



**BSBCRT511**

**MARKING GUIDE**

# Develop critical thinking in others

Assessment 2 of 2

Project

Version 1



## Assessment Instructions

### Task overview

This assessment task is divided into three parts:

- Part A: Organisational learning environments
- Part B: Facilitate learning opportunities
- Part C: Implementation analysis and recommendations

Read each tasks carefully before capturing your response as indicated.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Critical and Creative Thinking Policy and Procedures
- Staff Engagement Survey Data
- Critical and Creative Thinking Program Feedback

## 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.

For this assessment, you will be performing in the role of a Human Resources Officer working at Complete Business Solutions Australia (CBSA), a business consulting firm. You are presented with scenarios where you will engage in activities to lead employees and management in relation to the organisation's critical and creative thinking policies and procedures.

The scenarios and instructions below aim to provide you with the opportunity to demonstrate the appropriate skills and knowledge needed to develop and lead critical and creative thinking programs and processes as they are launched across the business.

## Part A: Organisational learning environments



To: HR Officer (HR.Officer@cbsa.com.au)  
From: Glenda Williams (glenda.williams@cbsa.com.au)  
Date/time: Monday 9:18 a.m.  
Subject: Critical and creative thinking  
Attachment: Critical and Creative Thinking Policy and Procedures  
Staff Engagement Survey Data

Good Morning,

Based on our commitment to developing our employees skills and knowledge to best support our staffs personal growth we are now looking to address Critical and Creative Thinking (CCT) as a dedicated skill set as a key organisational goal.

A year ago I developed and circulated a Critical and Creative Thinking Policy and Procedure document [attached] to try and encourage our staff to do this however I do not feel it it being followed. A recent staff engagement survey provided some insights into why this might be the case [data attached].

Following on from this less than successful initial launch I am looking to review and revamp this program to engage and excite people about the concept of creative and critical thinking.

This involves us creating an organisational learning environment where staff are both encouraged to think critically and creatively and they feel safe to do so. The goal of this is to to enhance communication, creativity and problem solving and inspire innovative approaches and solutions across the business.

In preparation to re-launch this program, I need you to complete the following steps:

1. Review the current system so that you can identify gaps and barriers to critical thinking.
2. Update the policy and procedure document as follows:
  - a. Address the issues identified.
  - b. Capture formal and informal learning opportunities.
  - c. Reinforce the approach to critical and creative thinking at CBSA.

Once you have completed this analysis and update to the policy and procedure document we will look at the re-launch and learning implementation process.

Kind Regards,

|   |   |
|---|---|
| <p>Glenda Williams</p> <p>HR Manager</p> <p>300 Fictional Way, Sydney, NSW 2000</p> <p>Phone: 1800 111 222</p> <p><a href="http://www.cbsa.com.au">http://www.cbsa.com.au</a></p> |  |
|---|---|

**ATTACHMENTS**

- **Critical and Creative Thinking Policy and Procedures**  
Refer to document: BSBCRT511\_02\_Critical Thinking P&P\_v1.pdf
  
- **Staff Engagement Survey Data**  
Refer to document: BSBCRT511\_02\_Engagement Survey\_v1.xlsx

**Task 1: Critical thinking gaps and barriers in the workplace**

Access the Staff Engagement Survey Data provided by Glenda above. Review the overall results summary as found at *Table 1: Critical and creative thinking questions results* (cell: L4) and the individual ratings and comments (column C-J) as captured. Analyse this information and for each of the four questions presented, provide a summary of the results based on the following questions:

- Based on the ratings, is this being done well across CBSA? Consider the overall average ratings as well as those for individual departments where this is worth commenting on.
- Based on the comments, what are some of the common themes raised?

Using the data available, identify the top three gaps or barriers to critical thinking in the workplace.

Capture your analysis in the table provided below.

**Assessor instructions:** Students must analyse the engagement survey data provided to determine employee sentiments around the four critical and creative thinking at CBSA. Students need to include an analysis of each question commenting on the ratings overall and by department where it is very high or very low, and the comments where available.

Students need to use the information provided to determine the top three gaps and barriers to critical thinking in the workplace.

Sample answers are provided below. Students answers must reflect the information below in line with the survey data provided.

| ENGAGEMENT SURVEY QUESTION                               | FACTOR   | ANALYSIS  |
|--|--|---|
| 14. I am encouraged to think critically in the course of | Based on the ratings, is this being done well across CBSA? Look at the | <i>The average rating for this question is 2.6 out of a possible 5. This provides an overall rating of Disagree to Neither agree nor disagree</i> |

|   |   |   |
|---|---|---|
| doing my work?  | overall data as well as any specific department outcomes worth noting.<br>[Word range: 90-120 words]  | <p><i>which indicates that staff do not feel they are encouraged to think critically in the course of doing their work.</i></p> <p><i>The lowest rating for a team is 1.8 [Strongly disagree to Disagree] which was achieved by the finance team.</i></p> <p><i>The highest team outcome rating was 4.3 [Agree to Strongly agree] which was achieved by the Executive team. The only other positive result was Sales and Marketing achieving a 3.2 [Neither agree or disagree to Agree].</i></p> <p><i>Human Resources achieved an average of 3 [Neither agree or disagree].</i></p>  |
|   | Based on the comments, what are some of the common themes raised?<br>[Word range: 50-80 words]  | <p><i>Individuals indicated that they were not encouraged to think critically to do their work because of the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>- Do not have the time to think about what they need to do – just have to do it</i></li> <li><i>- Not required as part of the role</i></li> <li><i>- Role is very much directed</i></li> </ul> <p><i>One positive comment was that it was a key part of their role and process which was flagged by an Executive team member.</i></p>  |
| 15. I am encouraged to think creatively in the course of doing my work? | Based on the ratings, is this being done well across CBSA? Look at the overall data as well as any specific department outcomes worth noting.<br>[Word range: 90-120 words] | <p><i>The average rating for this question is 2.2 out of a possible 5. This provides an overall rating of Disagree to Neither agree nor disagree which indicates that staff do not feel they are encouraged to think creatively in the course of doing their work.</i></p> <p><i>The lowest rating for a team is 1.2 [Strongly disagree to Disagree] which was achieved by Consulting A, closely followed by Consulting B and Consulting C with 1.7.</i></p> <p><i>The highest team outcome rating was 4.0 [Agree to Strongly agree] which was achieved by the Executive team. The only other positive result was Sales and Marketing achieving a 3.4 [Neither agree or disagree to Agree].</i></p> |
|   | Based on the comments, what are some of the common themes raised?<br>[Word range: 50-80 words]  | <p><i>Individuals indicated that they were not encouraged to think creatively to do their work because of the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>- This is not encouraged or allowed</i></li> <li><i>- No creative thinking/options considered</i></li> <li><i>- Not part of their process</i></li> <li><i>- No time to do this</i></li> <li><i>- Not relevant to their role</i></li> </ul> <p><i>No positive comments were captured in the survey.</i></p>   |
| 18. I am encouraged to identify and apply alternative                   | Based on the ratings, is this being done well across CBSA? Look at the  | <p><i>The average rating for this question is 2.4 out of a possible 5. This provides an overall rating of Disagree to Neither agree nor disagree</i></p>  |



