



BSBPMG534

ASSESSOR GUIDE

MANAGE PROJECT HUMAN RESOURCES

Assessment 6 of 7

Project

Version 1



Assessment Instructions [general]

Task overview

This assessment task is divided into three [3] parts:

- Part A – Performance measurement [project]
- Part B – Meeting with team member [assessor observation]
- Part C – Meeting with project sponsor [assessor observation]

Read the case study and complete each part.

Additional resources and supporting documents

To complete this assessment, you will need:

- Access to a computer and internet
- Access to word processing or similar program
- CBSA professional development plan, human resources plan [attached]

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: Performance management

Case study: You work as Zane, and you are required to undertake a performance and evaluation review of Paris Morales six months into a project and initiate action for any shortfalls in performance.

You have the following information:

- Glenda has provided feedback in an e-mail.
- You received an e-mail from Paris about four weeks ago.
- You received an e-mail from Brenda Hawkins, the accountant.



To: Zane O'Brien (zane.obrien@cbsa.com.au)
From: Glenda Williams (glenda.williams@cbsa.com.au)
Date/time: Thursday 4.20 p.m.
Subject: Adelaide Branch Office Project – Paris Morales performance evaluation and review
Attachment: CBSA Performance Report Template.docx

Good afternoon Zane,

I have arranged and completed the 360 feedback survey you requested on your team for Paris Morales. Below are the findings:

- Feedback from other team members is that if they want to talk with Paris, they ring her between 7.45 a.m. and 8.30 a.m., as she is always in the office.
- Paris always promises she will have a document, write an e-mail or make a phone call, but although it does happen, it is not at the time she indicates it will occur.
- As you know, in the last couple of team meetings, Paris has opted out at the last minute. The rest of the team feels as if Paris is not pulling her weight. Therefore the team morale is declining, with some feeling the project is dropping behind schedule.
- One of the team members informed you during a coffee break that they don't think Paris is fully engaged in the project.

Just to remind you that you will need to fill in a **CBSA Performance Report** for Paris and the actions you will put in place to meet the shortfall/s in her performance after you evaluate the findings I have given you.

I have attached the template for your convenience, and FYI for the future, it is to be found in the HR performance management folder.

Let me know if you need any further assistance in working with Paris.

Also, the department has developed an online sustainability course to inform all staff about their responsibilities under the policy for implementing sustainable practices in their work tasks, work environment and improving overall CBSA sustainability outcomes. This will apply to Paris. The course will take approximately 30 minutes, and a short checklist is to be completed at the end of the learning.

Kind regards,
Glenda Williams

HR Manager

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



To: Zane O'Brien [zane.obrien@cbsa.com.au]
From: Brenda Hawkins [brenda.hawkins@cbsa.com.au]
Date/time: Monday 8.00 a.m.
Subject: Adelaide Branch Office Project – Budget

Good morning Zane,

Just a quick note to let you know Paris appears to be ordering printer paper and ink on a fortnightly basis and charging it against the project stationery budget. I am not sure of your arrangements with her in Adelaide or what authority she has to spend. Maybe you gave her a petty cash allowance, or is she just putting all purchases down to stationery? I just thought I would let you know.

Cheers,

Brenda Hawkins

Accountant

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



To: Zane O'Brien [zane.obrien@cbsa.com.au]
From: Paris Morales [paris.morales@cbsa.com.au]
Date/time: Thursday 8.00 a.m.
Subject: Adelaide Branch Office Project

Good morning Zane,

I just wanted to let you know that my daughter has been quite ill and was in and out of hospital over the last month. I have tried to keep up with my work and meet the project milestones. Fortunately, and husband has been able to take time off, however, and I have kept up my work on the project. It is, however, adding a bit more stress to my life than I anticipated.

I will keep you informed of my progress on the project. Please do not share this information with anyone. If I need help or support, I will ask.

Kind Regards,

Paris Morales

Business Development Specialist

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



Review the CBSA professional development policies and procedures. Complete the following steps according to organisational procedures.

