BSBPMG540

ASSESSOR GUIDE

MANAGE PROJECT INTEGRATION

Assessment 11 of 13

Project and role-play observation

Version 1

Assessment Instructions (general)

Task overview

This unit requires you to implement and manage project integration on at least three occasions.

For each occasion, you will establish, plan, monitor and review a different project (three separate projects):

Occasion 1 is covered by:

- Assessment tasks 2, 3, 4 and 5

Occasion 2 is covered by:

- Assessment tasks 6, 7, 8 and 9

Occasion 3 is covered by:

- Assessment tasks 10, 11, 12 and 13

This assessment task 11 requires you to:

- **Monitor a project**

Read the case study and complete each part.

Additional resources and supporting documents

To complete this assessment, you will need:

- Access to a computer with internet
- Access to Microsoft word or similar
- Access to a meeting area
- CBSA Project Management Policy and procedure (available via the CBSA website)
- Project Management Plan (developed in Assessment Task 2)
- E-mail template (provided in the assessment)
- Project Status Report Template (attachment)
- Change Request Template (attachment)
- Project Issues Register (attachment)

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): Monitor project

Case study: You work as a Project Manager, Billy Walsh, for Complete Business Solutions Australia (CBSA). You have received the following e-mail from Gavin Stead, Managing Director.

To:	Billy.walsh@cbsa.com.au
From:	gavin.stead@cbsa.com.au
Date/time:	Monday 11.25 a.m.
Subject:	Smart Travel Luggage Project
Attachment:	Project Status Report.docx, Project Log Register.docx, Change Request Form.docx

Good morning Billy,

Smart Travel Luggage have advised that they have received an anonymous threat to the launch of the STL Tracking Tag event, aimed at the Senior Australian Defence Force personnel that will be in attendance.

Whilst this is from an unknown source, it has been decided that it must be taken seriously to avoid any risk to the event, the launch and, most importantly, the clients in attendance.

Due to this, the Project Team have met with STL representatives who are requesting more security in place, engagement of the local police force for additional presence at the event and trained staff to register and check clients' identifications on arrival at the event.

There is an urgent Steering Group Meeting this afternoon to discuss details and finalise decisions relating to this issue.

Kind Regards,

Gavin Stead

Managing Director

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au

Attachment to e-mail:

- CBSA templates (attachment comprising of a Project Status Report, Change Request, Project Issues Register and e-mail template)

Steps

Read the e-mail you have received and analyse the information about issues that have arisen. Then, compare this information with your Project Management Plan to determine how this may affect the project attaining its goals.

1. **Facilitate a Project Team Meeting**

Your assessor will play the role of Gavin Walsh, CEO, and a volunteer is required to play the role of his Project Assistant.

The objective of this meeting is to discuss project progress and issues that have arisen. You will need to facilitate a resolution of any issues and determine actions to be taken to address identified issues or conflicts.

During the meeting project, team members will bring up issues or conflicts that may impact the projected attainment. You will be required to demonstrate your negotiation skills to resolve these issues and make decisions about actions to be taken. This will include a change to the project’s scope.

During the project meeting, your assessor will also be looking to see that you can demonstrate communication and teamwork skills, including:

- Speaking clearly and concisely when sharing and seeking information
- Asking questions to identify the required information
- Using active listening techniques to elicit information and confirm understanding
- Collaborating and cooperating with others to achieve shared goals
- Negotiating with others to achieve outcomes
- Implement and monitor the project according to project scope, time and budget
- Resolve conflict between team members about project issues to achieve objectives

Role play instructions

The role-play/meeting must include the assessor and one participant acting in the role of the Project Assistant, must not exceed 15 minutes duration and must address all elements of the Observation Checklist below.

In this task, you will participate in a role/play meeting with others. The other person participating in the role play 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.

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.

Note: For the following tasks, you must use AssNo11_CBSA templates (Project status report, change request, project issues register and e-mail)

2. **Develop Project status report**

   After the meeting, you will be required to prepare a **Project Status Report** using the template provided. The report should analyse the progress information provided to you by project team members during the meeting (and within the relevant e-mail).

3. **Develop change request**

   After the meeting, you will be required to prepare a **change request form** using the template provided. Ensure that your change request includes an impact analysis for any changes requested.

4. **Update the Project Issues Register**

   Complete the **Project Issues** Register to document the issues identified during the meeting and the actions taken. Include timeframes, responsible parties and completion dates.

5. **Send an e-mail to the CEO**

   Using the **e-mail template** provided, compose an e-mail to the CEO (for submission to the Board) to summarise the change request and submit the Progress Status Report and Project Issues Register. Your e-mail should indicate these documents are attached.

Submission instructions

Submit your assessment via the LMS.

Assessor instructions: Monitor project

Purpose of task

This part is designed to ensure that the student can implement and monitor the project, including resolving conflict and updating project records.