|  |   |   |
|--|---|---|
| <p>solutions to my work?</p>   | <p>overall data as well as any specific department outcomes worth noting.<br/>[Word range: 90-120 words]</p>  | <p><i>which indicates that staff do not feel they are encouraged to identify and apply alternative solutions to their work.</i></p> <p><i>The lowest rating for a team is 1.8 [Strongly disagree to Disagree] which was achieved by Consulting A, Consulting B and the Finance team.</i></p> <p><i>The highest team outcome and only positive rating overall was 4.5 [Agree to Strongly agree] which was achieved by the Executive team.</i></p> <p><i>Sales and Marketing achieved a 3 overall [Neither agree or disagree].</i></p>  |
|  | <p>Based on the comments, what are some of the common themes raised?<br/>[Word range: 50-80 words]</p>  | <p><i>Individuals indicated that they were not encouraged to identify and apply alternate solutions to their work because of the following reasons:</i></p> <ul style="list-style-type: none"> <li>- <i>Alternative solutions are not allowed</i></li> <li>- <i>Must follow written policy/ procedure</i></li> <li>- <i>No time for this</i></li> <li>- <i>Not relevant to my role [finance]</i></li> </ul> <p><i>The Executive team indicated the following positive feedback:</i></p> <ul style="list-style-type: none"> <li>- <i>I am able to apply solutions as appropriate</i></li> <li>- <i>Most of my tasks are unique – I am able to apply my own solutions.</i></li> </ul> |
| <p>19. It is safe to share my thoughts and ideas in relation to my work?</p> | <p>Based on the ratings, is this being done well across CBSA? Look at the overall data as well as any specific department outcomes worth noting.<br/>[Word range: 90-120 words]</p> | <p><i>The average rating for this question is 2.2 out of a possible 5. This provides an overall rating of Disagree to Neither agree nor disagree which indicates that staff do not feel they are safe to share their thoughts and ideas in relation to their work.</i></p> <p><i>The lowest rating for a team is 1.5 [Strongly disagree to Disagree] which was achieved by Consulting A, closely followed by Consulting B with 1.7 and Consulting C and Finance with 1.8.</i></p> <p><i>The highest rating and only positive team outcome was 4.3 [Agree to Strongly agree] which was achieved by the Executive team.</i></p>   |
|  | <p>Based on the comments, what are some of the common themes raised?<br/>[Word range: 90-120 words]</p>   | <p><i>Individuals indicated that they do not feel safe to share their thoughts and ideas in relation to their work because of the following reasons:</i></p> <ul style="list-style-type: none"> <li>- <i>Manager doesn't meet with team – no opportunity to raise ideas</i></li> <li>- <i>Manager doesn't listen to ideas</i></li> <li>- <i>Manager has admonished or ignored people when raising ideas</i></li> <li>- <i>No time to do this</i></li> <li>- <i>Hasn't come up</i></li> <li>- <i>Not relevant to the role</i></li> </ul>   |

|   |    |   |
|---|----|---|
|   |    | <ul style="list-style-type: none"> <li>- <i>Used to do this, but now told to stick to the current systems and processes</i></li> </ul> <p><i>The following positive comments were made:</i></p> <ul style="list-style-type: none"> <li>- <i>We meet regularly to do this</i></li> <li>- <i>We brainstorm regularly</i></li> <li>- <i>It is a regular part of our process</i></li> </ul> |
| Top three gaps or barriers to critical and creative thinking in the workplace.<br>(Word range: 3-10 words each) | 1. | <i>Lack of time</i>   |
|   | 2. | <i>Lack of management support</i>   |
|   | 3. | <i>Following directed processes – not part of the procedures</i>  |

## Task 2: Processes for a critical and creative thinking workplace

Access the Critical and Creative Thinking Policy and Procedure provided by Glenda above.

Review Procedure section 4. *FOR MANAGERS: Support critical and creative thinking in your team.* Describe three approaches a manager can use to create a safe environment for critical and creative thinking and provide a brief process for applying each to the work team.

Capture these approaches in the tables provided below.

**Assessor instructions:** Students must identify three approaches to creating a safe environment for critical and creative thinking, outlining the process to apply the approach for each.

Sample answers are provided below. Answers may vary but must contribute to providing a safe environment for idea generation in the work team and a process for successful application.


| APPROACH 1<br>(Word range: Up to 10 words) | DESCRIPTION<br>(Word range: 20-60 words)   |
|--|--|
| <i>Encourage collaboration</i>             | <i>Creativity often flourishes in group- or team-oriented environments. Encourage collaboration by allowing co-workers to pool efforts on certain tasks. As they work together, they're more likely to come up with creative ideas, using each other as inspiration.</i>   |
| <b>PROCESS</b><br>(Range: 3-5 steps)       | <ol style="list-style-type: none"> <li>1. <i>Regularly schedule time for the team to meet and collaborate/discuss challenges for consideration.</i></li> <li>2. <i>Encourage everyone to participate and share their experiences and insights.</i></li> <li>3. <i>Provide a structure that supports the flow of ideas, analysis and implementation where appropriate.</i></li> </ol> |

| APPROACH 2<br>(Word range: Up to 10 words)                         | DESCRIPTION<br>(Word range: 20-60 words)  |
|--|---|
| <i>Recognise critical and creative thinking/ act on good ideas</i> | <i>Encourage employees to share their ideas and thoughts by implementing the good ones and acknowledging the value/thoughts behind other ones.</i>  |
| <b>PROCESS</b><br>(Range: 3-5 steps)                               | <ol style="list-style-type: none"> <li>1. <i>Identify strong suggestions, providing credit to all who contributed to the collaboration process and idea specifically</i></li> <li>2. <i>Narrow down ideas to identify best option</i></li> <li>3. <i>Implement the best/most feasible/efficient/effective idea presented</i></li> <li>4. <i>Allow the contributors to be involved in the implementation where possible</i></li> </ol> |

|  |  |
|--|--|
|  | 5. <i>Formally and informally provide credit/recognition to those involved for their ideas/work.</i> |
|--|--|

| APPROACH 3<br>[Word range: Up to 10 words]  | DESCRIPTION<br>[Word range: 20-60 words]   |
|---|--|
| <i>Model critical and creative thinking</i> | <i>As a leader you set the tone for what is expected in the workplace so you must model the type of critical and creative thinking you would like to see in others.</i>  |
| <b>PROCESS</b><br>[Range: 3-5 steps]        | <ol style="list-style-type: none"> <li>1. <i>Involve your team in brainstorming for your challenges/tasks.</i></li> <li>2. <i>Where their ideas are applied, involve them in the implementation if appropriate.</i></li> <li>3. <i>Share learnings and successes of these ideas/solutions for future consideration.</i></li> </ol> |

## Part B: Facilitate learning opportunities



To: HR Officer (HR.Officer@cbsa.com.au)

From: Glenda Williams (glenda.williams@cbsa.com.au)

Date/time: Monday 9:18 a.m.