Steps

1. Complete the **Performance Indicator Report** to evaluate Paris' performance against the agreed criteria from the project HR plan.

Performance Indicator Report

PERFORMANCE INDICATORS			
Scale: 1 very poor performance; 2 underperforming; 3 acceptable; 4 working well; 5 put in additional and beyond work			
Team	360-degree feedback	Feedback from people external to the project	Project manager observation
Use the appropriate communication channel and follow organisational policy and procedure when responding to all internal and external enquiries about the project within 24 hours of being received			
The team is to adhere to the values under the CBSA Code of Ethics when working with others throughout the project			
As a team, work together to complete the project within budget and as scheduled			
Individual			
<i>Insert individual performance indicators from the information provided in the project HR plan and e-mails.</i>			

2. In part B of this assessment, you will have a performance management meeting with Paris. To help plan for the meeting, complete the **CBSA Performance Management Report** to document, evaluate and implement action for performance improvement. You are not required to complete

the agreed plan by all parties, actions and barriers at this stage. This will be discussed with Paris in the meeting.

Your Assessor will check that the report has been written to suit the audience and context by:

- using the appropriate format, i.e. the CBSA templates
- including appropriate recipients and/or participants
- using grammatically correct English and correct spelling
- applying an appropriate style for written communication with the recipients, e.g. business-like, respectful, empathetic
- using paragraphs, sentences and bullets as appropriate
- apply correct terminology to the content of the documents.

CBSA PERFORMANCE MANAGEMENT REPORT	
Report on the staff member	
Date of report	
Report submitted by	
Location of monitoring of performance	
Date of monitoring	
Policy and procedure	
Purpose of the report:	
The performance issue:	
The conflict the performance issue caused within the project team:	
Training provided prior to performance issue:	

Agreed plan by all parties [bullet point steps]: DO NOT COMPLETE - This will be completed in Part B of this assessment	
Action to be taken: DO NOT COMPLETE - This will be completed in Part B of this assessment	
Training and development plan to improve performance and meet organisational requirements:	
Any barriers preventing the plan or action from being implemented in full and successfully: DO NOT COMPLETE - This will be completed in Part B of this assessment	
Signed:	DO NOT COMPLETE - This will be completed in Part B of this assessment
Position:	DO NOT COMPLETE - This will be completed in Part B of this assessment
Date:	DO NOT COMPLETE - This will be completed in Part B of this assessment

3. Complete the e-mail template to send an e-mail to Paris Morales to confirm the training courses that they will need to complete.

To:	
From:	
Date/time:	
Subject	

Salutation


E-mail body

Student name

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



Submission instructions

Submit your assessment via the LMS.

Assessor instructions Part A: Performance management

Purpose of task

This part is designed for the student to demonstrate they can measure the performance of a team member against set KPIs and provide action as required.

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.

The student must:

- Evaluate Paris' performance against the agreed criteria from the project HR plan and document your findings in a suitable format. They may, for example, list the performance criteria they identified in the HR plan on a scale of one to five, with five being excellent, to rate her performance.*

An example has been provided, but there are many different ways of doing this, so accept any variations of the following.

PERFORMANCE INDICATORS			
Scale: 1 very poor performance; 2 underperforming; 3 acceptable; 4 working well; 5 put in additional and beyond work			
Team	360-degree feedback	Feedback from people external to the project	Project manager observation
Use the appropriate communication channel and follow organisational policy and procedure when responding to all internal and external enquiries about the project within 24 hours of being received	2		4
The team is to adhere to the values under the CBSA Code of Ethics when working with others throughout the project	2/3		3
As a team, work together to complete the project within budget and as scheduled	2		3
Individual			
Use appropriate communication channels to respond to any communication about the project from team members and the project manager within 24 hours	2		3

Refrain from printing e-mails received in relation to the project		3	
Ensure environmental sustainability is practised at all times when undertaking project activities		2	

Complete the performance report in full. An example is provided. Sufficient evidence of the actions the student is taking must be submitted

