



BSBCRT411

ASSESSOR GUIDE

Apply critical thinking to work practices

Assessment 1 of 3

Short Answer Questions

Assessment Instructions

Task overview

This assessment task is divided into ten (10) short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need:

- *Work Health and Safety Act 2011 or*
- *Health and safety Act from your state or territory*

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.

Question 1

In your own words, briefly explain the meaning of the following critical thinking concepts (maximum 150 words in total).

The wording may vary in the student's response. However, the response must correspond to the benchmark answer provided below.

| Concept | Explanation |
|-------------|---|
| Clarity | Clarity in critical thinking avoids risks of confusion by making the ideas well-thought-out and defined. Clarity is achieved if the critical thinking idea is understood by other people without difficulties. |
| Accuracy | Critical thinking conveys accuracy if it contains correct and precise ideas, interpretations, processes, and the like to be able to have accuracy. These must be backed up by facts, and they must conform to the truth. |
| Logicalness | Logicalness is present when the critical thinking ideas are mutually supporting one another and the combination of them makes sense. It is achieved when the puzzle pieces fit together. Logic refers to the science of reasonable thinking based on sound judgement. It presents a relationship between facts and evidence. |

Question 2

In your own words, briefly explain the meaning of the following critical thinking approaches (maximum 150 words in total).

The wording may vary in the student's response. However, the response must correspond to the benchmark answer provided below.

| Approach | Explanation |
|------------|---|
| Analysing | Analysing is the separating of thoughts and ideas into different parts. For example, these parts may include an idea's strengths and weaknesses and their different possibilities. Analysing allows you to break down information into more manageable parts and relate each part to another. |
| Evaluating | Evaluating is making judgments on the value, credibility, or strength of thoughts and ideas. Being impartial and objective is important for evaluation so that the proper judgement can be made. It involves justifying your decision based on information and ideas you have gathered. |
| Creating | Creating is considered the highest order thinking skill in Bloom's Taxonomy. It focuses on creating new work or putting together learned information in a new way. |

Question 3

In your own words, explain the value of using the following critical thinking approaches for the workplace tasks described in the following table (maximum 150 words in total).

The wording may vary in the student's response. However, the response must correspond to the benchmark answer provided below.

| Critical thinking approach | Workplace task | Value of the approach |
|----------------------------|---|---|
| Analysing | To review and resolve complaints from clients to ensure the highest level of client satisfaction. | Can break down the complaint into parts and examine it methodically and in detail so you can understand the situation and the cause of the complaint. |
| Evaluating | To advise and consult with clients regarding deductions that can be claimed in a personal tax return. | Will justify the decision on which deductions are allowed by making a judgement on the information that has been provided by the client. |
| Creating | To initiate improvements to client services. | Ability to develop new approaches that lead to improved client services. |

Question 4

List the six (6) key thinking processes as outlined in the revised Bloom's Taxonomy framework. Briefly outline the characteristics of each process (maximum 150 words in total).

The wording may vary in the student's response. However, the response must correspond to the benchmark answer provided below.

| Bloom's thinking processes | Characteristics |
|----------------------------|---|
| Remembering | Remembering facts and basic concepts e.g. naming, writing, recalling, or describing information that you have read or heard |
| Understanding | Taking in the information through a series of steps. Being able to classify and interpret concepts or ideas |
| Applying | Applying learned information to new situations. It includes organising thoughts, asking questions to help you find solutions to a problem |
| Analysing | Breaking down information or your ideas into smaller parts and seeing how they relate to each other. Drawing connections between ideas |
| Evaluating | Justifying decisions through learned knowledge |
| Creating | Creating new processes or putting together learned information in a new way. It could involve developing a new process |

Question 5

In the table below, list five (5) sources of reliable information relevant to workplace practices. In your own words, describe why they are considered reliable (maximum 150 words in total).