Subject: Critical and creative thinking – learning opportunities

Attachment: N/A

Good Morning,

Thank you for your analysis of the employee engagement data. Due to the passive roll out initially I was not expecting to see great results but I was surprised that there was not only a lack of opportunity to participate in critical and creative thinking, but in some teams an outright resistance to it.

I think that a relaunch of this program will require some training for managers and employees on what critical and creative thinking is and how it can be applied. I also believe it would be worthwhile to identify some other formal and informal learning opportunities to address some of the gaps you identified in the employee engagement data.

Can you please plan and facilitate some of these options as soon as possible, initially with a test group, so that we can start to see this program in practice across the business sooner rather than later.

Please be sure to collect feedback from your initial test group on these programs where possible to see how else we can support our people going forward.

Kind Regards,  
Glenda Williams  
HR Manager  
300 Fictional Way, Sydney, NSW 2000



## Task 1: Identify learning opportunities

As outlined in Glenda's email above, based on the gaps identified in the employee engagement survey you need to identify some learning opportunities to support managers in embedding critical and creative thinking in the workplace. Staff will also need to receive some training on what critical and creative thinking is so that they can incorporate this into their roles going forward.

Identify one formal and two informal learning opportunities with a brief description of what it is and how it would be delivered for each based on the audiences indicated below. Some programs should be targeted at all staff, while others would be specifically for managers. An example of a formal learning opportunity for all staff is included already.

NOTE: You will need to incorporate some of these in the tasks to follow.

Capture your answer in the table below.

**Assessor instructions:** Students must identify three additional learning opportunities. One formal and one informal training option for managers and one informal training opportunity for all staff.

An option has been provided to the students for a formal all staff opportunity. Additional sample answers are provided below. Students answers may vary but it must reflect a formal or informal development method that supports the knowledge and application of critical thinking skills for the identified audience.

| TYPE OF LEARNING | AUDIENCE  | LEARNING OPPORTUNITY<br>(Word range: 2-10 words)                | DESCRIPTION<br>(Word range: 40-70 words)  |
|------------------|-----------|---|---|
| Formal           | All staff | In house training session on Critical and Creative thinking.    | In-house training session on critical and creative thinking to describe what it is and how to apply it to workplace tasks. This must include the process to follow and provide practical application opportunities. Ideally a 1 day session run by HR and available to all staff by team so that it can be tailored to the function.  |
|                  | Managers  | <i>External short course on Critical and Creative thinking.</i> | <i>Send managers on an externally run critical and creative thinking short course to help clarify concepts, evaluate knowledge/sources, stimulate idea generation, explore new possibilities and solve problems individually and with others.<br/>Sydney University offer a Critical and Creative Thinking short course over 1 day at a cost of \$620.</i>  |
| Informal         | All staff | <i>Brown bag lunches</i>  | <i>Schedule a series of brown bag lunches weekly/ fortnightly/ monthly that are aimed at generating ideas and thinking to address specific challenges OR share outcomes of previous programs/projects and the solutions applied in order to understand what did/did not work for consideration in future planning.<br/>These sessions should be centrally facilitated but would ideally be hosted by different teams and individuals based on current projects/tasks.</i> |
|                  | Managers  | <i>Mentoring program</i>  | <i>Develop a mentoring program that pairs a new/ entry level manager with an experienced/ senior manager so that they can build a 1-1 relationship.</i>   |

|  |  |  |   |
|--|--|--|---|
|  |  |  | <i>They would schedule regular meetings to discuss challenges that the new manager is facing and with the input and insights of the experienced manager they would apply critical and creative thinking to work on identifying solutions.</i> |
|--|--|--|---|

## Task 2: Develop formal learning session

Based on the employee engagement survey feedback, it is clear that there is a gap or barrier for staff in applying critical and creative thinking to their roles. In order to address this gap, all managers and staff need to undergo training to ensure they understand what critical and creative thinking is and how they can incorporate this into their daily processes and procedures with the support of their managers.

Develop a short formal training session slideshow as an introduction to critical and creative thinking. You may use the Critical and Creative Thinking Policy and Procedure for this information where available. This session is to be delivered to all staff and must address the following:

- SLIDE 1: Heading
- SLIDE 2: Critical and Creative Thinking (CCT)
  - What is CCT? (Key features)
- SLIDE 3: CCT process
  - How is CCT applied?
- SLIDE 4: Practical application 1
  - One practical exercise/ role play/ activity for attendees to participate in to apply CCT
  - Do not exceed 2 minutes on this activity
- SLIDE 5: Practical application 2
  - One practical exercise/ role play/ activity for attendees to participate in to apply CCT
  - Do not exceed 2 minutes on this activity
- SLIDE 6: Questions or comments
  - Ask participants if they have any questions or comments.
  - NOTE: A feedback form will be emailed to training participants following the session. You need to request they return this as soon as is practicable.

Presenter notes must be used to capture the detail of each slide, including additional task instructions and details for the practical application where appropriate.

NOTE: You will need to deliver this training in the task to follow so the practical applications (Slides 4-5) must be able to be completed in a session with yourself and two participants.

Create a powerpoint presentation, complete with presenter notes and submit a copy with your assessment for this task.

### Submission instructions:

- Save the presentation and name the file using the following naming convention: yymmdd\_yourname\_BSBCRT511\_02\_PBT2
- Submit the presentation together with your assessment.

**Assessor instructions:** Students must develop a six slide presentation capturing the following information:

- SLIDE 1: Critical and Creative Thinking (CCT)
- SLIDE 2: What is Critical and Creative Thinking? – key features
- SLIDE 3: How is Critical and Creative Thinking applied at CBSA?

- SLIDE 4 & 5: Practical applications – two short [two minute each] practical exercise/role play/activity to apply CCT
- SLIDE 6: Questions or comments – ask if they have any questions or comments. Students must flag that a feedback form link will be emailed and that they would appreciate it be complete as soon as possible.

Students may incorporate information from the *Critical and Creative Thinking Policy and Procedure* document where available.

A sample answer is provided below. Students answers may vary but need to cover the key elements/ points reflected in the sample answer below for slides 1-3 and slide 6.