CBSA PERFORMANCE REPORT	
Report on the staff member	<i>Paris Morales</i>
Date of report	<i>Dd/mm/20XX</i>
Report submitted by	<i>Zane O'Brien</i>
Location of monitoring of performance	<i>Head Office, Sydney</i>
Date of monitoring	<i>August 20XX</i>
Policy and procedure	<i>Staff Management Policy and Procedure; Conflict Resolution Policy and Procedure</i>
Purpose of the report: <i>To outline and provide actions to address the underperformance by Paris Morales in not meeting the required KPIs six months into the project – the Adelaide Branch Office Project.</i>	
The performance issue: <i>Paris has not met the KPIs as agreed to at the beginning of the project.</i>	
The conflict the performance issue caused within the project team: <i>The 360-degree performance survey showed there is some dissension in the team. This, I think, is partially because Paris is working offsite in Adelaide with the rest of the team in the head office in Sydney.</i> <i>The performance survey [see attached] showed that Paris was not seen in a favourable light by the team, and they felt that she was not fully engaged in the project.</i> <i>The rest of the team was not privy to the information about Paris' daughter. She had specifically asked me not to share the information with which I complied.</i> <i>Additionally, I began to notice Paris was putting in apologies for team meetings and not meeting scheduled timelines. In the beginning, I excused this as although things were not put in on time, they did occur – and also, I know that sometimes our meetings were at hospital visit times. However, this behaviour triggered the fact that she was not coping, and I would need to address the issue.</i> <i>Paris has also been ordering an excessively large amount of paper and printer ink.</i>	

<p>Training provided prior to performance issue:</p> <p><i>Paris attended the team training requirements online and by video conference about team communication requirements, sustainability practices and working as a team to complete the project on time and within the budget.</i></p>	
<p>Agreed plan by all parties [bullet point steps]:</p> <p><i>This section will be completed in Part B of this assessment.</i></p>	
<p>Action to be taken:</p> <p><i>This section will be completed in Part B of this assessment.</i></p>	
<p>Training and development plan to improve performance and meet organisational requirements:</p> <p><i>External CBSA time management course with assessment</i></p> <p><i>Online sustainable practices course</i></p>	
<p>Any barriers preventing the plan or action from being implemented in full and successfully:</p> <p><i>This will be completed in Part B of this assessment.</i></p>	
Signed:	<i>This will be completed in Part B of this assessment.</i>
Position:	<i>This will be completed in Part B of this assessment.</i>
Date:	<i>This will be completed in Part B of this assessment.</i>

To:	<i>Paris Morales [paris.morales@cbsa.com.au]</i>
From:	<i>Zane O'Brien [zane.obrien@cbsa.com.au]</i>
Date/time:	<i>Monday 11.05 a.m.</i>
Subject:	<i>Training organised</i>
<p><i>Good morning Paris,</i></p> <p><i>Further to our conversation and the agreement on actions to undertake from the performance review, I have organised two things:</i></p> <ul style="list-style-type: none"> ▪ <i>The online sustainability course: HR will send you an e-mail outlining access and passwords to the course. You are required to complete a short online quiz at the end of the learning. HR assures me the mini-course will take no longer than 30 minutes. You will need to complete this by the end of November this year</i> ▪ <i>The time management course: HR will organise a provider for you to undertake formal training in time management. This will need to be completed by the end of February next year. As discussed, this is part of your professional development allowance, and therefore, you will</i> 	

need to complete an informal interview with me and the HR manager upon completion of the course.

If you have any further questions about any of the above training, or you don't think it is feasible to undertake, please contact me or HR by Wednesday this week.

I think you will find both of these very beneficial and helpful in managing your work to set up the Adelaide Branch Office. If you remember, one of the project goals is for the branch office to be environmentally responsible and sustainable and also to meet overall CBSA goals and objectives for sustainability for any ongoing work you do.

Cheers,

Zane O'Brien

Website Design 3D pot making venture for CreatePots – Human Resources Consultant

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au



Use the checklist in the Assessment Record Tool to record the outcomes of the tasks for this assessment part.

