



**BSBPMG535**

**ASSESSOR GUIDE**

# **MANAGE PROJECT INFORMATION AND COMMUNICATION**

**Assessment 3 of 5**

Project and role-play observation

Version 1



# Assessment Instructions [general]

## Task overview

This assessment task is divided into two [2] parts:

- Part A – Analyse communication and information system [project]
- Part B – Resolve communication and information management issue [assessor observation]

Read the case study and complete each part.

## Additional resources and supporting documents

To complete this assessment, you will need:

- Problem-solving template [provided]

### Assessment Information

#### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

#### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- a. the processes for conducting the assessment (e.g. allowing additional time)
- b. the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.




Please consider the environment before printing this assessment.

## Task instructions [for the student] Part A: Analyse communication and information system

**Case study:** You work as Alex Lee for Complete Business Solutions Australia (CBSA).

In Part A, you will use the five-step problem-solving technique to analyse a problem. In Part B, you will use this analysis in a role play with Keith Banks to resolve a communication and information management issue.

You have received the following email from Tina Hughes, Sales and Marketing Manager.




To: Alex Lee [alex.lee@cbsa.com.au]  
From: Tina Hughes [tina.hughes@cbsa.com.au]  
Date/time: Monday 12.30 p.m.  
Subject: Seminar Project  
Attachments: Keith Banks email.docx

Good afternoon Alex

Thanks for your work to date and for ensuring everyone understands the communication protocols. I have had a good response from department heads, but Keith Banks has an issue. Please respond to his concern. I've attached his email.

Kind Regards,  
Tina Hughes  
Sales and Marketing Manager  
300 Fictional Way, Sydney, NSW 2000  
Phone: 1800 111 222  
[www.cbsa.com.au](http://www.cbsa.com.au)



### ATTACHMENT BELOW:

- [Keith Banks email.docx](#)

Hi Tina

Following on from Alex's email this morning, I understand we need a systematic approach to collecting acceptances for the seminar, but I want to make sure that I can still invite clients as I meet them. I don't want to go through some convoluted process of notifying Alex by email before inviting clients and who has accepted. If this is required, why can't I just add them to the list myself? Last year we just wrote names and mobile phone numbers on a list that Sally kept on the reception desk.

I don't think we need to make this so bureaucratic.

Regards

Keith

## Steps

1. Read the emails from Tina Hughes, Sales and Marketing Manager and Keith Banks.
2. Complete the following **CBSA problem-solving** template to apply the five-step problem-solving process.

<b>CBSA problem-solving process</b>	
CBSA staff are required to use the 5 step problem-solving process to analyse problems to find the best resolution.	
<b>Problem-solving process</b>	<b>Comments</b>
<b>Step 1: Define the problem</b>	
<b>Step 2: Determine the causes</b>	
<b>Step 3: Generate ideas</b>	
<b>Step 4: Select the best solution</b>	

## Step 5: Take action

### Submission instructions

Submit your assessment via the LMS.

### Assessor instructions Part A: Analyse communication and information system

#### Purpose of task

The purpose of this task is for the student to use the 5 step problem-solving technique to analyse and resolve a communication and information system.

#### Guidance to the assessor about the task

There is no submission due date for this task. Students may submit this task when they are ready. Students must complete Part A before commencing Part B.

The student must apply the CBSA problem-solving process. At the Diploma level, students are expected to use analytical skills to resolve problems. Student responses to steps 3 and 4 are expected to vary, but answers must be appropriate to resolve the issues. Examples are provided of the types of responses expected at the Diploma level.

#### CBSA problem-solving process

CBSA staff are required to use the 5 step problem-solving process to analyse problems to find the best resolution.

Problem-solving process	Comments
<b>Step 1: Define the problem</b>	<p>The student must define the problem. The student will respond using their own words and must be similar to:</p> <ul style="list-style-type: none"><li>• Keith has complained about the process of sending invites and notifying of acceptances, and a systematic approach to collecting acceptances for the seminar is required.</li></ul>
<b>Step 2: Determine the causes</b>	<p>The student must determine the causes. At the Diploma, it is expected that students may determine causes based on their strategic thinking and not necessarily written as a cause in the case study information provided. This activity assesses the student's ability to apply the five step model.</p> <p>Causes may include:</p> <ul style="list-style-type: none"><li>• Insufficient consultation about the acceptance process with stakeholders</li><li>• Process is convoluted</li><li>• Keith doesn't understand the reasons for the existing system to minimise errors</li></ul>

<b>Step 3: Generate ideas</b>	<p>The student must generate ideas to address the problem and its cause. At the Diploma level, students are expected to generate different ideas based on their strategic thinking, and responses are not necessarily prescriptive. This activity assesses the student's ability to generate ideas. To generate ideas, a minimum of two ideas should be listed.</p> <p>For example: may include:</p> <ul style="list-style-type: none"> <li>• Develop a new process to allow Keith to enter information himself</li> <li>• Adopt an automated registration process where all participants register their own details</li> </ul>
<b>Step 4: Select the best solution</b>	<p>The student must select the best solutions. At the Diploma level, it is expected that students will select a solution that they think is best based on their strategic thinking. Therefore, student responses may vary.</p> <p>For example</p> <ul style="list-style-type: none"> <li>• Develop a new process to allow Keith to enter information</li> </ul>
<b>Step 5: Take action</b>	<p>The student must determine what actions are required to implement the best solution. Answers will vary depending on the solution. At the Diploma level, it is expected that student answers will vary.</p> <p>For example</p> <ul style="list-style-type: none"> <li>• Meet with Keith to discuss the process</li> <li>• Document process</li> <li>• Use a collaborative spreadsheet to enter participant information</li> <li>• Review spreadsheet process in two weeks</li> </ul>

Review all evidence and mark using the assessment checklist and assessment marking criteria.