The practical applications in slides 4-5 must provide the staff in the session with all the information needed to complete the exercise/role play/activity with presenter notes developed to capture additional trainer support as needed. The tasks undertaken must demonstrate critical and/or creative thinking.

This practical application may require the student to provide participants with a scenario, objective or challenge (i.e. sign up x new clients, or reduce project delivery timelines by x%, or identify x new products/services to offer clients) and a technique to apply critical and creative thinking to this challenge. These techniques may include:

- **Wishful thinking** – participants spend 2 minutes throwing ideas at you on how you might achieve this goal without applying any constraints (i.e. no budget limits, no resource limits, no process limits).
- **Brainstorming on paper** – participants spend 2 minutes writing everything they can think of about the goal/challenge under 4 headings:
  - What you know about the matter
  - What you need to know/should research
  - Reasons it is important/logical
  - Free form ideas
- **Word clusters** - take a project or an idea and describe it with 4 different keywords. Let those be the pillars of your clusters. Now, surround your pillars with terms that come naturally close to mind. Don't stop until you have at least 10 terms in each cluster. This way you will end up with 4 lists that may include important points that eluded you in the past.
- **SWOT analysis** – choose one solution for your challenge and capture the following:
  - Strengths – what everyone likes about the idea
  - Weaknesses – what is unappealing
  - Opportunities – what could be improved
  - Threats – what risks does it involve

The practical application components must be able to be completed with the student/trainer and two participants within approximately two minutes each.

SLIDE 1:

### ***CRITICAL AND CREATIVE THINKING***

PRESENTER NOTES:

*This session has been developed to introduce everyone to the process of critical and creative thinking so that it can be incorporated into our everyday tasks.*

SLIDE 2:

### ***WHAT IS CRITICAL AND CREATIVE THINKING?***

*Critical thinking is the ability to clearly and logically consider information that is presented to us.*

*Creative thinking is about generating new, novel, or useful ideas.*

PRESENTER NOTES:

*Critical thinking in the workplace is a deeper level of thinking where we question, analyse and draw conclusions about information and evidence. According to the Cambridge Dictionary, the definition of critical thinking is "the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you." Essentially this means to think about something without falling prey to personal bias or doing things the way they have always been done.*

*Creative thinking means thinking outside the box. Often, creativity involves lateral thinking, which is the ability to perceive patterns that are not obvious.*

*Creative thinking might mean devising new ways to carry out tasks, solve problems, and meet challenges. It means bringing a fresh, and sometimes unorthodox, perspective to your work. This way of thinking can help departments and organisations be more productive.*

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SLIDE 3:

**HOW IS CRITICAL AND CREATIVE THINKING APPLIED AT CBSA?**

1. Analysis
2. Open-mindedness
3. Problem-solving
4. Organisation
5. Communication

PRESENTER NOTES:

*Critical and creative thinking is expressed in several ways. Here are some types of critical and creative thinking you might see in the workplace.*

1. *Analysis - Before thinking creatively about something, you first have to be able to understand it. This requires the ability to examine things carefully to know what they mean. Whether you are looking at a text, a data set, a lesson plan, or an equation, you need to be able to analyse it first.*
2. *Open-Mindedness - Set aside any assumptions or biases you may have, and look at things in a completely new way. By coming to a problem with an open mind, you allow yourself the chance to think critically and creatively.*
3. *Problem-Solving - Employers want employees who will help them to solve work-related issues. When faced with a problem, consider ways that you can solve it before asking for help. If you need the input of a manager, suggest solutions rather than just presenting problems.*
4. *Organisation - Organisation is an essential part of thinking. While you might need to get a bit messy when trying out a new idea, you need to organise your ideas so others will understand and follow through with your vision.*
5. *Communication - People will only appreciate your ideas or solutions if you can communicate them effectively. You need to have strong written and oral communication skills and an ability to listen and ask the right questions.*

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SLIDE 4 & 5:

**PRACTICAL APPLICATION**

PRESENTER NOTES:

Students must incorporate two practical application tasks for slides 4 & 5. See answer guide notes in the Assessor Instructions section above.

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SLIDE 6:

**QUESTIONS or COMMENTS**

**PRESENTER NOTES:**

*Do you have any questions or comments you would like to make?*

*You will receive an email after this session with a link to a feedback form. Please complete the feedback form and submit it as early as practical.*

### Task 3: Present formal learning session

Ahead of the formal re-launch of the Critical and Creative Thinking Policy and Procedure, Glenda has requested that you test the training developed in *Part B Task 2* above with two CBSA Consultants and gather their feedback.

For this session you are to deliver the presentation, including the two practical application activities to be completed with your participants. This session must go for a maximum of 8 minutes.

During this session you are required to:

- Deliver training developed in Part B Task 2, to two CBSA Consultants on critical and creative thinking.
- Work through the two practical application activities with the participants as included in the presentation. Incorporate negotiation and influencing in this process to support an outcome/result from this process.
- Provide feedback to both participants on their performance relating to the practical application activities.
- Develop and invite questions throughout and at the end of the presentation.
- Capture feedback as received through the session (this will be incorporated into Part C Tasks 1 and 2).

The CBSA Consultants must:

- Participate in the practical application activities as directed by the student.
- Ask questions on critical and creative thinking processes.
- Receive and provide feedback as appropriate. (This specific feedback on your performance as a trainer and the CCT Training program will be needed in a future task.)

During your meeting, you will be assessed on the following:

- Use of appropriate language and nonverbal cues to present information and seek feedback.
- Use listening and questioning skills to elicit the views of others and to clarify or confirm understanding.
- Use a range of techniques to demonstrate inclusive and collaborative techniques.
- Negotiate, influence and elicit the views and opinions of the participants.

#### Role play instructions

The role play/meeting must include at least two participants playing the role of CBSA Consultants, must not exceed 8 minutes, and must address all elements of the Observation Checklist below.

The role play/meeting may be resourced using one of the following options:

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

- Two fellow students. Please contact fellow students via the Discussion Forum and coordinate your role play with them directly if required.

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

### Participant role outline

#### CBSA Consultants

- Consultant level positions
- Must demonstrate active listening and questioning
- Must demonstrate the following through the meeting:
  - Participation in the practical application activities as directed by the student.
  - Ask questions on critical and creative thinking processes.
  - Receive and respond to feedback on practical application as appropriate.
  - Provide specific feedback on the trainers delivery of the program and the CCT Training program itself. This feedback will be needed and is used in a future task.

#### Option 1: Peer participants

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

Participants 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.

#### Recording instructions

Your role play must be recorded with all participant/s 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 training session. This is achieved by the student reading the following statement at the start of the recording, with all participants replying 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.