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

Marking criteria Part A: Performance management

Assessment submission checklist

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

Part A: Performance management		
1.	Performance indicator report	<input type="checkbox"/>
2.	CBSA performance management report	<input type="checkbox"/>
3.	E-mail to Paris Morales	<input type="checkbox"/>

Assessment marking criteria

Assessor instructions: All sections must be completed.

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.	The student submitted a performance indicator report to evaluate the performance of a team member against agreed criteria in the HR plan by: <ul style="list-style-type: none"> Documenting evaluation and findings of the review in the performance indicator report Completing all sections of the CBSA's performance indicator report 	<input type="checkbox"/> S	<input type="checkbox"/> NYS
2.	The student submitted a CBSA performance management report and:	<input type="checkbox"/> S	<input type="checkbox"/> NYS

	<ul style="list-style-type: none"> all sections of the CBSA's performance report have been completed (except the agreed plan of action, action to be completed, barriers, signatures and date, which will be finalised in part b) <p>The report has been written to suit the audience and context by:</p> <ul style="list-style-type: none"> using the appropriate format, i.e. the CBSA templates including appropriate recipients and/or participants using grammatically correct English and correct spelling applying an appropriate style for written communication with the recipients, e.g. business-like, respectful, empathetic using paragraphs, sentences and bullets as appropriate applying correct terminology to the content of the documents. 		
3.	<p>The student submitted an e-mail to Paris Morales to:</p> <ul style="list-style-type: none"> implement training 	<input type="checkbox"/> S	<input type="checkbox"/> NYS

Task instructions [for the student] Part B: Meet with a team member

In part A, you identified performance gaps for Paris Morales.

In this part, you will act as the Project Manager, and you are required to conduct a performance management meeting with Paris Morales based on the information you gathered in Part B.

An industry peer or student will act as Paris Morales.

Steps

1. Conduct a performance management meeting with Paris Morales.

This will require you to:

- Open the discussion with welcome and purpose
- Discuss the feedback received
- Discuss the performance issues
- Discuss the conflict within the project team
- Agree on training required
- Agree on actions to be taken to manage conflict
- Provide counselling to identify improvements and actions for improved performance
- Discuss barriers preventing the plan or action from being implemented in full and successfully.

Your Assessor will observe your skills to:

- Use clear language that the team member will understand
- Listen without interrupting
- Use open and closed questions
- Paraphrase and confirm understanding
- Use appropriate non-verbal body language, including voice pitch, tone and open body language.

2. Finalise the CBSA Performance Management Report that you prepared in Part A

Copy and paste Part A CBSA Performance Management Report. Agree to all actions and gain agreement from Paris Morales. Complete the parts that could not be completed in Part A.

Insert here.

Option 1: Industry Peers OR Student participant/s

Role play instructions

The role-play/meeting must include at least Number one participant/s, must not exceed 15 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.

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.

Instructions for the person playing Paris Morales

You must read part A assessment task and the student's response so far to assist in your preparation of this task. Your role is to act as Paris Morales, and the student will act as the Project Manager. During the role-play, you are required to respond:

- *Your daughter was ill and was in and out of hospital over the last month. My husband was unable to take time off, but you have tried to keep up with the project. This has impacted your ability to meet timeframes.*
- *In addition, you feel that there is conflict within the team as you are allocated more work than other people within the team. You feel that this is unfair, and you are very frustrated.*

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: Meet with a team member

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

This task provides the student with an opportunity to demonstrate their oral communication skills and skills to implement processes to improve individual performance, report on individual performance and use oral communication skills to participate in a performance management meeting and manage conflict.

Guidance to assessor about the task

There is no submission due date for this task.

