



CHCMGT005

Facilitate workplace debriefing and support processes

Assessment 2 of 2

Role Plays & Reflective Questions

Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCMGT005	Facilitate workplace debriefing and support processes	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
CHCMGT005	13	M00791A
ASSESSMENT TYPE		
Assessment Method:	Written Assessment Choose an item. Choose an item.	
<i>Select all that apply.</i>		

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
Student instructions
<p>This is assessment 2 of 2 for CHCMGT005 Facilitate workplace debriefing and support processes.</p> <p>This assessment requires you to read the case studies provided, conduct simulated role plays and answer the questions to test your knowledge and understanding required of this unit.</p> <p>To be assessed as competent, you must complete all tasks in the spaces required.</p> <p>You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.</p>
Supporting documents
<p>To answer some of the questions, you will need to access the following documents:</p> <ul style="list-style-type: none">• Access to your learning materials.• Access to a computer and the Internet.• Access to workplace's (or work placement) policies and procedures.

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Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

Submit the following files:

- Assessment document

Submission instructions

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as type** list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the Open file after publishing check box.

If the document requires high print quality, click Standard (publishing online and printing).

If the file size is more important than print quality, click Minimum size (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Select **PDF** from the list of available file formats

Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

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ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

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Assessment Instructions

Task overview

This assessment consists of three (3) tasks. There are three (3) role plays and that you will need to complete for this assessment.

- Role play 1 – to be carried out with two (2) participants including yourself
- Role play 2 – to be carried out with two (2) participants including yourself
- Role play 3- to be carried out with three (3) participants as it is a group /team based role play including yourself and two (2) other team members.

Additional resources and supporting documents:

- Access to LMS learning content.
- Access to Empower Care Community Services Handbook including the following policies and procedures:
 - Privacy and confidentiality
 - Consent policy.
 - Documentation and reporting policies and procedures
 - Crisis intervention policies and procedures
 - Roles and responsibilities of support workers
 - Debriefing policies and procedures
- Access to at least two (2) participants to play the role of client or colleague for role play 1 and 2. For role play 3 at least three (3) participants are required including the student.
- Access to the following template:
- Stress and Wellbeing questionnaire template (provided within this document)
- Self-Assessment and reflective journal (provided within this document)
- Proposal document (provided within this document)
- Staff critical incident debriefing meeting template (provided within this document)
- Organisation Debriefing outcome report documentation (provided within this document)

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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.

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Student Instructions:

Role Play 1:

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

This is role play 1. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Sam – Team Leader– Student (Yourself)
- Participant B: Anna- Disability support worker

Role Play Scenario:

Sam(you), work as a Team leader at Empower Care Community Services organisation that supports people with Disability, overseeing a team of four dedicated disability support workers. During a recent team meeting, you communicated forthcoming changes that would bring additional workloads to the team. These changes have been brought about due to sudden shortage of staff members. Post implementation of these changes you noticed in the following two weeks that Anna who is a disability support worker in your team has been struggling to manage the additional responsibilities. Anna is a single mother and primary caregiver for her ailing mother, whilst she has admirably taken on the increased responsibilities by working extended hours. However, this heightened workload seems to now impact on her well-being. You have noticed changes in Anna's behaviour from being once a person with pleasant smiling face to being anxious and irritable all the time. Notably, Anna has struggled to meet deadlines for client assessments and support plans, leading to a noticeable decline in the quality of service provided to clients. Given her longstanding dedication to the organization, it has become apparent that she is facing challenges that require support. Your role involves providing support, address and monitor Anna's emotional wellbeing.

Read the role play brief below to become acquainted with your role and the roles of other participants.