#### Submission instructions:



- Save the recording and name the file using the following naming convention:  
yymmdd\_yourname\_BSBCRT511\_02\_PBT3

Submit the recording together with your assessment.

| <b>Observation Checklist:<br/>Emotional Intelligence Consultation</b>                                    |  |                   |
|--|--|-------------------|
| The student being assessed must:   | Satisfactory/<br>Not Yet<br>Satisfactory                   | Assessor Comments |
| Deliver critical and creative thinking training as developed in Part B Task 2.                           | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Work through one practical application activity with two participants.                                   | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Work through a second practical application activity with two participants.                              | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Provide performance feedback on practical application to participant one.                                | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Provide performance feedback on practical application to participant two.                                | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Develop questions to prompt participants through the presentation.                                       | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Encourage questions from participants through the presentation.  | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Capture feedback as received through the session.  | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Use appropriate language and nonverbal cues to present information and seek feedback.                    | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Use listening and questioning skills to elicit the views of others and clarify or confirm understanding. | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Use a range of techniques to demonstrate inclusive and collaborative techniques.                         | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |
| Negotiate, influence and elicit the views and opinions of the participants.                              | S <input type="checkbox"/><br>NYS <input type="checkbox"/> |                   |

**Assessor instructions:** Students must record a training session on critical and creative thinking with two CBSA Consultants. During this session students are required to:

- Deliver training developed in Part B Task 2, to two CBSA Consultants on critical and creative thinking.
- Work through the two practical application activities with the participants as included in the presentation.
- Provide feedback to both participants on their performance relating to the practical application activities.
- Develop and invite questions throughout and at the end of the presentation.
- Capture feedback as received through the session.

During the meeting, students must specifically demonstrate the following elements:

- Use of appropriate language and nonverbal cues to present information and seek feedback.
- Use listening and questioning skills to elicit the views of others and to clarify or confirm understanding.

- Use a range of techniques to demonstrate inclusive and collaborative techniques.
- Negotiate, influence and elicit the views and opinions of the participants.

The training session must not exceed 8 minutes (excluding the collection of participant consent at the start of the recording).

Use the observation checklist above to record the outcomes of this task.

#### Task 4: Facilitate informal learning opportunity

For the manager focused informal learning opportunity identified in Part B Task 1, develop a launch communication to facilitate the kick off of this program.

Include the following information in your communication:

- A short overview of critical and creative thinking at CBSA.
- An introduction to the proposed informal critical and creative thinking manager program, including how the program works and how it incorporates and supports critical and creative thinking.
- A program implementation plan for kick off identifying what needs to be done, by whom and by when.
- A program monitoring and feedback process following implementation, including implications of feedback.
- Reference to additional relevant resources such as the *Critical and Creative Thinking Policy and Procedure* document (reference in the attachments and content section of the email as appropriate).

Capture your answer in the email template and table included below.

**Assessor instructions:** Students must prepare an email to send to Managers using the Email Template.

The email must specify:

- the email to be circulated to all Managers
- the email is from themselves in the role of HR Officer
- the date and time that they sent the email
- details of attachments (such as the *Critical and Creative Thinking Policy and Procedure*)
- a relevant subject (such as Critical and Creative Thinking program)
- the reason for the email, including:
  - an overview of critical and creative thinking at CBSA in line with the Critical and Creative Thinking Policy and Procedure
  - an introduction of the proposed program detailing the program and how it supports critical and creative thinking
  - an implementation plan for kick off including action steps by role and timeline
  - a program monitoring and feedback process including the impact the feedback would have
  - a link to the *critical and creative thinking policy and procedure* and any other additional resources that may be relevant to a communication on the program.
- the students job position for the role they are playing (Human Resources Officer).

A sample answer is provided below based on the sample program identified in Part B Task 1, Mentoring Program, however alternative answers are acceptable as long as they address the assessor instructions above.



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## Email Template

|              |  |
|--------------|--|
| To:          | <i>All Managers</i>  |
| From:        | <i>&lt;&lt;Students name and position title here&gt;&gt;</i>   |
| CC:          |  |
| Date/time:   | <i>&lt;&lt;Add any time and date of the email here&gt;&gt;</i> |
| Subject:     | <i>Critical and creative thinking program for Managers</i>     |
| Attachments: | <i>Critical and Creative Thinking Policy and Procedure.pdf</i> |

*To all managers,*

### Overview of critical and creative thinking at CBSA

[Word range: 60-90 words]

*Critical and creative thinking is a skill CBSA are looking to develop in all our people. Critical thinking has been used to enhance communication, creativity and problem solving as it allows you to connect ideas, evaluate arguments, find errors and solve complex issues. Creative thinking can help to identify new and innovative approaches to challenges, potentially increasing output, boosting morale and loyalty, motivating employees and improving work life balance.*

### Introduction to the proposed informal critical and creative thinking manager program

[Word range: 90-120 words]

*To support critical and creative thinking skills in managers, a mentoring program is being launched to build relationships between new managers with experienced managers so that they can share their experience and insights, offering new perspectives and solutions in leading people and projects.*

*This would involve pairing up managers at different experience levels who would schedule regular meetings to discuss challenges that the new manager is facing and with the input and insights of the experienced manager they would apply critical and creative thinking to work on identifying solutions and opportunities that would benefit both the new manager and their team.*

### Program implementation plan

[Word range: 90-120 words]

*To kick off this program, we require an up to date resume for each manager across the business. This will be used to match people with different experiences and skills together to maximise the benefit of their collaboration. Please also submit a summary of one situation where you have applied critical and creative thinking processes (intentionally or otherwise) and the outcome and lessons learnt in the process. These must be submitted by reply email to myself by next Friday so that I may coordinate the mentors and mentees. Once confirmed I will introduce each pair and work to create a meeting schedule that works for both parties.*

### Program monitoring and feedback process

[Word range: 30-50 words]

Following the program introduction I will circulate a survey to monitor the programs value add at the one month, six month and twelve month point. Where appropriate adjustments may be made to the program in line with this feedback.

### Reference relevant resources

[Word range: 15-30 words]

In preparation for this program launch it is recommended that you review the *Critical and Creative Thinking Policy and Procedure* document attached.

Kind regards

<<Students Name>>



HR Officer

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

<http://www.cbsa.com.au>

## Part C: Implementation analysis and recommendations



To: HR Officer (HR.Officer@cbsa.com.au)  
From: Glenda Williams (glenda.williams@cbsa.com.au)  
Date/time: Monday 9:18 a.m.  
Subject: Critical and creative thinking – learning opportunities  
Attachment: Critical and Creative Thinking Policy and Procedures  
Critical and Creative Thinking Feedback

Good Morning,

You have made some amazing progress with the Critical and Creative Thinking training for all staff and the informal critical and creative thinking opportunity for managers.

With both programs now two months on in their implementation, we have received some initial feedback from both groups. It seems to be a bit of a mixed bag.

I need you to review this feedback, as well as any other feedback you received during delivery of your training sessions, to determine the following:

1. identify additional support required for teams and individuals, and
2. recommendations for improvements in future learning opportunities.