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

Marking criteria Part B: Meet with a team member

Assessment checklist

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

Part B: Meet with a team member		
1.	Role play video evidence – Meet with team members not exceeding 15 minutes	<input type="checkbox"/>
2.	CBSA Performance Management Report	<input type="checkbox"/>

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.	Participated in a performance management meeting, including: <ul style="list-style-type: none">Open the discussion with welcome and purposeDiscuss the feedback receivedDiscuss the performance issues	<input type="checkbox"/>	<input type="checkbox"/>
2.	Discussed the conflict within the project team	<input type="checkbox"/>	<input type="checkbox"/>
3.	<ul style="list-style-type: none">Agree on training requiredAgree on actions to be taken to manage conflict to focus on win-win and positive team improvement and moraleProvide counselling to identify improvements and actions for improved performance	<input type="checkbox"/>	<input type="checkbox"/>
4.	Discussed barriers preventing the plan or action from being implemented in full and successfully.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Used effective communication skills, including:	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Use clear language that the team member will understand • Listen without interrupting • Use open and closed questions • Paraphrase and confirm understanding • Use appropriate non-verbal body language, including voice pitch, tone and open body language. 		
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Assessment marking criteria

Assessor instructions: All sections must be completed.

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.	CBSA performance management report finalised with agreement from Paris Morales including: <ul style="list-style-type: none"> • Agreed action • Barriers preventing the plan or action from being implemented 	<input type="checkbox"/>	<input type="checkbox"/>

Task instructions [for the student] Part C: Meeting with project sponsor

In this role-play, you will meet with the project sponsor, Gavin Stead, Managing Director (your Assessor), to discuss human resource issues arising from the project.

Scenario:

Prior to your meeting with the project sponsor, the following occurred:

- The person you had on your team to implement the IT systems and computers and software has gone on sick leave due to an operation they are required to have. They will not be able to travel for six months and, after that, will need to be on light duties.
- There has been a directive from the Finance Manager that all projects are to be kept within their budget. For this financial year, further finance will be available due to scope creep, projects running over schedule or additional human resources needed to complete projects on time.
- One department head has withdrawn their staff from being part of the team. The reason they have given is that the person they have previously enabled to be part of the project can no longer do so as they are now needed elsewhere due to the increased workload in that department. Your project is not a priority for the department.

You are not happy about this as the person was promised, and realistically, it was for a very short time that they were needed, nor the fact that your project has been labelled as 'not a priority for our department'.

You also feel this will put an additional workload on a team already working extra hours and being stressed.

Steps

The role-play meeting must not exceed 10 minutes duration and must address all elements in the Observation checklist below. Contact your Assessor to organise a suitable time.

As Project Manager, your task involves:

- Reporting internal and external influences on the project and morale and managing conflict.
- Participating in an informal discussion with the project sponsor, Gavin Stead, via a role-play about internal and external influences on individual and project team performance, morale, and counselling and conflict resolution procedures.

You will need to be prepared to discuss and answer questions as directed by Gavin (your assessor):

1. Actual or potential internal and external influences that have occurred with your project and how they have affected the project team and individual performance and morale. Solutions to improve morale and team/individual performance.
2. Examples of an inter-project resource conflict that you have identified [or potential] and managed.
3. Examples of intra-project resource conflict: What are two strategies in place to reduce this conflict?

Submission instructions

There is no student submission required. Your Assessor will complete an observation checklist.

Assessor instructions Part C: Meeting with Project Sponsor

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

This part is designed for the student to demonstrate they can report internal and external influences on individual and project performance, morale and morale and identify and manage inter-project resource conflict.

Guidance to assessor about the task

There is no submission due date for this task.

The assessor will role-play the Project Sponsor, Gavin Stead

The student will role-play the Human Resources Consultant, Zane O'Brien

The student must report internal and external influences, and this will be done in a meeting with the project sponsor (assessor). The assessor will use the session as a question and answer or a discussion, so long as the following questions are covered.

1. Explain to me the actual or potential internal and external influences that have occurred with your project and how they have affected the project team and individual performance and morale. What are your solutions to improve morale and team/individual performance?

The student is to discuss the following:

- *The external influence of Paris' daughter's illness:*
 - *how it has affected the team and individual performance*
 - *the actions the student took and why.*
- *The skill availability for the project and how they overcame it, e.g. IT arranged with their manager for their use in limited time so did not take them away from their day-to-day work for long periods of time.*
- *How the two events will influence project outcomes – any applicable response is acceptable. Some suggestions are given, but the student is not limited to these.*

The student must show that they can see how influences can change how project deliverables and outcomes are affected and if a project will be completed on time and within the budget.

