



CHCCOM002

ASSESSOR GUIDE

Use communication to build relationships

Assessment 3 of 3

Project



Assessment Instructions

Task overview

This assessment task is divided into 2 parts.

- Part A: Facilitate a meeting
- Part B: Post-meeting processes

Read each task carefully before capturing your response in the formats indicated.

Additional resources and supporting documents

To complete this assessment, you will need to access the Youth Matters Communications Policy and Procedures.



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.

Part A: Facilitate a meeting

CASE STUDY:

You are a Support Officer working at Youth Matters (YM), a youth focused not-for-profit community service organisation. You report to Kai Ezra, Manager Support Services Region 2.

Kai has recently flagged a conflict that has arisen between another Support Officer and their Client. Kai is away at another office for the next week but believes that this issue cannot wait. As such, Kai was hoping you would be able to help mediate between your co-worker and their client by facilitating a short meeting.

Background

Alex, is a Support Officer at YM, and Luca is a young client seeking support.

Luca approached Alex for assistance with creating a support plan focused on educational and career guidance. Alex, having experience in developing these types of support plans, began the process by taking into consideration Luca's background and suggesting various options and pathways for Luca to consider.

Alex's Perspective

Alex has over 5 years experience working with youth on building education and career based plans. He has a 98% success rate of participants meeting or exceeding the goals and plan set out within 2 years.

Alex believed that providing a variety of options and suggestions would empower Luca to have choices. However, in the course of the discussions, Alex noticed that Luca appeared disengaged and dismissive of some of the proposed options. This led Alex to feel that Luca wasn't fully valuing the support being offered.

Luca's Perspective

Luca is 17 years old and from a low income area where young people are predominantly unemployed or work in minimum wage service positions. Luca has been achieving impressive grades at school and is hoping to go to college to study marketing, but needs to work at the same time in order to fund this.

From Luca's point of view, the suggestions provided by Alex felt like they were based on a lot of assumptions. Luca expected the support plan to be more tailored to personal interests and goals rather than where Luca came from. Feeling unseen, unheard and pressured to make decisions on the spot, Luca started to express frustration with the process.

Triggering Event

The conflict stems from assumptions and a difference in expectations. Alex's approach was more solution-focused, while Luca desired a more collaborative and personalised support plan. This misalignment led to a Luca's feeling unheard and Alex feeling unappreciated.

This reached a critical point when Luca expressed frustration openly during a support session with Alex. This triggered a tense exchange where both Alex and Luca voiced their concerns about the support plan's direction and the dynamics of their interactions.

Resolution Goals

Your role is not to assign blame or criticise but to create a safe and structured environment for open communication, collaboration, and problem-solving.

The objective of the meeting would be to address these conflicting perspectives, clarify expectations, and find common ground for moving forward. You will need to ensure both Alex and Luca feel heard, respected, and clear on their part in the process.

Task 1: Consult on meeting attendees

Based on the case study above, you have been asked to coordinate and facilitate a short mediation meeting between Alex and Luca. Before confirming this meeting you notice that Luca is under 18 years of age. In line with the **YM Communications Policy and Procedure** you believe Luca should be allowed to bring a support person with them to the meeting,

Email your manager to raise the meeting participants for consideration. In particular, the requirement to allow Luca to invite a support person, asking if Kai knows who the best person would be.

Ensure your communication is positive and professional and captures the following:

- Address the email to Kai Ezra (ke@ym.org.au). Include your email as appropriate (your initials@ym.org.au).
 - NOTE: Date and Time can be fictional.
- Capture an appropriate Subject for the email.
- Identify any attachments if appropriate.
- In the content of the email:
 - Confirm you are happy to mediate the session with Alex and Luca.
 - Identify your concerns regarding the participant list, in particular Luca being underage and needing access to a support person.
 - Reference the **YM Communications Policy and Procedure** in relation to this matter.
 - Ask for approval to include a support person.
 - Ask for information relating to who the most appropriate support person may be for Luca.
- Sign off the email appropriately and include your name in the signature.