I look forward to hearing what you have in mind for this program going forwards.

Kind Regards,  
Glenda Williams  
  
HR Manager  
300 Fictional Way, Sydney, NSW 2000  
Phone: 1800 111 222  
<http://www.cbsa.com.au>



#### ATTACHMENTS

- **Critical and Creative Thinking Policy and Procedures**

Refer to document: BSBCRT511\_Critical Thinking P&P\_v1.pdf

- **Critical and Creative Thinking Program Feedback**

Refer to document: BSBCRT511\_02\_CCT Program Feedback \_v1.xlsx

### Task 1: Analyse program implementation feedback

Access the Critical and Creative Thinking Program Feedback provided by Glenda above. This feedback captured ratings and commentary from program participants of the CCT Training program and the Informal Manager Program.

Using this and the feedback you received in the training session (Part B Task 3), collect and review the overall feedback received on critical and creative thinking programs released to date.

This review should include the following parts:

- Recap of feedback and self-evaluation based on CCT Training delivery (Part B Task 3)
- Analysis of CCT Program Feedback data including CCT Training delivery input
- Identification of additional CCT support requirements

**a.** Document participant feedback from your recent CCT Training delivery (Part B Task 3). Then using this and your own experience in the session, complete a self-evaluation to determine the quality of your content and delivery, your participants understanding and application of CCT (per the practical application tasks) and your compliance with organisational, legal and regulatory requirements as they relate to the program.

Capture this feedback and evaluation in the table provided below.

**Assessor instructions:** Students must capture feedback provided by the participants in the CCT Training delivery in Part B Task 3. Students answers must reflect the actual feedback provided by participants in the session.

Students self evaluation must reflect this feedback and the recording itself,

Sample answers in relation to the compliance element are captured below. Students answers may vary but they need to reference at least one implicit and one explicit policy and procedure and one legal and regulatory responsibility in delivering their CCT Training.

#### CCT TRAINING PARTICIPANT FEEDBACK

**NOTE:** There is no word count for this task as it must reflect the feedback provided in the CCT Training session in Part B Task 3.

#### MARKING GUIDE

| PARTICIPANT                     | ELEMENT   |          | FEEDBACK   |
|---------------------------------|---|----------|--|
| Respondent # 201                | Please add any comments relating to <b>how well the facilitator/coordinator delivered the program</b> . Was the information clear and meaningful and do you feel you have the information and skills needed to apply critical and creative thinking to your role? |          | <<Students must reflect any feedback they received from participant 1 during Part B Task 3 relating to how well you delivered the CCT Training program.>>  |
|                                 | Please add any comments relating to <b>how well the program supports critical and creative thinking</b> . Was the program helpful in providing the information and skills needed to apply critical and creative thinking to your role?                            |          | <<Students must reflect any feedback they received from participant 1 during Part B Task 3 relating to how well the CCT Training program supports critical and creative thinking.>>  |
|                                 | Any <b>other comments</b> you would like to raise in relation to critical and creative thinking at CBSA.  |          | <<Students must reflect any other feedback or comments they received from participant 1 during Part B Task 3.>>  |
| Respondent # 202                | Please add any comments relating to <b>how well the facilitator/coordinator delivered the program</b> . Was the information clear and meaningful and do you feel you have the information and skills needed to apply critical and creative thinking to your role? |          | <<Students must reflect any feedback they received from participant 2 during Part B Task 3 relating to how well you delivered the CCT Training program.>>  |
|                                 | Please add any comments relating to <b>how well the program supports critical and creative thinking</b> . Was the program helpful in providing the information and skills needed to apply critical and creative thinking to your role?                            |          | <<Students must reflect any feedback they received from participant 2 during Part B Task 3 relating to how well the CCT Training program supports critical and creative thinking.>>  |
|                                 | Any <b>other comments</b> you would like to raise in relation to critical and creative thinking at CBSA.  |          | <<Students must reflect any other feedback or comments they received from participant 2 during Part B Task 3.>>  |
| <b>SELF-EVALUATION</b>          |   |          |  |
| Quality of content and delivery | Was the content clear and informative?<br>(Word range: 30-70 words)   |          | <<Students answers must reflect the experience captured in the recording as submitted in Part B Task 2.>>  |
|                                 | Did participants needs to ask lots of questions to clarify details that should have been covered?<br>(Word range: 30-70 words)  |          | <<Students answers must reflect the experience captured in the recording as submitted in Part B Task 2.>>  |
|                                 | Was delivery of the presentation engaging?<br>(Word range: 30-70 words)   |          | <<Students answers must reflect the experience captured in the recording as submitted in Part B Task 2.>>  |
|                                 | Were participants able to apply the program to the practical activities included?<br>(Word range: 30-70 words)  |          | <<Students answers must reflect the experience captured in the recording as submitted in Part B Task 2.>>  |
| Compliance                      | How was the training delivered in line with implicit and explicit organisational policies and procedures?   | Implicit | <i>The CCT Training was delivered in line with the company code of conduct treating all program participants and stakeholders with respect, courtesy, fairness, honesty and acting with the utmost care and diligence.</i> |



|   |          |  |
|---|----------|--|
| Identify at least one implicit and one explicit organisational policy and procedure that was followed in delivering this training.<br>[Word range: 15-50 words each]  | Explicit | <i>The CCT Training was delivered directly in line with the Critical and Creative Thinking Policy and Procedure.</i>   |
| How were all legal and regulatory responsibilities adhered to in the development and delivery of this program? Identify at least one legal and regulatory requirement that was followed in delivering this training.<br>[Word range: 30-50 words] |          | <i>The CCT Training was delivered in consideration of all legal and regulatory responsibilities in the workplace including WHS Act and Regulations whereby the session was run in a way that maximized participant safety.</i> |
| How did the CCT training establish connections and build a genuine understanding with a diverse range of people.<br>[Word range: 30-50 words]   |          | <i>The CCT Training set out to share information, understand implications of application in staff's teams and offer knowledge and practical opportunities to apply it to support employees of all status and demographic.</i>  |

**b.** Review the overall results summary found at *Table 1: Critical and creative thinking program feedback* (cell: O4) and the individual ratings and comments (columns F-M) as captured. Analyse this information and for each of the five questions presented (from cell: A16) , provide a summary of the results for each program based on the following questions:

- Using the ratings, is the program understood and supporting the application of critical and creative thinking in the workplace? Consider the overall average ratings as well as those for different teams or individuals where appropriate.
- Using the comments, what are some of the areas where additional support is required? Look at the themes to see if they differ for individuals across different teams.

Capture your analysis in the table provided below.