The wording may vary in the student's response. However, the response should include information such as that included in the benchmark answer provided below.

| Examples of reliable information | Why they are considered reliable |
|-----------------------------------|---|
| Colleagues | They can provide feedback, information, and different perspectives regarding the work practice to help you find a solution. |
| Workplace policies and procedures | The policies and procedures provide details and have been developed by the organisation. |
| Government websites | The information they provide should be reliable and accurate because it is a government website. |
| Clients | They can provide feedback, information, and different perspectives regarding the work practice. Feedback could be a complaint or a compliment and could include a survey. |
| Online research | Website can provide current information and different perspectives regarding the work practice. It is important that the information is from |

reputable sites such as a recognised organisation, a university or a recognised expert in the field.

Question 6

Identify the key components of the Eisenhower Matrix and SPADE decision-making frameworks. Provide explanations of each component in your own words (maximum 500 words in total).

The wording may vary in the student's response. However, the response must correspond to the benchmark answer provided below.

| Eisenhower Matrix | |
|-------------------|--|
| Quadrant | Explanation |
| Do first | This quadrant contains all the important tasks that should be accomplished within the day. It contains tasks with urgent deadlines and those that require the most time and energy. Examples of this include submitting projects to a deadline and responding to urgent emails. These tasks require your immediate attention and should not be skipped. |
| Schedule | Here, tasks that are considered important, but not-so-urgent are scheduled. This quadrant can be assigned for tasks that can be done at later. You can organise these tasks into your daily/weekly to-do lists to reduce stress. Examples of this may include meetings and replenishing supplies. |
| Delegate | This quadrant is reserved for urgent tasks that can be delegated to others. You can assign tasks to your teammates who also have knowledge of what you want to accomplish. Examples of this may include booking flights, scheduling meetings, and answering phone calls. |
| Don't do | Lastly, this quadrant contains tasks that are neither urgent nor important. Place tasks that you would consider as low priority here. You can also choose to delete tasks that you should not be doing at all. Examples of this are answering text messages and phone calls and addressing minor requests or demands. |

| SPADE framework | |
|-----------------|---|
| Part | Description |
| Setting | The setting establishes the tone for your decision. It informs your stakeholders of your intentions about solving your problem. It has three parts: <ol style="list-style-type: none">What: defining the problem, objectives and goalsWhen: identifying how long it will take to complete and explaining why it will take this long Why: explaining why your decision matters. |
| People | This part of the decision-making framework includes those who give input in the decision-making process, those who approve the decision, and those who are responsible for making the call. This includes the person responsible for executing the decision. |

| | |
|--------------|---|
| Alternatives | This part refers to how your alternatives are presented. It includes brainstorming alternatives with stakeholders to come up with a list of possible solutions. |
| Decide | After presenting your alternatives in a proposal, it is now time to present your proposal to important stakeholders for feedback so you can make a decision. The proposal can include your selected solution to the work problem. You can get stakeholder feedback in different ways, for example, email, phone calls, face-to-face and by SMS. |
| Explain | When you present and explain your proposal to stakeholders, you will generally explain how your possible solutions might impact on the work plan and on stakeholders; why each solution is important and the costs of each solution. |

Question 7

In your own words explain what the features and limitations are of the following workplace practices (Maximum 150 words in total).

The wording may vary in the student's response. However, the response must correspond to the benchmark answer provided below.

| Workplace practice | Features and limitations of the workplace practice |
|---|---|
| Employees can only accept products exchanges if customer returns the item within 14 days of initial purchase. | There is a set timeframe in which exchanges can be accepted. Employees can no longer accept product exchanges if the defect appears beyond the 14 days from the customer's initial purchase. |
| Employees will send an email to the clients to collect their feedback to see if they are satisfied with the way the complaint was resolved. | Employees can request for the customer's feedback on complaint resolution via email. Employee might not receive a response due to customer ignoring the email or email address is incorrect. |

Question 8

To complete this question, you will need to access the Work Health & Safety Act 2011 or the relevant WHS/OHS Act for your state or territory (maximum 300 words in total).