Role-play participant A (Team Leader) Sam brief:

Participant A (Sam): Your primary responsibility is to provide support and carry out activities that demonstrate the skills to monitor the welfare of your team/colleagues. Sam, as the Team Leader at Empower Care Community Services, your role in this scenario is to provide empathetic and effective support to Anna, a dedicated disability support worker facing challenges due to recent changes. Recognizing Anna's increased workload and the impact on her emotional well-being, your objective is to initiate a role-play conversation with Anna. During this role play, express genuine concern about the observed changes in her behaviour and inquire about her well-being. Approach the discussion with sensitivity, acknowledging her dedication to the organization and her role as a single mother and primary caregiver. Seek to understand the specific challenges she is facing, both professionally and personally, and discuss potential solutions or support mechanisms. Your role is to foster open communication, demonstrate empathy, and collaboratively explore ways to alleviate the stress Anna is experiencing while ensuring the continued delivery of quality service to clients. To carry these activities, you will also be required to complete templates/documentation within the tasks.

Remember you will be marked on this assessment based on the techniques you apply during the role play and task completion.

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Role-play participant B (Disability Support worker) Anna brief:

You will play the role of Anna disability support worker in Sams (participants A team) at Empower care Community services organisation. During the role play you will express concerns and challenges related to the increased workload and its impact on your well-being, and Sam will provide support, address concerns, and discuss strategies to improve the situation. Your role will be to get into the mindset of Anna, considering her personal circumstances and the challenges she is facing. Familiarize yourself with specific instances where you have felt overwhelmed or stressed due to the increased workload. Initiate the conversation with Sam to discuss your well-being and challenges openly. Share your feelings about the recent changes and how the increased workload has been affecting you. Mention any specific instances or challenges that have contributed to your stress and anxiety. Articulate your role as a single mother and primary caregiver, emphasizing how these personal responsibilities have added to your overall stress. Provide insights into how balancing work and personal life has become challenging. Share the noticeable changes in your behaviour and emotional state, emphasizing the shift from being positive and cheerful to feeling anxious and irritable. Express your dedication to the organization and your desire to continue providing quality support. Be open to discussing potential solutions or adjustments that could help alleviate your stress.

Please note you the student playing Anna's role will not be marked on this assessment.

The role play must include at least **one (1)** participant and must be between **20-25 minutes in duration** and must address all requirements listed under Key Observation Criteria.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you 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.

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Role play A- Student Instructions

For this task you will be required to read sections of the Empower Care Community services organisation handbook so please ensure you have downloaded this for reference.

Task Instructions:

- I. Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable and obtain the client consent to carry out activities.
- II. Engage in a conversation with Anna in a respectful manner and complete the stress and emotional wellbeing questionnaire template provided below. This serves as a valuable monitoring tool, enabling proactive interventions to support well-being of colleagues it is a tool that helps to assess and monitor the stress and emotional well-being. During the role play you are required to monitor signs of stress, such as increased irritability, any other challenges and note them in the template provided.

Assessors note: The answers to the survey completed by the students during the role play must be based on Anna's situation as per the role play requirements. The students' responses must align with Anna's support needs as identified in the role play brief and match to the scenario.

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STRESS AND WELL BEING QUESTIONNAIRE

Directions: The purpose of this survey is to gather insights into your current work situation, monitor and assess the balance between work and personal life, and identify areas where additional support may be needed.

1. Workload and Responsibilities:

- How would you describe your current workload and responsibilities compared to before the recent changes? (Approximate word count 10-15 words)

The responses include the current workload and responsibilities being challenging and unmanageable.

2. Work-Life Balance:

- How would you describe your work – life balance since the recent changes? Has your work been impacted due to these changes?

(Approximate word count 60-70 words)

The sudden increase in workload, coupled with extended working hours, has disrupted her equilibrium. As a single mother and primary caregiver, these changes have introduced additional stressors, impacting both her professional and personal life. Anna's struggle to meet deadlines and the noticeable decline in the quality of service provided are indicative of the toll these adjustments have taken on her overall work-life balance.

3. Emotional Wellbeing:

- How has your emotional state been since the implementation of the changes have you noticed any changes in your mood ect?

(Approximate word count 30-40 words)

She might elaborate on any heightened stress, anxiety, or irritability she has experienced as a result of the increased workload and changes in responsibilities. I have difficulty falling asleep and can see changes in sleep pattern.