**Assessor instructions:** Students must analyse the feedback data provided to determine the success of the two implemented critical and creative thinking programs – CCT Training for all staff (7 participated so far) and the Informal Manager Program, mentoring program example used (5 participants so far). Students need to include an analysis of each question based on the ratings applied and comments captured.

Sample answers are provided below. Students answers must reflect the information below in line with the feedback data provided. Additional commentary may be captured in line with feedback recorded in Part C Task 1a above.

| FEEDBACK ANALYSIS        |        |              |                          |
|--------------------------|--------|--------------|--------------------------|
| FEEDBACK SURVEY QUESTION | FACTOR | ANALYSIS     |                          |
|                          |        | CCT Training | Informal Manager Program |

|  |  |  |  |
|--|--|--|--|
| <p>PROGRAM INFORMATION:</p> <p>1. The program was presented clearly and logically.</p> <p>2. The program provided the right type and amount of information to understand the concepts.</p>   | <p>Based on the ratings, was the program presented clearly with the right amount of information? Consider the overall average ratings as well as those for different departments where this is worth commenting on. (Word range: 40-80 words per program)</p>                                      | <p><i>Overall the CCT Training received a rating of 4 [Agree] in relation to Q1 and Q2 indicating the program was clear, logical and the information useful. Only one out of seven participant disagreed (2) that the type and amount of information was suitable.</i></p>   | <p><i>Overall the Informal Manager Program received a rating of 3.7 [Neither agree or disagree - Agree] in relation to Q1 and Q2 indicating the program was rated as clear, logical and the information useful. Again, only one out of 5 participant disagreed (2) that the type and amount of information was suitable.</i></p>   |
| <p>APPLICATION OF CCT:</p> <p>3. The program provided me with opportunities to ask questions and/or apply critical and creative thinking in a practical way.</p> <p>4. As a result of the program I have been able to apply critical and creative thinking in my role.</p> | <p>Based on the ratings, is the program understood and supporting the application of critical and creative thinking in the workplace? Consider the overall average ratings as well as those for different departments where this is worth commenting on. (Word range: 40-80 words per program)</p> | <p><i>Overall the CCT Training received a rating of 3.8 [Neither agree or disagree - Agree] in relation to Q3 and Q4 indicating the program provided participants with the opportunity to ask questions and apply CCT relevant to their role. Two participants rated these questions neutral or negative indicating they could not ask questions and/or apply CCT to their role.</i></p> | <p><i>Overall the Informal Manager Program received a rating of 3.5 [Neither agree or disagree - Agree] in relation to Q3 and Q4 indicating the program somewhat provided participants with the opportunity to ask questions and apply CCT relevant to their role. Three participants out of five rated Q3 as neutral or negative with one participant rating Q4 as negative indicating they could not ask questions and/or apply CCT to their role.</i></p> |
| <p>OVERALL IMPACT ON CCT:</p> <p>5. Overall I enjoyed participating in the program and found it helpful in teaching me critical and creative thinking skills.</p>  | <p>Based on the ratings, is the program understood and supporting the application of critical and creative thinking in the workplace? Consider the overall average ratings as well as those for different departments where this is worth commenting on. (Word range: 40-60 words per program)</p> | <p><i>Overall the CCT Training received a rating of 4.3 [Agree to Strongly agree] in relation to Q5 indicating they enjoyed the program and found it useful in teaching CCT skills. One participant indicated a neutral rating and one participant indicated a negative rating for this question. All other participants rated this as Strongly agree.</i></p>                           | <p><i>Overall the Informal Manager Program received a rating of 3.6 [Neither agree or disagree - Agree] in relation to Q5 indicating they enjoyed the program and found it useful in teaching CCT skills. Again, only one out of 5 participant strongly disagreed (1) that the program was enjoyable and useful.</i></p>   |

|  |   |  |  |
|--|---|--|--|
| <p>FACILITATOR/<br/>COORDINATOR<br/>COMMENTS</p> | <p>Based on the comments, how well did the coordinator implement the program and were any additional support requirements indicated?<br/>Look at the themes to see if they differ for individuals across different teams.<br/>(Word range: 30-50 words)</p> | <p><i>Most feedback was positive, however the role plays were generic and applied to Consulting roles only (not team based) which made it hard to participate or apply the skills to your own role (two participants were from other teams – finance and IT).</i></p>  | <p><i>One participant was unclear on the concept, another would like more support to see how it applies t them in their role/team.</i></p> <p><i>Two participants felt it was well communicated with one indicating it was a great launch.</i></p>   |
| <p>PROGRAM COMMENTS</p>                          | <p>Based on the comments, how well does the program support CCT and were any additional support requirements indicated?<br/>Look at the themes to see if they differ for individuals across different teams.<br/>(Word range: 40-60 words)</p>              | <p><i>Two participants are not sure how the program will translate to their roles or if their teams will embed it at all.</i></p> <p><i>The remaining participants enjoyed the course and can see how/look forward to applying it to their role.</i></p> <p><i>One participant indicated that they were grateful their manager was in the same course so they know it will be applied.</i></p> | <p><i>One participant called it a “Great Program”, another called it an “Interesting program”.</i></p> <p><i>The collaboration component was highlighted as a positive part of the program.</i></p> <p><i>One participant said it was not incorporated properly for them.</i></p> <p><i>No other comments were captured.</i></p> |
| <p>OTHER COMMENTS</p>                            | <p>Based on the comments, were any additional support requirements indicated?<br/>Look at the themes to see if they differ for individuals across different teams.<br/>(Word range: 20-60 words)</p>  | <p><i>Overall the practical activities not being tailored to the roles of participants was a significant issue for two participants.</i></p> <p><i>Two participant also specifically indicated that they will need process adjustments in their team to implement in the workplace.</i></p> <p><i>Once sighted that their manager will need to confirm they can apply it at all.</i></p>       | <p><i>One participant indicated that they do not know what to do next in order to apply this program.</i></p> <p><i>No other comments were captured.</i></p>   |

**c.** Use the above analysis to identify at least one component of additional support required based on team needs and one based on the needs of a specific individual for each program. Capture the program, team [Department] or individual this need relates to and details of the gap and solution.

Capture the additional support requirements you have identified in the table provided below.

**Assessor instructions:** Students must identify two additional support requirements for teams and two additional support requirements for individuals based on the *Critical and Creative Thinking Feedback Program*

**MARKING GUIDE**

*Feedback* and analysis completed in Part C Task 1b. Students need to identify the program, department/ individuals impacted and the requirement for each.