Scenario

You are assisting the owner of a business employing several office staff. Employees have expressed their disappointment that you do not consult them regarding health and safety matters.

Identify the health and safety Act relevant to your State/Territory and list two (2) legislative requirements related to owners consulting with employees. Briefly explain the relevance of each requirement and how it impacts on your responsibilities.

The wording may vary in the student's response. However, must identify

- the Act that they have referred to when completing this question
- legislative requirements for business owners in relation to consulting with employees on workplace safety matters, providing fair and effective representation, consultation and cooperation.

- clearly described how the legislation impacts their own workplace responsibilities.

| Act | Legislative Requirement | Relevance |
|-----|-------------------------|-----------|
| | | |
| | | |

Question 9

Self-development consists of four steps. In your own words, briefly describe the meaning of each step in the process of self-evaluation (maximum 100 words in total).

The wording may vary in the student's response. However, the response must correspond to the benchmark answer provided below.

| Step | Explanation |
|------------------|---|
| Self-awareness | Self-awareness involves being aware of different aspects of yourself including traits, behaviours, and feelings. Essentially, it is a psychological state in which you become the focus of attention. Three ways to increase your self-awareness are to practise mindfulness, active listening and creating space and time for yourself. It is easy to get caught up in a fast-paced lifestyle, especially when you are busy with work, study or life. |
| Self-knowledge | Self-knowledge is understanding one's own motives or character. It differs from self-awareness because self-knowledge focuses more on knowing why you behave a certain way or why you feel the way you do. |
| Self-development | Self-development involves setting and achieving goals that may help you improve on yourself. This is the continuous development of various aspects of a person's life. You aim for personal growth by improving your knowledge, skills, talents, and competencies to reach your fullest potential. |
| Self-mastery | Self-mastery is the mastery of the ability to recognise, understand, and control oneself to move towards one's goals. It focuses on controlling yourself so you can achieve your goals without distractions. It also focuses on being familiar with your own capabilities and limitations and knowing what you still need to improve on. Becoming the best version of yourself does not happen overnight. The more you can develop yourself, the more likely it is that you will achieve your goals. Self-development improves how you manage your time, deal with stress, develop relationships, improve self-esteem, advance your career and maintain your health. |

Question 10

In your own words, briefly describe the meaning of each aspect or part of what you need to consider when identifying areas for self-evaluation and development (maximum 150 words in total).

The wording may vary in the student's response. However, the response must correspond to the following explanations provided below.

| Aspect or part | Explanation |
|-----------------|---|
| Strengths | Strengths refer to skills and knowledge that one develops and perfects over time with disciplined effort. They are tasks and activities one does with proficiency, usually at a higher level than most people. You can think of your strengths as assets that you can use to your advantage. These can be talents, skills, and values that can help you do your job well. |
| Weaknesses | Weaknesses are areas a person does not perform well in, for example, using digital technologies for collaborating. Your weaknesses can also refer to aspects of yourself that you wish to improve. For example, you may want to improve your communication skills because you have difficulties with putting your thoughts into words. Because of this, you might think that communication is an aspect of yourself that you want to develop. |
| Core values | These are personal traits that include beliefs, ideals, and practices that control how a person's personal and professional life is carried out. Your core values can guide you in making the right decisions in life. They can also help provide structure in your life. Some examples of core values are creativity, perseverance, honesty, and reliability. |
| Accomplishments | These are a person's achievements that contribute to a set of goals. They measure a person's commitment to his personal and professional life. You can see your accomplishments as positive achievements that you can celebrate. They can come in the form of awards, promotions, and exam results. |
| Goals | These are objectives that a person sets and targets to achieve within a fixed time frame. Your goals can also refer to what you want to achieve in life. For example, part of your current goal is to be promoted to manager within the next three years. |
| Feedback | This is information given by other people on how a person is performing in their efforts to achieve set goals, for example, peer reviews, client reviews, manager reviews or 360-degree reviews. |

Congratulations you have reached the end of this Assessment!

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