4. Health Impact:

- Have you noticed any physical or health-related impacts due to the recent changes and increased workload?
 - Fatigue
 - Occasional Headaches
 - Other (please specify): _____

5. Suggestions: Are there any additional suggestions or feedback you would like to share regarding the recent changes and their impact on your emotional wellbeing?

Complete the question below:

Assessors note: Sample answers provided below however students responses may vary. The students answers must reflect how well they utilized the Stress and Well-being Questionnaire as a structured tool during the discussion with Anna. The answers must explain how the survey guided the discussion and contributed to identifying areas for improvement.

Briefly describe how did you use the survey to monitor the stress and emotional wellbeing of Anna?

(Approximate word count 95-110 words)

In the discussion with Anna, I employed the Stress and Well-being Questionnaire as a structured tool to assess and monitor her stress levels and emotional well-being systematically. The survey incorporated targeted questions about workload, work-life balance, emotional state, health impact, and suggestions for improvement, offering a comprehensive framework for understanding various aspects of an individual's mental and physical health. Consequently, it became an invaluable tool for systematically monitoring emotional well-being and stress

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levels. The survey guided our discussion, facilitating the identification of areas needing additional support or adjustments to improve overall emotional well-being and stress management in the workplace.

III. Once you have completed the survey action the following:

- Address two (2) prominent issues that Anna needs support with.
- Refer to Empower Care community services Handbook and follow organisations policies and procedures and take appropriate actions to manage the issues, discuss with Anna the issues identified and proposed actions.
- Use and discuss two (2) practices that acknowledges and accepts the individual differences in line with the diverse needs of Anna.

Complete the questions below.

Assessors note: Sample answers provided below the students' responses must align with Anna's support needs as identified after completion of the survey and as per organisations policies and procedures as per sample answer provided below.

Write the two (2) prominent issues you discovered Anna was facing and provide action you undertook to manage the stress.

(Word count approximate 100-115 words)

1. Issues with managing workloads

Anna perceives her current workload and responsibilities as challenging. This may contribute to increased stress, anxiety, and difficulties in managing various aspects of her life.

Actions take:

- Consider Anna's support requirements from the survey.
- Considered flexibility in work arrangements.
- Collaborate with HR to implement suitable solutions.

2. Issues with managing work life balance affecting health, emotional wellbeing.

Actions Taken:

- Provide emotional support to team members facing personal or work-related challenges.
- Foster a compassionate and empathetic team environment,
- listen to concerns.
- offer guidance or referrals to appropriate resources such as counselling services or HR or other external support services such as EAP.

Briefly describe two (2) practices you used as a team leader, to acknowledge and accept the differences in Anna's personal situation, ensuring a supportive and inclusive work environment for diverse needs?

Assessors note: Sample answers provided below however students wording may vary. Students answers will be deemed correct if the student demonstrates in their answers the effective use of practices to acknowledge and accept differences and accurately identifies diverse needs, specifically in Anna's case and demonstrates a commitment to creating an inclusive and supportive environment for Anna.

(Approximate word count 70-80 words)

The two practices I used was:

- Use Flexible Work Practices: Implement flexible work practices to accommodate diverse needs, such as acknowledge Anna's emotional challenges related to her role as a single mother and caregiver. Explore the possibility of adjusting Anna's work schedule to accommodate caregiving responsibilities while maintaining professional duties.

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- Regularly Assess and Adjust: Implement actions aligned with organizational policies to cater to Anna's needs. Initiate discussions about regular check-ins to focus on Anna's emotional well-being.
- Use practices that encourage open communication: Offer active listening and empathetic responses to validate Anna's experiences. Create a safe space for her to express her thoughts, concerns, and ideas.

IV. In this task you are required to:

- Read the empower care organisation handbook relevant section about support workers roles, responsibilities and identify one (1) required professional and related personal performance standard.
- Use this standard to evaluate and monitor stress and wellbeing of Anna and discuss your observations with Anna.