Capture this communication in the email template below.

[Approximate word count: 120 words in the body of the email]

Assessor instructions: Students must draft an email communication to Kai in relation to extended the meeting participants to include a support person for Luca based on Luca's age in line with the YM Communication Policy and Procedures.

Their communication must be positive and professional and captures the following:

- Address the email to Kai Ezra (ke@ym.org.au). Include their email as appropriate (student initials@ym.org.au).
 - NOTE: Date and Time can be fictional.
- Capture an appropriate Subject for the email.
- Identify any attachments if appropriate.
- In the content of the email:
 - Confirm they are happy to mediate the session with Alex and Luca.
 - Identify their concerns regarding the participant list, in particular Luca being underage and needing access to a support person.
 - Reference the **YM Communications Policy and Procedure** in relation to this matter.
 - Ask for approval to include a support person.
 - Ask for information relating to who the most appropriate support person may be for Luca.
- Sign off the email appropriately and include their name in the signature.

A sample answer is provided below. Students answers may vary, however they must consult with Kai about the offer to include a support person for Luca in the session. They should outline their recommendation and request their approval.

Email Template	
To:	KE@ym.org.au
From:	ME@ym.org.au
CC:	
Date/time:	2/9/23 @ 9:15am
Subject:	Mediation meeting attendees confirmation
Attachments:	

Hi Kai,

Thank you for your briefing on the situation with Alex and Luca. I am happy to conduct a mediation session with Alex and Luca as requested.

I note from your briefing that Luca is 17 years old. Based on this and in line with the YM Communications Policy and Procedure I believe we need to invite Luca to bring a support person with them to the meeting.

Please confirm if Luca has indicated a preferred support person or if you are happy for me to reach out to Luca to ask directly.

Once confirmed I will be able to finalise and circulate the agenda for this session.

Kind regards,

<<Students name>>



Support Officer

100 Young St, Summer Hill, NSW 2130

Phone: 1800 777 777

<http://www.youthmatters.org.au>

Task 2: Facilitate and record meeting

CASE STUDY:

Kai has received your recommendation to extend the mediation meeting invitation to a support person for Luca.

Based on your recommendation and in line with the YM Communications Policy and Procedures, Kai has agreed that this is a very good idea and has confirmed that Vic is the best person to add to the session.

Vic is Luca's older sibling and has always looked out for Luca. Vic has also access Youth Matters for support in the past and knows Alex from their own experiences which were overall quite positive. Vic's email address is vic@gmail.com.

You have been asked to coordinate and facilitate a short mediation meeting between Support Officer Alex and Client Luca. As Luca is under 18 years of age, Vic (Luca's older sibling) will attend as a support person.

The agenda for this meeting has been set as follows:



MEETING AGENDA

Meeting Title:	Case Management - Luca
Date:	1/10/23
Time:	10:00am
Location:	Virtual meeting room
Attendees:	<ul style="list-style-type: none">Facilitator [you] – Support Officer [xx@ym.org.au]Alex – Support Officer [ar@ym.org.au]Luca – Client [LMR@google.com.au]Vic – Clients support person [vic@gmail.com]

AGENDA

1.	Welcome and Introduction <ul style="list-style-type: none"> Welcome Table meeting purpose Present agenda 	Facilitator (you)	1 minutes
2.	Discuss conflict and concerns <ul style="list-style-type: none"> Luca to raise issues and concerns Alex to raise issues and concerns 	Luca and Alex	3 minutes
3.	Collaborative problem-solving	All	2 minutes
4.	Resolution and next steps	All	2 minutes
5.	Recap of action items from the meeting <ul style="list-style-type: none"> Provide attendees an opportunity to raise any additional topics or concerns if appropriate Summarise key takeaways Confirm agreed action items Confirm agreed responsibilities for each 	Facilitator	1 minutes
6.	Closing remarks and adjournment <ul style="list-style-type: none"> Thank attendees for their participation. Adjourn meeting 	[Insert Facilitator]	1 minutes

Minutes prepared by:	Facilitator
Meeting adjourned:	TBC

This meeting must be conducted in line with the **YM Performance Development Plan Policy and Procedure** (found on the Assessment 2 page of the LMS),

At the start of this meeting, you must:

- confirm consent from participants, and
- record the meeting in line with the **YM Communications Policy and Procedure**.

