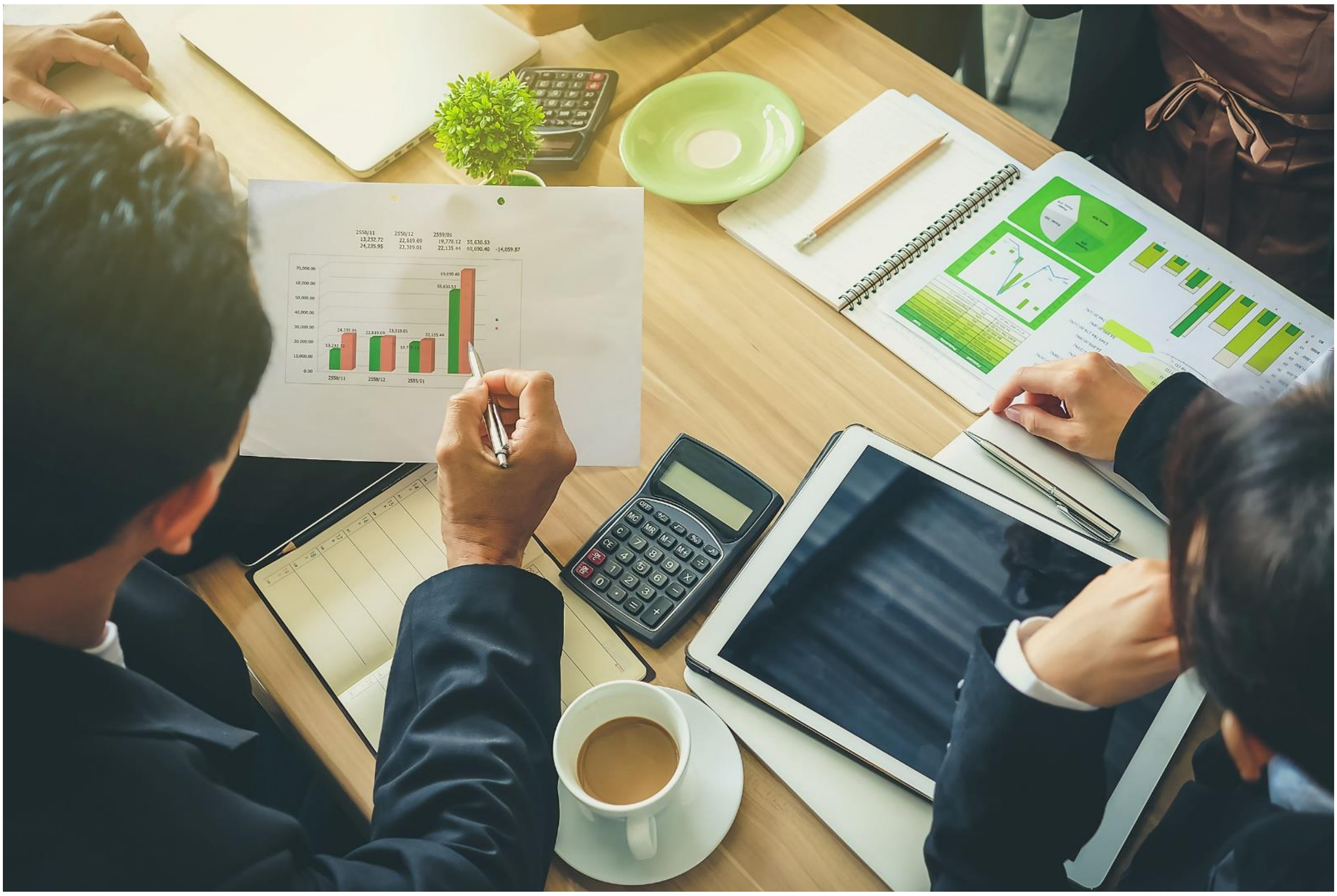

BSBCRT311

Apply critical thinking skills in a team environment

Assessment 2 of 2

Project

Assessor Guide

Assessment details

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

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
BSBCRT311	Apply critical thinking skills in a team environment	
COURSE AND MODULE DETAILS *Assessments may be published in more than one course. Add lines for additional courses as needed.*		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
ASSESSMENT TYPE		
Assessment Method: *Select all that apply.*	Portfolio Questioning Choose an item.	