Assessors note: Sample answer provided below however please note that there may be variations in the standards students identify. As long as the chosen standards are relevant and applicable to the scenario, different interpretations are acceptable.

Complete the questions below:

Write one (1) identified professional and personal performance standard that is being affected based on Anna's roles and responsibility as a support worker?
(Word count approximate 100-115 words)

Role and responsibility area: Maintaining documentation Accuracy and Completeness of Records:
Compliance with organizational and regulatory documentation standards

Professional Standard: Accuracy and completeness of support workers' documentation and client records.

Personal Standard: Complete and maintain accurate and detailed documentation of client's interactions, progress, case notes, clients' assessments and support plans in a timely manner.
Adhere to organisational policies regarding record keeping and reporting.

Write your observation on how have you used this to monitor stress and wellbeing of Anna?
(Approximate word count 70-80 words)

Observing Anna's struggle to meet deadlines for client assessments and support plans has highlighted a potential challenge in meeting the identified professional and personal performance standard related to documentation. This observation is instrumental in monitoring Anna's stress and well-being, indicating that workload pressures may be affecting her ability to fulfill documentation requirements promptly. It serves as a basis for initiating discussions with Anna about workload management, identifying stressors, and implementing support measures to enhance her well-being.

V. Complete the self-assessment and reflective journal template below which is one of the strategies that is often used as an effective self-assessment and reflective behaviour monitoring tool to improve performance.

Assessors note: sample answers provided below however reflections can be subjective and based on role-play, and sample benchmarks for self-assessment are provided. Noting students are expected to demonstrate insightful and objective reflections on their actions during the team meeting scenario. Assess the clarity and

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objectivity in the student's description of the event, avoiding personal interpretations and sticking to factual details. Ensure a coherent narrative that captures key actions, people involved, and outcomes.

Self-Assessment & Reflective Journal

Entry Journal completed by: [Add your name]

Date: [Date of Self-Assessment and Reflection]

Event or Experience: [Brief Description of the Event]

(Approximate word count 20-30 words)

During a team meeting, I, the Team Leader at Empower Care Community Services, announced forthcoming changes that would increase the workload for the team.

What Actually Happened: Describe the event or experience objectively. Include details about actions, people involved, and outcomes stick to the facts and avoid personal interpretations.

(Approximate word count 100-110 words)

I communicated the changes to the team. Post-implementation of the changes, I observed that Anna was struggling to manage the increased workload. Despite her admirable dedication, Anna's extended working hours and heightened responsibilities began to impact her well-being. I noticed changes in Anna's behaviour, from being a person with a pleasant smiling face to appearing anxious and irritable. Moreover, Anna faced challenges in meeting deadlines for client assessments and support plans, resulting in a noticeable decline in the quality of service provided to clients. Recognizing the need for support, I aimed to address and monitor Anna's emotional well-being as part of his role.

- Reflection on What Happened: Consider alternative actions or decisions that could have been taken.

(Approximate word count 60-65 words)

Today's interaction with Anna provided valuable insights into her challenges and allowed for a deeper understanding of her stress and emotional wellbeing. As I reflect on the events that unfolded, I realised it's essential to consider alternative actions or decisions that could have been taken such as seeking feedback from other team members during team meetings, might have unveiled the challenges sooner, by addressing Anna's issues earlier could have altered the situation.

- Reflect and write briefly on how Anna and other team might have perceived the situation.

(Approximate word count 45-55 words)

Taking a moment to step into Anna's shoes and consider her perspective more empathetically could have allowed for a more nuanced understanding of her emotional state. Additionally, seeking input from colleagues and involving them in the support process might have offered a more comprehensive view of the situation.

Reflection on Alternatives:

Consider what you might do differently if faced with a similar situation in the future.

(Approximate word count 40-50 words)

In the future, I will aim to create an environment that encourages open communication about workload challenges during team meetings, fostering a culture where team members feel comfortable expressing their concerns. Additionally, regular check-ins with team members could become a proactive practice to monitor their wellbeing.