During this meeting you must:

- facilitate a meeting with a peer and client to defuse a conflict in line with the **YM Communications Policy and Procedure**.
- welcome all attendees, outline and follow objectives and agendas for meeting.
- recognise and support participants communication needs and confirm they are satisfied the meeting is an appropriate way to identify and address their needs.
- identify and address problems and communication barriers.
- encourage both participants to identify their issues and contribute to problem-solving.
- Facilitate an agreed resolution and next steps for Alex and Luca that ensures their rights to respect and support are met.
- Take notes to support development of minutes (for Part B) in line with the **YM Communications Policy and Procedure**.

You must demonstrate the following skills during the meeting:

- participate in a verbal exchange using clear language and appropriate tone to provide relevant information and feedback.
- demonstrate respect and acceptance of the needs and perspectives of all participants.

NOTE: You will be required to document the minutes of this meeting and conduct a review and evaluation of the session in Part B below.

This meeting should not exceed 10 minutes. Details on who to engage and the recording requirements are captured in the Role Play Instructions below.

ROLE PLAY INSTRUCTIONS

The role play/meeting must include 3 other participants, must not exceed 10 minutes duration and must address all elements of the Student Instructions above and Key Observation Criteria provided below.

Participant requirements:

Number of participants: 3

Role 1: Luca – Client of Youth Matters

17 year old male or female who is completing the HSC and looking for education and career options going forward.

Contribution: They must contribute as follows:

- Review the case study related to Alex and Luca as outlined in Part A.
- Provide background per Luca's perspective in the case study.
 - Alex did not consider Luca as a person, rather Alex wrote a plan for someone from Luca's area.
 - Alex did not take Luca's education and career goals in marketing into account.
 - There was too much information and none of it felt relevant.
- Understand that Alex had not stereotyped Luca and had just given too much information so that the plan foundation was not clear.
- Agree to looking into the companies and additional opportunities they present.
- Agree to work together to identify best opportunities with Alex to update the education and career plan to focus on these companies going forward.

Role 2: Alex – Support Officer with Youth Matters

A male or female over 26 years of age who has been developing education and career plans for youth for over 5 years with *Youth Matters* and *Reach Out* before that.

Contribution: They must contribute as follows:

- Review the case study related to Alex and Luca as outlined in Part A.
- Provide background per Alex's perspective in the case study.
- Identify that some of the organisations with the service roles suggested in career component of the plan were with organisations that support career development in areas such as marketing (eg. McDonalds has its own RTO and career pathways program).
- Understand that with all the extra information provided, this targeted plan was a little over complicated and did not clearly reflect Luca and Luca's goals.

- Suggest solutions based on looking into the specific companies with additional development and career opportunities around marketing.
- Agree to work together to identify best opportunities for Luca and update the education and career plan to focus on these companies going forward.

Role 3: Vic- Client support person

19 year old male or female sibling of Luca who is currently studying at university and living at home with Luca.

Contribution: They must contribute as follows:

- Review the case study related to Alex and Luca as outlined in Part A.
- Support Luca when presenting their perspective at the start of the meeting.
- Confirm that they have always found Alex to be quite helpful when they have asked for support in the past, so they believe Alex has Luca's best interests at heart.
- Agree that the companies with additional opportunities would be ideal for Luca.

Resourcing requirements:

In this task you will participate in a role-play meeting with 3 other people. This may be resourced using one of the following options:

1. Peers who you are already working with, in the industry your qualification relates to.
2. Fellow students in this course.
 - Contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

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

Option 1: Peer participants

Should you complete this task with your Peers, you must fully brief them first, providing them with the context to the role play/meeting, a role outline to play with participant briefing instructions and a copy of the Student Instruction and Key Observation Criteria only so that they can prepare for the role play/meeting recording.