SECTION 2
STUDENT INSTRUCTIONS *The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.*
Student instructions
This is assessment 1 of 3 assessments. This assessment requires you to complete 5 tasks and associated questions to test your knowledge and understanding required of this unit. To be assessed as competent, you must correctly complete all tasks in the spaces required. Download your assessment by selecting the document icon below **'Let's begin'**. To submit your assessment, upload the completed assessment document as a PDF file.
Supporting documents
To answer some of the questions, you will need to access the following documents:
Files for submission
Submit the assessment document with all tasks completed in the spaces provided.
Submission instructions
PDF File Submissions **Please save all Word documents as PDF files before submitting.** **IMPORTANT:** Word documents will not be accepted. Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe. *Windows: Word 2013 and newer*

Choose **File** > **Export** > **Create PDF/XPS**.

Windows: Word 2010

1. Click the **File** tab
2. Click **Save As**
   - To see the **Save As** dialogue box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save As** type list, click **PDF** (*.pdf).
   - If you want the file to open in the selected format after saving, select the **Open file after publishing** check box.
   - If the document requires high print quality, click Standard (publishing online and printing).
   - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**.

For more detailed instructions refer to Microsoft Support.

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Not Yet Satisfactory (NYS).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

☒ Instructions to students

☒ Questions /tasks

☒ Templates /tables where applicable

☐ Links to supporting files /websites

☒ Instructions to assessors

☒ Sample answers /examples of benchmark answers

SECTION 5	
STAKEHOLDERS AND SIGN OFF *List all that apply for each of the stakeholder roles below.*	
UPed Learning Designer/Author name	
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Assessment Instructions

Task Overview

This assessment task requires you to generate and present solutions to a workplace problems.

There are five (5) tasks and associated questions.

Some questions are made up of multiple parts. Read each question carefully before typing your response in the spaces provided.

Additional resources and supporting documents

To complete this assessment, you will need:

- Access to Microsoft Word and Microsoft Excel
- SmartSolutions Policies and Procedures document available to download from the LMS:
  - SmartSolutions Digital Device user information
  - Communication Policy
  - Code of Practice
  - Work Health and Safety
  - Sustainability Policy
  - SmartSolutions Style Guide.

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 Learning Platform. 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.

Task 1: Prepare to address workplace problem

To begin this assessment part, read the following scenario, then complete the tasks that follow:

Scenario

You are a Team Leader of the Quality Improvement Team at SmartSolutions Pty Ltd. You have received several internal complaints from both the Marketing and Sales teams. The issue is that there is no central communication tool, resulting in important messages being lost between the two departments. Without a unified platform, both teams are struggling to stay aligned, leading to confusion and mistakes. Your team has been asked to find a solution to improve communication and prevent these issues from recurring.

Instructions

a. Review the scenario provided and clearly identify the main communication problems between the Marketing and Sales teams at SmartSolutions Pty Ltd. (Word count: 25-30 words)

Assessor instructions: Benchmark standards of student responses provided below, however students' wording may vary.

There are communication issues between marketing and sales and no central communication tool which has resulted in important messages being lost between both departments.

b. Review the organisational and legislative frameworks available in the SmartSolutions resources list on the LMS. Identify and explain how one (1) of these frameworks relate to the communication problem you identified in part (a). (Word count: 55-60 words)

Assessor instructions: Benchmark standards of student responses provided below, however students' wording may vary.

Communication Policy

This framework sets the standard for clear and regular communication across departments. It requires the use of a central platform for updates and collaboration, which would help solve the issue of fragmented communication between Marketing and Sales. The policy outlines the expectation for timely sharing of product information and promotional material details.

c. Develop a minimum of three (3) open-ended questions to gather insights on *client preferences, client needs, and key features or solutions to the problem* you identified in 1 (a).