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Self-Assessment and Evaluation – include self-assessment strategies and evaluation based on the event and your actions.

(Approximate word count 145-155 words)

I conducted a self-assessment to reflect on my leadership approach and the effectiveness of the communication regarding the changes. I considered alternative actions, such as providing additional resources or a more gradual implementation, to potentially mitigate the impact on the team. Exploring different perspectives, I considered how individual team members might perceive the changes and the potential stressors associated with increased workloads. Reflecting on alternatives, I evaluated potential outcomes, advantages, and disadvantages of various courses of action. This self-assessment process allowed me to identify areas for improvement in supporting the team through organizational changes and to consider adjustments for future implementations. In the future, I will aim to create an environment that encourages open communication about workload challenges during team meetings, fostering a culture where team members feel comfortable expressing their concerns. Additionally, regular check-ins with team members could become a proactive practice to monitor their well-being.

Conclusion Summarize key insights gained from the reflection.

(Approximate word count 65-75 words)

In conclusion, the reflection process provided valuable insights into my leadership approach and communication effectiveness during organizational changes. It highlighted the importance of considering alternative actions and understanding diverse perspectives within the team. Evaluating potential outcomes allowed me to recognize areas for improvement in supporting the team through changes. This reflective exercise emphasized the need for continuous improvement and adaptability in leadership, guiding me towards making adjustments for more effective future implementations.

Complete the questions below:

Assessors note: Sample answers are provided below however students wording may vary.

List three (3) reflective behaviour strategies that can be employed in monitoring performance?

(Approximate word count 15-25 words)

Reflective behaviour strategies include:

- journaling
- seeking feedback from colleagues
- setting personal goals
- actively engaging in self-reflection sessions

Briefly explain why self-assessment and reflective behaviour should be an integral part of performance monitoring?

(Approximate word count 70-80 words)

Self-assessment and reflective behaviour are essential components of performance monitoring as they enable individuals to evaluate their own strengths, weaknesses, and overall effectiveness in their roles. This introspective process encourages continuous learning and improvement, allowing individuals to adapt their approaches based on past experiences. Through self-assessment, one can identify areas for growth, align personal goals with organizational objectives, and enhance decision-making skills. It fosters a sense of accountability and engagement, contributing to a proactive and goal-oriented work culture.

VI. In this task you are required to seek formal and informal feedback from Anna based on the support you provided Anna throughout the role play and act upon it as appropriate.

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Noting that informal feedback – is more general and one (1) action for improvement.

Formal feedback – is more streamlined and based on techniques and skills Sam has used to assist Anna this could include communication techniques, leadership skills etc provide example and one specific action in terms of professional development.

Assessors note: Sample answers provided below however students response may vary. Students will be deemed competent if the feedback aligns to the role play and meet the informal and formal feedback requirements.

Complete the questions below.

Briefly describe the informal feedback Anna gave you include one(1) action for improvement.
(Approximate word count 60-70 words)

Sam, your initial communication about the forthcoming changes was clear and timely. It helped the team understand the context and prepare for adjustments. This proactive approach is commendable and contributes positively to team dynamics.

Action for improvement:

Incorporating more team input during meetings and seeking feedback from other team members might unveil challenges sooner, fostering a collaborative environment where concerns are addressed collectively.

Briefly describe the formal feedback Anna gave you on your technique include one action area for professional development.

(Approximate word count 120-130 words)

Leadership skills: you showed exceptional leadership skills through actively listening to my issues I felt heard, and your empathetic approach made it easier for me to express my concerns. I appreciate your observant leadership. Noticing the changes in my behaviour and expressing genuine concern showed me that you genuinely care about your team members. This technique is crucial in creating a supportive and inclusive work environment. Your leadership skills were evident in collaborating with HR to implement suitable solutions for Anna's workload challenges. This collaboration showcases your ability to navigate organizational resources effectively to support your team.