Peer 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, Student Instructions and Key Observation Criteria only so that they can prepare for the recording.

Student participants 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 participants captured in a virtual room.

Once you have logged into your course assessment page, there is the option to record directly into the online platform. Alternatively you may use a system such as Zoom, Skype or Teams to record the session and then load the file on completion.

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 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 participants 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.

KEY OBSERVATION CRITERIA

Students are required to engage in a short meeting to mediate a conflict between a peer Support Officer and their client. Through this session they must identify the issues, collaboratively problem-solve and agree solutions and their implementation in line with the agenda provided.

This meeting should be a maximum of 10 minutes. Participants must address specific questions and discussion points identified in the **Case Study** and **Role Play Instructions**.

Assessor instructions: Students must conduct a mediation meeting with 3 participants. These include:

- Participant 1: Luca – a disengaged client.
- Participant 2: Alex – a frustrated Support Officer at YM.
- Participant 3: Vic – the clients support person.

In this meeting students must address the following:

- Recording a mediation meeting with a peer and client to defuse a conflict in line with the **YM Communications Policy and Procedure**.
- Follow the agenda provided.
- Air and address the conflict as outlined in the Case Study above.
- Find and agree solutions going forward.
- Take notes in order to complete minutes in future task.

Students must complete the tasks in the KEY OBSERVATION CRITERIA above and demonstrate the skills outlined in the ASSESSOR OBSERVATION CHECKLIST below.

ASSESSOR OBSERVATION CHECKLIST: Part A, Task 1

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY Tick if Yes	ASSESSOR COMMENTS
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Delivery checklist		
Session facilitated with 3 participants in the roles identified.	<input type="checkbox"/>	The student completed the session with 3 other participants playing the roles of a fellow YM Support Officer, a client and the clients support person.
Capture consent of all 3 participants.	<input type="checkbox"/>	The student captured consent of all parties to the role play recording.
Conducted the meeting to plan and within the 10 minute timeframe allocated.	<input type="checkbox"/>	The student facilitated the meeting within the 10 minutes allocated (excluding recording consent time) and in line with the agenda provided.
Task checklist		
Confirm client consent and record a mediation meeting between a peer and their Client.	<input type="checkbox"/>	The student confirmed client consent and facilitated a mediation meeting between a peer Support Officer, a Client and their support person.
Facilitate a meeting to defuse a conflict.	<input type="checkbox"/>	The student facilitated a meeting to defuse the peer/ client conflict in line with the YM Communications Policy and Procedure.
Welcome the participants, outline and follow the meeting agenda and objectives.	<input type="checkbox"/>	The student welcomed the participants and outlined and followed the objectives and agenda for the meeting.
Confirm participants are satisfied with the meeting structure and it meets their communication needs.	<input type="checkbox"/>	The student confirmed each participant was satisfied that the meeting is appropriate forum and structure to identify and address individuals issues that recognises and supports the communication needs of all.
Identify and address problems and communication barriers	<input type="checkbox"/>	The student identified and addressed participants problems and communication barriers, such as assumptions.
Encourage participants to outline issues and contribute to problem-solving.	<input type="checkbox"/>	The student encouraged all participants to air their concerns and participate in the problem-solving process.
Facilitate resolution and next steps.	<input type="checkbox"/>	The students facilitated an agreed resolution and next steps for Alex and Luca that ensures their rights to respect and support are met.
Take notes for minutes (for Part B).	<input type="checkbox"/>	The student took notes to support development of minutes (for Part B) in line with the YM Communications Policy and Procedure.
Skills checklist		
Facilitate a professional meeting.	<input type="checkbox"/>	The student formally and skilfully facilitated the meeting to project professionalism.
Participate in a verbal exchange.	<input type="checkbox"/>	The student contributed to the verbal exchange through facilitation, participant management and problem-solving where appropriate.
Use clear language and appropriate tone.	<input type="checkbox"/>	The student used clear and appropriate language and tone to encourage and engage participants.
Demonstrate respect and acceptance of the needs of meeting participants.	<input type="checkbox"/>	The student was respectful of all participants and adapted their facilitation and communication style to support the needs of the meeting participants.
Presents professionally.	<input type="checkbox"/>	The student was clean and tidy, had neat hair and wore appropriate business attire.