Note: Questions should be encouraging to allow a detailed response, starting with 'what', 'how', or 'why' to invite explanations, be non-directive and promote dialogue.

Assessor instructions: Benchmark standards of student responses provided below, however students' wording may vary.

Client preferences	The student must develop three (3) open-ended questions relating to the client's preferences, exploring needs and key features of the problem. Questions should be encouraging to allow a detailed response, start with 'what', 'how', or 'why' to invite explanations, be non-directive and promote dialogue. For example: **For client preferences**: • "What type of communication tools do you currently use, and what do you like or dislike about them?" • "How do you prefer to receive updates about product changes or promotions?"
Client needs	**For exploring client needs**: • "What challenges do you face when trying to communicate with other departments, and how do you think these could be addressed?" • "Can you describe a situation where a lack of communication affected your work or your ability to serve clients?"
Key features or solutions to the problem	**For key features of the problem**: • "What specific features do you believe are necessary in a communication tool to enhance collaboration between Marketing and Sales?" • "How important is it for our communication tool to allow for tracking conversations and changes to product information?"

Task 2 – Consult with stakeholders to develop questions

Task Overview

In this task you are required to consult with key stakeholders using questions to gather information on your selected problem.

Before the role play, familiarise yourself with the following resources:

- Smart Solutions Communication Policy.

You will need two (2) participants to help you with this role play. Each participant will play the role of:

- x1 Team Leader representing a member from the Marketing Department
- x1 Team Leader representing a member from the Sales Department

Role play instructions

The meeting must include two (2) participants, must not exceed 15 minutes duration and must address all requirements listed under the Key Observation Criteria.

Key Observation Criteria

During the role-play, you will be required to meet with the stakeholders and:

- Familiarise yourself with the Smart Solutions Communication Policy
- Access and familiarise yourself with the Smart Solutions Stationery Costs Excel spreadsheet
- Welcome your participants to the meeting and discuss the problem you have identified using the three (3) open ended questions developed in Task 1(c).

Participants' briefing instructions

Participant 1 and Participant 2

You will both be welcomed by the student to the meeting.

The student will discuss the problem with you and develop three (3) open-ended questions as outlined in the role play instructions.

Possible responses for each may include:

Client preferences

Marketing Supervisor: Primarily use email for communication, but it often gets overloaded, and important messages get lost. Preference may include a tool that organises messages better.

Sales Supervisor*:* Also use emails, but prefer instant messaging for quick updates. Also helps to respond to client queries faster."

Exploring client needs

Marketing Supervisor*:* Struggles with getting timely information from Sales. E.g. Promotional materials are created based on outdated details causing client confusion.

Sales Supervisor: Major challenge is clients are often promised clients features that haven't been approved by Marketing. A tool is needed that ensures both teams are on the same page before making any commitments.

Key Features of the problem

Marketing Supervisor**:** It is crucial to have a shared calendar feature that allows tracking of product launch dates and promotional timelines.

Sales Supervisor: Real-time updates would be great to see immediate changes as they happen, to help prevent misunderstandings with clients.

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, Unit Code_StudentName_yymmdd_Tasknumber_Role Play.Include this recording as part of your assessment submission

Assessor instructions

The student must facilitate a meeting with two (2) partricipants to develop three (3) open-ended questions for the workplace problem identified.

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.

Observation Checklist: Role-play Task 2			
Task	S	NYS	Comment
The student welcomes the two (2) participants to the meeting and: a. Discussed the three (3) open-ended questions relating to the client's preferences, exploring needs and key features of the problem. Questions should be encouraging to allow a detailed response, start with 'what', 'how', or 'why' to invite explanations, be non-directive and promote dialogue. For example: **For client preferences**: • "What type of communication tools do you currently use, and what do you like or dislike about them?" • "How do you prefer to receive updates about product changes or promotions?" **For exploring client needs**: • "What challenges do you face when trying to communicate with other departments, and how do you think these could be addressed?" • "Can you describe a situation where a lack of communication affected your work or your ability to serve clients?" **For key features of the problem**: • "What specific features do you believe are necessary in a communication tool to enhance collaboration between Marketing and Sales?" • "How important is it for our communication tool to allow for tracking conversations and changes to product information?"	☐	☐	

Task 3 Evaluate solutions

Task Overview

In this task, you are required to conduct a role-play where you will facilitate a meeting with 2 team members to evaluate solutions for the workplace problem you have identified.