Action for professional development:

- Consider participating in leadership development programs or seeking mentorship opportunities.
- Focus on enhancing decision-making processes that involve the team and navigating complex team dynamics effectively.

Write two (2) actions you would undertake to act upon the feedback provided by Anna.

(Approximate word count 55-65 words)

1. Reinforce Positive Behaviors:
 - Continue demonstrating empathy and understanding in team interactions.
2. Continue Open Communication:
 - Maintain open channels of communication to ensure ongoing support and address evolving challenges.
3. Incorporate more team input:
 - Collaborate with the team to explore and implement solutions discussed during the team meeting to demonstrate a commitment to addressing challenges collectively.
4. Consider Personal Circumstances:
 - Be mindful of team's personal circumstances and continue providing tailored support when needed.

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5. Training and skills development:

- Enrol in a leadership course to further enhance leadership skills, consider participating in leadership development programs or seeking mentorship opportunities. This can provide valuable insights and guidance for navigating complex team dynamics and challenges.

VII. Plan appropriately to identify current and potential areas of need within organisation and develop proposals to address and support teams' wellbeing.

Refer to Empower Care community organisation handbook for this task

Student instructions:

To develop a plan, do a comprehensive SWOT analysis as part of the planning process and complete the relevant section in the template below. Your SWOT analysis must align with the role-play scenario, realism, and the feasibility of implementation within the organization. Based on the SWOT analysis provide a proposal for implementation and complete all sections of the proposal as required.

Assessors note: Sample proposal provided below. However please note that the proposal is assessed based on its alignment with the role-play scenario, realism, and the feasibility of implementation within the organization. The student must perform a SWOT analysis for Empower Care Community Services and lists two strengths, weaknesses, opportunities, and threats each, identify two specific areas of need within the organization based on the SWOT analysis, propose two strategies for each identified area of need, outline the implementation plan for the proposed strategies.

Write the proposal in the template provided below:

<h1>Proposal</h1>	
Objective (Approximate word count 30-40 words)	To identify and address current and potential areas of need within Empower Care Community Services, specifically focusing on the sudden workload increase and its impact on team members, such as Anna.
SWOT analysis: (Approximate word count for each 35-45 words) Strength: Evaluate the internal strengths. List two (2) unique qualities that you see in you and your team as a strength?	<ul style="list-style-type: none">• Dedicated Team: I lead a team of four dedicated disability support workers who have shown commitment to their roles.• Effective Communication: I believe I have effectively communicated forthcoming changes to the team, demonstrating strong communication skills.• Observational Skills: I have good observational skills, enabling me to notice changes in Anna's behaviour and performance.
Weaknesses: Assess and write (2) potential weaknesses of the organization. What areas need improvement or pose challenges? Look into factors such as time pressures, poor internal communication, or inadequate resources.	

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- **Staff Shortage:** The organization is facing a sudden shortage of staff, leading to increased workloads and potential burnout.
- **Impact on Employee Well-being:** The changes implemented have negatively affected Anna's well-being, caused stress and affected her job performance.
- **Missed Deadlines:** Anna's struggle to meet deadlines for client assessments highlights a weakness in the team's current workload management.

Opportunities:

Assess and write (2) potential opportunities that your organization has provided to help you manage the situation and challenges faced by the team member Anna.

- **Flexible Work Arrangements:** The organization may explore and implement flexible work arrangements to support team members, especially those facing personal challenges.
- **Additional Support Programs:** Opportunities exist to introduce support programs, such as employee assistance programs (EAPs) or counselling services, to help employees manage stress.
- **Training and Development:** to Implementing team-building activities to boost team morale and foster a supportive work environment.

Threats:

Assess and write (2) potential threats that impacts your organisation and quality of work given the situation.

- **Quality of Service:** Anna's struggle to meet deadlines poses a threat to the overall quality of service provided to clients.
- **Employee Burnout:** The increased workloads and challenges may lead to employee burnout, affecting the overall team's performance.
- **Employee Retention:** The current situation could pose a threat to employee retention if adequate support measures are not implemented promptly.