Part B: Post-meeting processes

Task 1: Record meeting minutes


In line with the issue identified in Part A and the mediation meeting completed and recorded in Part A Task 2, you must document the Meeting Minutes for circulation.

Align the Meeting Minutes with the meeting purpose and agenda, and update the key discussion points, actions and responsibilities per the meeting role play.

Capture the details in the Meeting Minutes template provided below in line with the process outlined in the **YM Communication Policy and Procedure** document.

Assessor instructions: Students must create Minutes reflecting the mediation meeting submitted in Part A Task 2 and applying the **YM Communication Policy and Procedure** document.

Students answers will vary based on the content of their mediation meeting, however a sample answer is provided below. Students answers must address the sections of the template as highlighted and must reflect the conversation, contributions and outcomes of their role play session.

 MEETING MINUTES			
Meeting Title:	<i>Case Management - Luca</i>		
Date:	<i>1/10/23</i>		
Time:	<i>10:00am</i>		
Location:	<i>Virtual meeting – MS Teams</i>		
Attendees: (Tick box if attended)	<i><<Students name>>, Support Officer and Facilitator (xx@ym.org.au)</i>	<input checked="" type="checkbox"/>	
	<i>Alex – Support Officer (ar@ym.org.au)</i>	<input type="checkbox"/>	
	<i>Luca – Client (LMR@google.com.au)</i>	<input type="checkbox"/>	
<i><<Add lines to Attendees as needed.>></i>			
MINUTES			
1.	<i>Welcome and Introduction</i> <ul style="list-style-type: none"> • <i>Welcome</i> • <i>Purpose – Mediation session to discuss and resolve relationship challenges.</i> • <i>Present agenda</i> 	<i><<Student name>></i>	<i>1 minute</i>
2.	<i>Discuss conflict and concerns:</i> <ul style="list-style-type: none"> • <i>Luca raised issues and concerns:</i> <ul style="list-style-type: none"> ○ <i>Alex provided a generic plan based on assumptions about me from where I live.</i> ○ <i>Alex did not hear and work around my achievements and goals.</i> ○ <i>There was too much information to consider and it did not seem relevant.</i> 	<i>Actions: None</i>	<i>Owner: N/A</i> <i>Timeline: N/A</i>

	<ul style="list-style-type: none"> • Alex raised issues and concerns: <ul style="list-style-type: none"> ○ Luca did not consider my experience in this role/ creating these plans. ○ Luca did not bother to listen when I tried to explain the plan and how it could be used. ○ The organisations I chose for work were aligned to Luca's education and career goals in marketing with additional related internal opportunities. 			
3.	<p>Collaborative problem-solving:</p> <ul style="list-style-type: none"> • Luca acknowledged that the plan does seem more relevant than it appeared and apologised for not hearing Alex out. • Alex acknowledged the plan was a little over complicated and did not highlight the targeted elements clearly. • Luca acknowledged that there is value in the plan developed, although Luca needs more information on a select few options to understand it. 	Actions: None	Owner: N/A	Timeline: N/A
4.	<p>Resolution and next steps:</p> <ul style="list-style-type: none"> • Alex is happy to cull the original plan to work on the details of a select few options that are aligned to Luca's goals. • Alex and Luca to meet again in 10 days to review and discuss the updated plan in line with agreed adjustments. 	<p>Rework the education and career plan for Luca in line with specific targeted opportunities and circulate.</p> <p>Meeting to be scheduled for 10/10/23 @10am to review new plan</p>	Alex	1 week
			Alex	1 week.
5.	<p>Recap of action items from the meeting</p> <ul style="list-style-type: none"> • Key takeaways: <ul style="list-style-type: none"> ○ Alex has created a targeted plan ○ The plan was not clear to Luca, although Luca is not satisfied with what Alex was doing. ○ Alex has agreed to simplify the plan and build out the targeted opportunities available to Luca to make this clearer in 7 days. ○ Luca and Alex will meet in 10 days to review the plan and commence implementation if appropriate. • The above takeaways and actions were agreed. 	<<Student name>>	10 minutes	
6.	<p>Closing remarks and adjournment</p> <ul style="list-style-type: none"> • No new team announcements • Thanked attendees for their participation • Confirmed the next meeting scheduled for 10/10/23 @ 10am for review of new plan. • Adjourned meeting at 10:10am 	<<Student name>>	5 minutes	