Before the role play, familiarise yourself with the following resources:

- Smart Solutions Communication Policy

You will need 2 participants to help you with this role-play. Each participant will play the role of your team members.

- Have a clear understanding of the questions developed in Task 1(d) that identify the key issues and challenges related to the problem.
- Share these questions with the team beforehand so they can come prepared with their thoughts and insights.

Role play instructions

The meeting must include at least number 2 participants, must not exceed 30 minutes duration and must address all requirements listed under the Key Observation Criteria.

During the role play, you will demonstrate your skills in interacting with both participants. Participants in your role play who may be:

1. friends or family members; or
2. fellow student/s who will play the role of a team member.

Key Observation Criteria

During the role play, you will demonstrate your skills in interacting with both participants and:

a. Consult and reflect with your team members and identify 2 critical thinking methods to come up with solutions to the identified problem.
b. Collaborated with the team to come up with at least 2 potential and practical solutions, based on your team's knowledge and experience to create a solution.
c. Provide a brief explanation of the steps and reasoning that led to each solution.
d. Discussed how the team will work together and how different ideas are combined to form the solutions.
e. Decided on the criteria to evaluate each solution and apply the agreed criteria to their solutions, choosing the one that best fits.
f. Reviewed the chosen solution with your team and discuss any potential challenges or improvements.
g. Finalise the solution and explain why it is the best choice for implementation.

Option 1: Friend/s or family member/s

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/s participant

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

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

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

Participants’ briefing instructions

Participant 1 and 2

- Listen to the student who will discuss their two (2) questions from Task 1(d) which have been shared with you earlier.
- The student will identify and discuss 2 critical thinking methods, e.g. brainstorm, SWOT analysis and continue to work through the Key Observation Criteria.

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, Unit Code_StudentName_yymmdd_Tasknumber_Role Play.Include this recording as part of your assessment submission

Assessor instructions

The student must facilitate a meeting with two (2) team members to evaluate solutions for the workplace problem identified.

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.

Observation Checklist: Role-play Task 3			
Task	S	NYS	Comment
a. Consult and reflect with your team members and identify 2 critical thinking methods to come up with solutions to the identified problem. Suggested two (2) different approaches (e.g., brainstorming or root cause analysis) to analyse and solve the problem. Brainstorming: • It lets everyone share their ideas freely, which can lead to creative solutions. Root Cause Analysis: • It helps find the main reasons for the problem, so the team can fix it for good, not just temporarily.	☐	☐	
b. Collaborated with the team to come up with at least 2 potential and practical solutions, based on your team's knowledge and experience to create a solution. • The team proposes scheduling weekly update meetings and creating a shared communication platform to keep marketing and sales aligned.	☐	☐	
c. Provide a brief explanation of the steps and reasoning that led to each solution. • Clearly articulated ideas and proposed solutions. • Provided concise and logical explanations for chosen solutions, e.g. **Solution 1: Implement Double-Sided Printing** • **Steps:** • Recognise the lack of regular updates between Marketing and Sales, leading to outdated materials and client dissatisfaction. • Analysed the root cause, e.g. missing information and the absence of a central communication tool. • Suggest using a communication tool centralise communication and ensure access to current product details.	☐	☐	
d. Discussed how the team will work together and how different ideas are combined to form the solutions. • Worked with the team to set clear criteria (e.g., communication tools such as MS Teams) and use them to evaluate and agree on the best solution.	☐	☐	
e. Decided on the criteria to evaluate each solution and apply the agreed criteria to their solutions, choosing the one that best fits.	☐	☐	