Write two (2) Identification of current areas of need:
(Approximate word count 50-60 words)

- **Workload Management:** Develop strategies to manage increased workloads efficiently, considering the shortage of staff.
- **Employee Well-being:** Address the impact of heightened workloads on the emotional well-being of team members, with a focus on specific personal circumstances that may affect team members work efficiency such as Anna being a single mother and primary caregiver.

Proposal include two (2) strategies to address the two (2) areas of need identified:
(Approximate word count 35-45 words each)

A. Workload Management Strategies:

- Flexible Scheduling:** Implement flexible work schedules to accommodate personal responsibilities, acknowledging the unique needs of team members.
- Task Prioritization:** Collaborate with team members to prioritize tasks and responsibilities based on urgency and importance.
- Temporary Assistance:** Seek temporary assistance or resource allocation to manage the increased workload during the staff shortage.

B. Employee Well-being Support:

- Emotional Support Programs:** Introduce programs focused on emotional well-being, providing a platform for team members to express concerns and seek support.
- Training on Stress Management:** Conduct training sessions on stress management and resilience-building to empower team members in coping with increased pressures.

c. **Well-being Check-ins:** Establish regular well-being check-ins to monitor and address emotional challenges proactively.

Write two (2) strategies for Implementation Plan
(Approximate word count 30-40 words)

a. **Communication:** Clearly communicate proposed strategies to the team, highlighting the organization's commitment to their well-being.

b. **Training Sessions:** Schedule training sessions on stress management and workload prioritization for all team members.

c. **Flexible Work Arrangements:** Collaborate with HR to implement flexible work arrangements for affected team members.

d. **Continuous Monitoring:** Regularly monitor the impact of implemented strategies on workload management and team well-being.

Briefly explain why is it essential for organizations to plan appropriately to identify current and potential areas of need?

(Approximate word count 50-60 words)

Organizations need to plan appropriately to identify current and potential areas of need to ensure effective strategic management. By understanding the challenges and opportunities, they can align resources, allocate budgets, and implement targeted interventions. This proactive approach allows organizations to stay responsive to changing circumstances, enhance efficiency, and sustain a competitive edge.

End of role play 1 – Submission.

Student note: You must complete all sections of the tasks including all the templates with the tasks save, upload and submit it for marking along with this document.

Assessors note: Student must complete all the tasks and submit it for marking.

Student name: Click or tap here to enter text

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ASSESSOR OBSERVATION CHECKLIST		
Role play 1		
During the role play the student was able to:		
i.	Provide a comfortable and safe working environment and facilities to carry out the role play: Student must provide a safe environment when speaking with Anna: <ul style="list-style-type: none"> • Meeting Rooms: Access to private and quiet meeting rooms to ensure confidentiality during debriefing sessions. • Comfortable Spaces: Provide comfortable seating arrangements to create a conducive environment for open discussions. • Student obtained verbal consent from the participant before commencing the activity. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessors comments:		
ii.	Demonstrate the use of communication skills to establish, develop and maintain a respectful relationship with Anna Student must demonstrate the following: Constructive verbal communication skills include the demonstration of: <ul style="list-style-type: none"> • An awareness of the words being used and how they are being delivered. For instance, speaking in plain English, speaking positively. • Speaking clearly, ensuring words are pronounced with clarity so that the information is clear. • Being aware of their pitch and tone so that it is appropriate for the situation. • Being aware of how fast they are speaking – ensuring there are pauses in between and slowing their speech to a level so that it is understood. • Good body posture, leaning in slightly forward to convey engagement. • Frequent eye contact (where appropriate), for instance some cultures deem frequent or direct eye-contact as a sign of disrespect. • Positive gestures and movement (nodding to demonstrate understanding) • Completed wellbeing questionnaire and questions as per instructions and within the word limit 	<input type="checkbox"/> S <input type="checkbox"/> NS