- *The person you had on your team to implement the IT systems and computers and software has gone on sick leave due to an operation they are required to have. They will not be able to travel for six months and thereafter will need only light duties, e.g. students may need to negotiate with the IT manager for a replacement as there is no way the IT infrastructure can be implemented without IT direction.*
- *There has been a directive from the Finance Manager that all projects are to be kept within their budget, and for this financial year, there will be further finance available due to scope creep, projects running over schedule or additional human resources needed to complete projects on time, e.g. may affect negotiations with IT manager; will need to work with the team to make sure schedule and budget are adhered to and no additional work is added to scope; additional stress on the other team members.*

External influences:

The student must include in their discussion three from the following list of external influences affecting projects:

- *Market availability – the readily available and suitable raw materials or products and services needed for a project*
- *Government – extent to which the government influences the economy leading to change in trade and taxation policies*

- *Economic conditions – changes in growth, inflation rates, interest rate changes*
- *Social – changes the way a customer sees a project service or product based on changing needs and wants, trends, demographics and population analytics*
- *Legal – legislation and regulations pertaining to health and safety, consumer protection, employment, environmental, sustainable practices*
- *Environmental – any ecological or environmental requirements affecting the projects operations or demand for deliverables or outcome*
- *Technological – the way in which innovation and development of new technologies, products and services affect the progress and implementation of the project and its deliverables.*

Internal influences:

The student must include in their discussion three from the following list of external influences affecting projects:

- *the project manager and how they manage and lead the project team*
- *the budget and the funds readily available and the cap on spending*
- *the project sponsor and their sphere of influence, their involvement and their interest in the project*
- *the steering committee and how influential in the organisation and on the project manager, and how hands-on they are*
- *the structure and systems in place to support projects, e.g. communication, information technology, financial, human resource support*
- *changes in staffing and leadership during the project life cycle*
- *the culture of the organisation and team member's behaviours and attitudes towards other team members and the team deliverables and objectives*
- *how decisions are made within the team environment*
- *capability and capacity of the team members*
- *the goals and objectives, and respect for project completion.*

Potential solutions *to the morale and stress within your team, e.g. relook at the schedule, relook at work distribution and loads, ensure efficient and timely communication, and keep more regular contact with each team member.*

2. Give me two examples of an inter-project resource conflict that you have identified (or potential) and managed.

The student may include but is not limited to:

- *disagreement arising between the project strategy for implementation and execution of the project*
- *feeling that one project is receiving favouritism of receiving more or better qualified and more experienced resourcing than another*
- *one team is congratulated for the completion of a project that is behind schedule, but that is very visible in the organisation and/or public, whereas a smaller, less high-profile project finishes on time and within budget but gets no recognition*
- *expectations of how another team member should act or behave related to personality, work and personal culture or background beliefs*
- *when cliques form within the team, and each clique vies for kudos or their way throughout the project and derides or always disagrees in some way with the other individual or group opinions or ideas*
- *poor communication.*

3. Give me two examples of intra-project resource conflict, and what are two strategies in place to reduce this conflict?

The student may include but is not limited to:

- *disagreement arising about the standard a task within a project should be completed*

- *disagreement arising from team member assignments allocated that stem from the team goals and objectives that some team members may not agree with*
- *differences in opinions and ideas on how a project should be set up, the methodologies to use, reporting, documentation etc.*
- *management/leadership style of the team leader*
- *underperforming team members.*
- *Strategies may include one on one meetings, team meetings, team charter, setting expectations, open communication, team sharing/brainstorming, congratulations, and training.*

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

Marking criteria Part C: Meeting with Project Sponsor

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.	Answered all questions satisfactorily from the project sponsor to discuss internal and external influences on individual and project team performance and morale	<input type="checkbox"/>	<input type="checkbox"/>
2.	Answered all questions satisfactorily about inter-project resource conflict and intra-project resource conflict	<input type="checkbox"/>	<input type="checkbox"/>

Congratulations, you have reached the end of Assessment 6!



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