• Identify evaluation criteria: agree on key factors like cost, feasibility, and impact. • Evaluated each solution: assess all proposed solutions against the established criteria. • Selected the best solution: choose the solution that scores highest based on the agreed criteria.			
f. Reviewed the chosen solution with your team and discuss any potential challenges or improvements. • Proposed the Solution: Share the final solution with the team for feedback. • Discussed challenges: Identify possible obstacles that may arise during implementation. • Suggested improvements: Gather input on how to enhance the solution further.	☐	☐	
g. Finalise the solution and explain why it is the best choice for implementation. • Confirmed the solution: officially agree on the final version of the solution. • Justified the choice: explain why this solution is the most effective, considering factors like team input and potential benefits. • Discussed next steps of implementing the solution.	☐	☐	

Task 4 Finalise and review solution development process

Task Overview

This part of the task requires you to conduct a simulated role play with 2 key stakeholders to finalise and review your developed solution.

You will need 2 peers to help you with this role play. Each peer will play the role of:

- X1 Team Leader representing a member from the Marketing Department
- X1 Team Leader representing a member from the Sales Department

Role play instructions

Use the solution you and your team chose in Task 2(e) and:

- Create a short PowerPoint presentation (no more than 6 slides) to present to your stakeholders
- Explain the critical thinking steps you used to generate a solution and why your chosen solution is effective.
- During the presentation, listen carefully to any questions or concerns the stakeholders raise and respond confidently, providing clear and logical explanations reflecting your critical thinking process.

The presentation must include at least number 2 participants, must not exceed 30 minutes duration and must address all requirements listed under the Key Observation Criteria.

Key Observation Criteria

During the role-play, you will be required to welcome your participants to the meeting and:

a. Present your PowerPoint to your stakeholders
b. Discuss your chosen solution and explain the critical thinking steps you took to generate a solution.
c. Listen carefully to any questions or concerns and respond to any challenges presented from your stakeholders

Participant information

During the role play, you will demonstrate your skills in interacting with both participants. Participants in your role play who may be:

1. friends or family members; or
2. fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

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/s participant

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

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

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

Participants' briefing instructions

Participant 1 and Participant 2

As the student is presenting to you ask them at least 1 of the following questions each:

- How does this solution directly address the communication problem between the Marketing and Sales teams?
- How will you measure the success of the implemented solution?

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, Unit Code_StudentName_yymmdd_Tasknumber_Role Play.Include this recording as part of your assessment submission

Assessor instructions

Create a brief PowerPoint presentation of up to 6 slides for stakeholders, outlining the critical thinking steps taken to develop the solution and its effectiveness. During the presentation, actively listen to stakeholder questions and concerns, responding confidently with clear explanations that demonstrate your critical thinking process.

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.

Observation Checklist: Role-play Task 4			
Task	S	NYS	Comment
a. The student conducted PowerPoint presentation to your stakeholders. • Spoke clearly and confidently • Maintained eye contact throughout their oral presentation	☐	☐	
b. Discussed their chosen solution and explain the critical thinking steps you took to generate a solution. • Explained steps taken when generating a solution, e.g. states the problem, collects data and facts, brainstorms ideas, evaluates the options, chose and implemented the solution.	☐	☐	
c. Listened carefully to any questions or concerns and respond to any challenges presented from your stakeholders	☐	☐	

• Used active listening skills, focusing on the participants asking questions. • Addressed participants questions with a clear explanation • Responded to challenges by presenting solutions.			

Task 5 Review and identify lessons learned

Task Overview

This part of the task requires you to conduct a simulated role play with 2 team members to review the critical feedback with your team that was provided in your stakeholder consultation.

You will need 2 peers to help you with this role play. Each peer will play the role of two (2) of your team members.

Role play instructions

The presentation must include at least number 2 participants, must not exceed 30 minutes duration and must address all requirements listed under the Key Observation Criteria.

Key Observation Criteria

During the role-play, you will be required to welcome your participants to the meeting and:

a. Review the feedback received from stakeholders, including your responses and evaluate it to identify key personal and team learnings.
b. Determine specific critical thinking learnings that can be applied to both individual tasks and team situations
c. Document and submit the outcomes of your review session by completing all sections of Appendix 1 - Lessons Learned Template.