Minutes prepared by:	<<Student name>>
Minutes circulated:	1/10/23 @ 10:10am

Task 2: Evaluate meeting success

Reflecting on the recent mediation meeting (Part A Task 2) and minutes in line with the **YM Communications Policy and Procedure** document, conduct an evaluation of the meeting processes. Identify any challenges and opportunities for improvement you feel would simplify the process.

Consider each of the following questions for your evaluation:

1. PREPARATION:

- Was the briefing adequate?
- Was a meeting the best option to resolve this issue?
- Was a meeting the most appropriate method of communication for this issue and these individuals?
- Was there any other information you needed ahead of the meeting?
- Was the agenda provided appropriate?

2. EXECUTION:

- Did the agenda support or stifle the meeting?
- Was there enough time allocated to each component of the meeting?
- Were the participants engaged and contributing appropriately?
- Did each participant have an opportunity to raise their concerns?
- Did each participant contribute to the problem-solving?
- Were the participants both satisfied with the solution and next steps?
- Was there anything that was not appropriately addressed at the end of the session?

3. POST-MEETING:

- Were the next steps made clear at the end of the session?
- Did the Meeting Minutes template capture all the information covered in the meeting?
- Was the Meeting Minutes template easy to use?
- Does the YM Communications Policy and Procedure document outline appropriate steps to ensure all actions are followed?

Once you have considered the question above, outline 1 element of the process that went well and 1 element that could be improved for each stage of the meeting process.

Capture the meeting details and your reflections and recommendations in the evaluation report below.

Assessor instructions: Students must complete an evaluation process for the meeting conducted in Part A Task 2. This evaluation must address the consideration questions identified and assess 1 element that went well and 1 element that could be improved for each stage.

A sample answer is provided below. Students answers will vary based on their own experiences with their meetings, however their answers must reflect their application of the process and their actual meeting as recorded and submitted above.

MEETING EVALUATION

Meeting title:	<i>Case Management - Luca</i>
Meeting purpose: (Approximately 20 words)	<i>Mediation session to discuss and resolve relationship challenges. Review issues, collaboratively problem solve and develop and agree solution going forward.</i>
Date:	<i>1/10/23</i>
Time:	<i>10:00am</i>
Location:	<i>Virtual meeting – MS Teams</i>
Attendees: (Tick box if attended)	<i><<Students name>>, Support Officer and Facilitator (xx@ym.org.au)</i>
	<i>Alex – Support Officer (ar@ym.org.au)</i>
	<i>Luca – Client (LMR@google.com.au)</i>

PREPARATION

Use the following reflection questions to guide your evaluation.

- Was the briefing adequate?
- Was a meeting the best option to resolve this issue?
- Was a meeting the most appropriate method of communication for this issue and these individuals?
- Was there any other information you needed ahead of the meeting?
- Was the agenda provided appropriate?

WHAT WENT WELL

Based on your reflection, identify 1 element of the preparation process that went well.
(Approximate word count: 30 words)

The briefing and agenda provided was helpful in setting the context and purpose of the mediation session and providing a logical flow of the meeting and topics to be covered.

OR

A meeting was an appropriate option to resolve this issue as it allowed for the conflicting parties to participate in open communication and collaborative problem-solving.