Guidance to the assessor about the task

Use the following as a guide to ensure that the student successfully completes the tasks for this assessment part.

1. **Meeting with Project Team**

Before the meeting

- Provide students with the date on which the meeting will be held.
- Review the Team Role Information below so you are clear on the requirement of your role and the roles of actors.
- Arrange for actors to play roles. Ensure they have reviewed the team role information.
- Set up a quiet space for the meeting
- Allocate 10-15 minutes for this meeting
- Ensure that the student has completed the final **Project Management Plan** before commencing this role play.

Team Role Information:

NOTE: all role players are encouraged to contribute to the discussion as long as contributions align with the Project Management Plan and the team roles below.

Gavin Stead (Assessor)

- Gavin is the CEO of CBSA and will participate in the project team to approve decisions throughout.
- Where required, Gavin may provide additional information to the discussions to help clarify specifics. The assessor should use discretion to provide additional fictional information to support the discussion and fill in any gaps required to clarify raised items.
- Other recommendations may be made if they do not 'rewrite' the PMP. These can be any project area to help facilitate the role play and provide reasonable adjustments or changes to the project scope.

Sally Pierce (Volunteer)

- Sally is the Personal Assistant of the CEO (Gavin Stead).
- Sally has previously worked in an events business, so she has some experience organising event venues etc.

Billy Walsh (Student))

- Billy is the Project Manager.
- Billy is responsible for implementing the project.
- Billy must resolve conflict affecting the attainment of project objectives and implement actions to resolve.

During the meeting:

You will act as Gavin Stead CEO. In doing so, you should greet everyone and hand the meeting over to Billy (student) to facilitate as the Project Manager:

- Invite Billy (student) to facilitate the discussion on project status/progress.
- State your issues as detailed in the role information.
- Encourage negotiation and agreement on adjustments.

- Request that Billy develops a Project Status Report for submission to the Board.
- Request that Billy develops a change request based on adjustments agreed upon in the meeting.
- Request that Billy updates the Project Issues Register accordingly.

Throughout the meeting, ensure that the student has opportunities to utilise communication skills, including:

- speaking clearly and concisely when sharing and seeking information
- asking questions to identify the required information
- using active listening techniques to elicit information and confirm understanding
- collaborating and cooperating with others to achieve shared goals
- facilitating effective group interactions to negotiate outcomes.

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.

2. Prepare a Project Status Report
    - The assessor must check answers against the benchmarks and instructions provided in the attachment:

      BSBPMG540_ASSESSOR_AssNo_11_CBSA Templates Benchmark

3. Prepare a Change Request
    - The assessor must check answers against the benchmarks and instructions provided in the attachment:

      BSBPMG540_ASSESSOR_AssNo_11_CBSA Templates Benchmark

4. Update Project Issue Register
    - The assessor must check answers against the benchmarks and instructions provided in the attachment:

      BSBPMG540_ASSESSOR_AssNo_11_CBSA Templates Benchmark

5. Compose an e-mail to the CEO
    - The assessor must check answers against the benchmarks and instructions provided in the attachment:

      BSBPMG540_ASSESSOR_AssNo_11_CBSA Templates Benchmark

Marking criteria: Monitor project

Assessment submission checklist

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

Monitor project		
1.	Role play evidence of team meeting of 10-15 minutes duration	☐
2.	Project Status Report	☐
3.	Change request	☐
4.	Project Issues Register	☐
5.	E-mail to CEO	☐

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.	Demonstrate negotiation skills to achieve an agreeable outcome	☐	☐
	Demonstrate communication and teamwork skills Look for: • speaking clearly and concisely when sharing and seeking information • asking questions to identify the required information • using active listening techniques to elicit information and confirm understanding • collaborating and cooperating with others to achieve shared goals • facilitating effective group interactions to negotiate outcomes.	☐	☐
	Implement and monitor the project according to project scope, time and budget Look for: • monitored by listening and responding to stakeholders about project activities • addressed concerns and conflict about budget and quality of catering	☐	☐
	Resolve conflict between team members about project issues to achieve objectives Look for: • listened to each stakeholder about their issues and concerns	☐	☐

	• sought a resolution that was agreed to by both parties		

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)
Step 2	The student submitted a **Project Status Report,** and all fields were completed according to the benchmark. Assessor to refer to assessor benchmark.	☐	☐
3.	The student submitted a **Change Request,** and all fields were completed according to the benchmark. Assessor to refer to assessor benchmark.	☐	☐
4.	The student submitted a **Project issues register,** and all fields were completed according to the benchmark. Assessor to refer to assessor benchmark.	☐	☐
5.	The student submitted an **e-mail,** and all fields were completed according to the benchmark. Assessor to refer to assessor benchmark.	☐	☐

Congratulations, you have reached the end of Assessment 11!