Participant information

During the role play, you will demonstrate your skills in interacting with both participants. Participants in your role play who may be:

1. friends or family members; or
2. fellow student/s who will play the role of a team member.

Option 1: Friend/s or family member/s

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/s participant

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

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

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

Participants' briefing instructions

Participant 1 and Participant 2

As the student is presenting to you ask them at least 1 of the following questions each:

- Review the feedback received from management and evaluate it to identify key personal and team learnings. For instance: Listen carefully, paying close attention to the student's presentation and the feedback given from management.
- Share your thoughts on the feedback, focusing on what was helpful and what could be improved.
- Determine specific critical thinking learnings that can be applied to both individual tasks and team situations.
- Discuss any new critical thinking strategies you discovered that could help you in future tasks.

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, Unit Code_StudentName_yymmdd_Tasknumber_Role Play.Include this recording as part of your assessment submission

Assessor instructions

The student should evaluate stakeholder feedback to identify key lessons and critical thinking skills for individual and team improvement.

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.

Observation Checklist: Role-play Task 5			
Task	S	NYS	Comment
a. Discuss and review the feedback received from stakeholders and evaluate it to identify key personal and team learnings. • Raised feedback from the stakeholder meeting and how they responded. • Key personal learnings can include improved communication skills, stronger critical thinking skills, improved problem solving skills. • Team learnings can include stronger communication with the team, collective problem solving and gaining insights of the effectiveness of teamwork.	☐	☐	

b. Determine specific critical thinking learnings that can be applied to both individual tasks and team situations.
• Examples include:
  ○ Break down problems
  Split complex issues into smaller parts for easier understanding.
  ○ Question assumptions
  Challenge existing beliefs to find new solutions.
  ○ Check evidence
  Assess the reliability of information before deciding.
  ○ Brainstorm solutions
  Come up with multiple ideas for solving problems.
  ○ Weighing up options
  Consider the pros and cons of each choice.
	☐	☐	

Appendix 1 – Lessons Learned Template

Complete all sections of the following template once you have completed your Role Play. (Word count: 200-220 words in total)

Assessor note: Student must complete all sections of the template. Benchmark exemplar is provided, however student wording may vary.

Lessons Learned Template	
Project/Meeting: Team Feedback Review Session	**Date:** Today's Date
Stakeholder feedback summary	• Positive stakeholder engagement noted, but communication gaps identified in project updates. • Need for more regular status reports to keep all parties informed. • Concerns over team coordination during critical phases, leading to minor delays. • Appreciation for quick problem resolution but suggestions for improving initial risk assessments.
Key personal and team learnings	• Personal Learning: The need to enhance communication skills by providing clearer updates and involving stakeholders earlier in the process. • Team Learning: Improved coordination and task delegation among team members can help meet deadlines more efficiently.
Critical thinking learnings	Individual Tasks: • Apply critical thinking to assess risks more thoroughly before initiating tasks. • Use structured feedback to evaluate personal performance and adjust work methods. Team Situations: • Implement regular check-ins to align team efforts and anticipate potential issues. • Encourage open discussion and analysis of feedback to foster collaborative problem-solving.
Opportunities for improvement	• Communication: Set up a regular schedule for progress updates to stakeholders.

	• Coordination: Assign a coordinator for team tasks to ensure seamless integration of efforts. • Risk Management: Develop a stronger framework for identifying and addressing risks proactively.
Action items	**By next review:** • Establish a communication plan that includes detailed and regular updates to all stakeholders. • Assign key team members to improve coordination and track project phases closely. • Reassess risk management strategies and involve the team in identifying potential issues early.

Assessment submission checklist

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

1	Task 1: Prepare to address workplace problems	☐
2	Task 2: Consult with stakeholders to develop questions	☐
3	Task 3: Evaluate Solutions	☐
4	Task 4: Finalise and review solution development	☐
5	Task 5: Review and identify lessons learned	☐

Congratulations, you have reached the end of Assessment 2