Sample answers are provided below. Students answers may vary but need to identify support needs of teams and individuals and be supported by the feedback collected in the *Critical and Creative Thinking Feedback Program Feedback* spreadsheet.

| ADDITIONAL SUPPORT REQUIREMENTS  |                       |  |   |   |
|--|-----------------------|--|---|---|
| From the feedback, identify at least two component of additional support required by teams and individuals. Identify which program and teams/individuals these requirements relate to. | Support Type          | Program (CCT Training or Informal Manager Program) | Department/s or Individual/s [Response #] this relates to | Additional support requirement (Word range: 10-30 words each)   |
|  | Team support 1:       | <i>CCT training</i>                                | <i>Finance &amp; Information Technology</i>               | <i>Delivery of training by team so they all receive the same messaging and practical application exercises in line with relevant work tasks.</i>                    |
|  | Team support 2:       | <i>CCT Training</i>                                | <i>Finance &amp; Information Technology</i>               | <i>Need to ensure Managers are across the program ahead of or with staff so that staff are empowered to apply the programs/steps in their roles.</i>                |
|  | Individual support 1: | <i>Informal manager program</i>                    | <i>208</i>  | <i>1:1 support to marketing manager to run through program and application.<br/><br/>OR<br/>Review and provide alternate mentor as initial mentor not engaging.</i> |
|  | Individual support 2: | <i>CCT Training</i>                                | <i>210</i>  | <i>1:1 support to demonstrate practical application of CCT in real work environment.</i>  |

## Task 2: Program recommendations

Based on the trial implementation of the two critical and creative thinking opportunities, as well as the initial feedback received, develop two recommendations for program improvements to be actioned ahead of the full launches.

These recommendations must reflect the additional support requirements outlined in Part C Task 1c above and outline how it will improve critical and creative thinking and compliance of the learning opportunity in the workplace.

The two recommendations may be for either or both of the programs (CCT Training and/or Informal Manager Program) as delivered in trial and captured in the feedback.

Overall one relevant legislation and one relevant organisational policy that applies to these critical and creative thinking programs must also be identified with a short description on how they will be met in the delivery of the program.

Capture your answers in the table below.

**Assessor instructions:** Students must identify two recommendations to improve critical and creative thinking learning opportunities at CBSA. These must relate to the feedback analysed in Part C Task 1, specifically supporting delivery of the additional support requirements identified in Part C Task 1c above.

For each recommendation students must identify how this will improve critical and creative thinking and compliance of the learning opportunity in the workplace.

Students must also identify relevant legislation and organisational policies that apply to the delivery and management of the CCT programs.

Sample answers are provided below. Students only need to provide two recommendations.

Students answers may vary but they must address the additional support requirements flagged in the previous task and identify relevant legislation and organisational policies.

| CCT PROGRAM   | ADDITIONAL SUPPORT REQUIREMENT<br>[Reflect Part C Task 1c]   | RECOMMENDATION FOR IMPROVEMENT<br>[Word range: 20-50 words]  |
|---|--|--|
| <i>CCT training</i>   | <i>Delivery of training by team so they all receive the same messaging and practical application exercises in line with relevant work tasks.</i>     | <i>CCT Training sessions should be scheduled by team with practical application activities reflective of the roles in the team.<br/>This will ensure that all team members receive the same training and information and that they can apply the CCT processes back in the workplace.</i>  |
| <i>CCT Training</i>   | <i>Need to ensure Managers are across the program ahead of or with staff so that staff are empowered to apply the programs/steps in their roles.</i> | <i>Managers need to attend CCT Training with or ahead of their teams.<br/>This will ensure that managers understand the program, are aware of implications to work processes and can support team members in applying it.<br/>It will also minimise program resistance in the workplace.</i>   |
| <i>OR<br/>CCT Training<br/>OR<br/>Informal manager program</i>                            | <i>1:1 support to demonstrate practical application of CCT in real work environment.</i>   | <i>Develop champions within each department to support individuals in a 1:1 basis to apply the programs in their workplace.<br/>This will ensure they have someone nearby and within their function that can provide some practical support for them in applying it to their area.<br/>OR<br/>Provide an immediate follow up opportunity to staff to work together on one specific CCT process/work task so that they can formally apply it in their own environment.<br/>This will ensure they understand and have some experience applying it to their own work tasks.</i> |
| <i>OR<br/>Informal manager program</i>  | <i>Review and provide alternate mentor as initial mentor not engaging.</i>   | <i>Conduct earlier check in process to capture non-compliance or non-participation.<br/>This will help identify any gaps and allow new partnerships to be recommended/implemented.<br/>OR<br/>Meet with non-participating mentors to gather their feedback on barriers to the program. Address these so that they can participate where possible.</i>  |
| <b>LEGISLATION AND ORGANISATIONAL POLICY COMPLIANCE</b><br>[Word range: 20-40 words each] | Legislation  | <i>Fair Work Act 2009 – No participants of the program will be required to perform duties contrary to the Fair Work Act legislation, particularly as they relate to work conditions such as hours of work, breaks etc.<br/><br/>OR<br/>Work Health and Safety Act (2011)- All participants of the program will be protected from risks to their health and</i>   |

|  |             |  |
|--|-------------|--|
|  |             | <p><i>safety through the promotion of a safe and healthy work environment.</i></p> <p><i>OR</i></p> <p><i>Anti Discrimination Acts – No participants of the program will be treated less favourably on the basis of particular attributes such as their sex, race, disability or age.</i></p> <p><i>OR</i></p> <p><i>Privacy and Protection of Personal Information Act 1998 - All information regarding participants of the program will be protected through appropriate collection, storage and use of data in line with regulations.</i></p> |
|  | CBSA Policy | <i>Critical and Creative Thinking Policy and Procedure – This document will be used as the overall guide to what CCT is and how to apply it at CBSA.</i>   |

**Assessment checklist:**

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

| <b>Part A: Organisational learning environments</b>        |   |                          |
|--|---|--------------------------|
| Task 1   | Critical thinking gaps and barriers in the workplace - <i>table</i>             | <input type="checkbox"/> |
| Task 2   | Processes for a critical and creative thinking workplace - <i>table</i>         | <input type="checkbox"/> |
| <b>Part B: Facilitate learning opportunities</b>           |   |                          |
| Task 1   | Identify learning opportunities - <i>table</i>                                  | <input type="checkbox"/> |
| Task 2   | Develop formal learning session - <i>powerpoint slides with presenter notes</i> | <input type="checkbox"/> |
| Task 3   | Present formal learning session - <i>recording with 2 participants</i>          | <input type="checkbox"/> |
| Task 4   | Facilitate informal learning opportunity - <i>email/table</i>                   | <input type="checkbox"/> |
| <b>Part C: Implementation analysis and recommendations</b> |   |                          |
| Task 1a  | Training session feedback and self-evaluation - <i>table</i>                    | <input type="checkbox"/> |
| Task 1b  | Feedback analysis - <i>table</i>  | <input type="checkbox"/> |
| Task 1c  | Additional support requirements - <i>table</i>                                  | <input type="checkbox"/> |
| Task 2   | Program recommendations - <i>table</i>  | <input type="checkbox"/> |



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

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