OPPORTUNITIES FOR IMPROVEMENT

Based on your reflection, identify 1 change you would suggest to improve the preparation process.
(Approximate word count: 60 words)

It would have helped if I had access to all documentation prior to the session. In this case access to the proposed Education and Career Plan may have helped me to understand the issue relating to the details in the plan versus the way it was presented so I could better direct the discussion.

OR

It would have been useful to meet each of the participants prior to the session to understand their emotional state before meeting. This would have helped me to understand their perspectives, passion and openness to mediation ahead of the meeting. It would also have given them the opportunity to understand my purpose in the meeting.

EXECUTION

Use the following reflection questions to guide your evaluation.

- Did the agenda support or stifle the meeting?
- Was there enough time allocated to each component of the meeting?
- Were the participants engaged and contributing appropriately?
- Did each participant have an opportunity to raise their concerns?
- Did each participant contribute to the problem-solving?
- Were the participants both satisfied with the solution and next steps?
- Was there anything that was not appropriately addressed at the end of the session?

<p>WHAT WENT WELL Based on your reflection, identify 1 element of the meeting process that went well. (Approximate word count: 30 words)</p>	<p><i>Both participants were fully engaged presenting their point of view, contributing to the problem-solving process, acknowledging their respective roles and agreeing an appropriate outcome.</i> <i>OR</i> <i>The meeting covered the main issues comprehensively, and the participants were proactive in flagging and addressing concerns.</i></p>
<p>OPPORTUNITIES FOR IMPROVEMENT Based on your reflection, identify 1 change you would suggest to improve the meeting process. (Approximate word count: 60 words)</p>	<p><i>The agenda was relatively generic and allowed for issues to be raised from both parties within 1 step. It may help to allocate a specific portion of the agenda for each participant to express their perspective without interruption. This gives them both dedicated time and structure to ensure that both viewpoints are thoroughly heard.</i> <i>OR</i> <i>Offering a neutral external location or even third-party facilitator during the session could help make the session feel less biased. This independence can help maintain a sense of freedom in the discussion for both parties with neither concerned about impacts on future services or career opportunities based on the meeting outcome.</i></p>
<p>POST-MEETING Use the following reflection questions to guide your evaluation.</p> <ul style="list-style-type: none"> • Were the next steps made clear at the end of the session? • Did the Meeting Minutes template capture all the information covered in the meeting? • Was the Meeting Minutes template easy to use? • Does the YM Communications Policy and Procedure document outline appropriate steps to ensure all actions are followed? 	
<p>WHAT WENT WELL Based on your reflection, identify 1 element of the post-meeting process that went well. (Approximate word count: 30 words)</p>	<p><i>The Meeting Minutes template effectively was easy to use and captured the key discussion points, concerns, and agreed-upon actions and responsibilities.</i> <i>OR</i> <i>The process required completion of the Meeting Minutes with clear details around what happens next, assigning tasks, responsibilities and timelines for these.</i></p>
<p>OPPORTUNITIES FOR IMPROVEMENT Based on your reflection, identify 1 change you would suggest to improve the post-meeting process. (Approximate word count: 60 words)</p>	<p><i>The Meeting Minutes could also capture an acceptance of the next steps [tasks, responsibilities and timelines] to ensure that these are accepted as an accurate and are committed to after the meeting. This could be done by including the minutes in an email to all parties asking them to confirm next steps in a reply all email to the other participants.</i> <i>OR</i> <i>In order to understand how successful participants feel the meeting was it would be useful to request feedback from both participants regarding their experience in the mediation session. This feedback can help identify any areas for improvement for myself as the facilitator as well as the process followed and ensure that future sessions are even more participant-focused.</i></p>

Assessment checklist:

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

Part A: Facilitate a meeting		
1	Consult on attendees – email Manager	<input type="checkbox"/>
2	Facilitate and record meeting – role play recording	<input type="checkbox"/>
Part B: Post-meeting processes		
1	Meeting minutes	<input type="checkbox"/>

2	Meeting evaluation	<input type="checkbox"/>
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 **Congratulations you have reached the end of Assessment 3!**

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