## Marking criteria Part A: Analyse communication and information system

### Assessment submission checklist

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

Part A: Analyse communication and information system		
1.	<b>CBSA problem-solving process</b>	<input type="checkbox"/>

### Assessment marking criteria

Assessor instructions: All sections must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

MARKING CRITERIA		Satisfactory [S]	Not Yet Satisfactory [NYS]
1.	<p>The student has submitted the <b>CBSA problem-solving process</b> and has identified:</p> <p>Step 1: Define the problem</p> <p>Step 2: Determine the causes</p> <p>Step 3: Generate ideas</p> <p>Step 4: Select the best solution</p> <p>Step 5: Take action</p>	<input type="checkbox"/> S	<input type="checkbox"/> NYS



## Task instructions [for the student] Part B: Resolve communication and information management issue [assessor observation]

You will complete a role-play activity with one volunteer acting as Keith Banks.

In Part A, you used the five-step problem-solving technique to analyse a problem. This process helped you to identify possible causes and solutions to the problem. In Part B, you will consult with Keith about your suggestions, to confirm understanding and gain agreement about how to best resolve the issue.

### Steps

Important note: Part A of this assessment must be completed prior to commencing Part B.

1. You will meet with Keith Banks [peer or another student]. Participate in a role-play conversation to resolve the communication and information management issue. This will require you to:
  - Apply the five-step problem process that you developed in Part A. In addition, seek Keith's input into ideas, solutions and actions required to resolve the problem.

Your Assessor will observe your ability to:

- Identify and resolve the communication management issue
- Use clear and easy-to-understand language appropriate to the audience
- Use active listening skills by:
  - Asking open and closed questions
  - Listen without interrupting
  - Using appropriate body language. For example, appropriate gestures, open body language, nodding in agreement
- Use the problem-solving process to resolve communication and information issues.

### Role play instructions

The role-play/meeting must include one participant/s, must not exceed ten (10) minutes in duration and must address all elements of the Observation Checklist below.

In this task, you will participate in a role/play meeting with others. These may be resourced using one of the following options:

1. Peer/s who you are already working with in the industry your qualification relates to.
2. Fellow student/s who will play the role of a team member. Please contact your fellow student/s via the Discussion Forum and coordinate your role-play with them directly.

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

### Option 1: Peer/s participant

Should you complete this task with your Peer/s, you must fully brief all participant/s, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording. Prior to the role-play, provide a copy of Part A and B of this assessment to the peer to enable them to understand the context and prepare for their role-play participation.



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

### **Option 2: Fellow student/s participant**

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 and observation checklist so that they can prepare for the recording.

Student/s 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 participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

*"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."*

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

Include this recording as part of your assessment submission.

### **Submission instructions**

Submit a recording of your role play/observation via the LMS.

## **Assessor instructions Part B: Resolve communication and information management issue**

There is no submission due date for this task. Students may submit this task when they are ready. Review all evidence and mark using the assessment checklist and assessment marking criteria.

### **Purpose of task**

The purpose of this task is to identify and resolve communication and information management issues by applying problem-solving techniques and oral communication skills.

### **Guidance to assessor about the task**

There is no submission due date for this task.

Students will submit a recording of the consultation meeting. Review the evidence and complete the observation checklist. You will observe the student's ability to:

- Identify and resolve the communication management issue
- Use clear and easy-to-understand language appropriate to the audience
- Use active listening skills by:
  - Asking open and closed questions

- Listen without interrupting
- Using appropriate body language. For example, appropriate gestures, open body language, nodding in agreement
- Use the problem-solving process to resolve communication and information issues.

Review all evidence and mark using the assessment checklist and marking criteria listed below.

## Marking criteria Part B: Resolve communication and information management issue

### Observation checklist

The assessor observed the student's skills and satisfactorily [S] covered the following criteria or not yet satisfactory [NYS] and requires re-assessment.

MARKING CRITERIA / OBSERVATION CHECKLIST [To be completed by the Assessor when they watch the video or observe the assessment in real-time as they conduct the assessment]		Satisfactory [S]	Not Yet Satisfactory [NYS]
1.	Identify and resolve the communication management issue Look for: <ul style="list-style-type: none"> <li>● Problem stated</li> <li>● Agreed resolution</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Use clear and easy-to-understand language appropriate to the audience Look for: <ul style="list-style-type: none"> <li>● Did not use jargon</li> <li>● Communicated a clear message using easy-to-understand language</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Use active listening skills Look for: <ul style="list-style-type: none"> <li>● Asking open and closed questions</li> <li>● Listen without interrupting</li> <li>● Using appropriate body language. For example, appropriate gestures, open body language, nodding in agreement</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Use the problem-solving process to resolve communication and information issues. Look for: <ul style="list-style-type: none"> <li>● Student applied five step problem process</li> <li>● Student collaborated with Keith to seek an agreed resolution outcome</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

Congratulations, you have reached the end of Assessment 3!

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