Student name: [Click or tap here to enter text](#)

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Assessor comments		
iii.	<p>The student identifies prominent issues faced by Anna, refers to relevant sections of the Empower Care Community services and takes appropriate actions to manage the stress.</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Students identify two prominent issues that Anna is facing, such as workload management and work-life balance affecting health and emotional well-being. • Ensured the identified issues aligned with the information gathered from the survey and in accordance with the organization's policies and procedures. • The student proposes appropriate actions to manage the stress associated with the identified issues. Ensured the proposed actions aligned with Anna's support requirements and in accordance with the organization's policies and procedures. • The student describes two practices used as a team leader to acknowledge and accept the differences in Anna's personal situation. Are the practices mentioned, such as acknowledging Anna's emotional challenges and initiating discussions for regular check-ins, aligned with creating a supportive and inclusive work environment. • Did the student refer to the Empower Care Community Services Handbook and organizational policies and procedures to guide the actions taken? Are the actions taken consistent with the guidelines and standards outlined in the organization's policies • Student completed the questions as per requirements and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor comments:		

Student name: Click or tap here to enter text

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iv.	<p>Student provides constructive feedback on the student's identification and application of professional and personal performance standards, and linking the observation to stress and well-being.</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • The student correctly identifies and reference the relevant section in the Empower Care organization handbook about support workers' roles and responsibilities. • The student chose a relevant and applicable professional standard related to support workers' roles and responsibilities; the student selects a corresponding personal performance standard aligned with the identified professional standard? • The student effectively links the observation to the monitoring of Anna's stress and well-being? Does the observation serve as a valid basis for understanding how workload pressures may be impacting Anna's ability to fulfill her role requirements promptly? • Students complete the questions correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor comments:

v.	<p>Student completed the self-assessment and reflective journal correctly:</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • The student objectively describes the event or experience, including details about actions, people involved, and outcomes? the description was clear, concise, and focused on factual details rather than personal interpretations? • The student provides a reflection on the event, considering alternative actions or decisions that could have been taken? the reflection were insightful and objective, demonstrating an understanding of the impact of the event on team dynamics. • The student conduct a thorough self-assessment and evaluation based on the event and their actions? the self-assessment process was comprehensive, considering alternative actions, different perspectives, and potential outcomes? • The student completed all the questions correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor comments:

Student name: Click or tap here to enter text

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vi.	<p>Student seeks feedback formal and informal and acts upon the feedback provided:</p> <ul style="list-style-type: none"> • Are there examples of specific actions taken by the individual based on the received feedback? • Does the individual demonstrate a willingness to adapt and learn from feedback. • Is there evidence of a continuous improvement mindset in response to acting upon the feedback. • Does the individual use feedback to contribute to the overall improvement in individual performance. • Is there a clear connection between the feedback sought and provided and how the student plans to action and use the feedback for development. 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor comments:

vii.	<p>The student plan appropriately to identify current and potential areas of need within organisation and develop proposals to support these areas</p> <ul style="list-style-type: none"> • Does the SWOT analysis demonstrate an accurate assessment of internal strengths, weaknesses, opportunities, and threats? • Are the identified strengths, weaknesses, opportunities, and threats relevant to the scenario and feasible within the organization? • Are the strategies accompanied by a well-defined implementation plan, does the plan demonstrate a clear understanding of how the strategies will be rolled out and monitored for effectiveness? • Do the proposed strategies align with the identified areas of need? Are the strategies realistic, feasible, and tailored to address the specific challenges faced by the team, considering factors such as staff shortage and impact on employee well-being. • The student completed the plan and questions within the word limit as per requirements. 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor comments:

Overall COMMENTS
(Assessor to add comments related to the achievement of the assessment requirements above)

Student name: Click or tap here to enter text

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Instructions

Role Play - 2

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

This is role play 2. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Sam (team leader)- Student
- Participant B: Aman (support worker)

Role Play Scenario:

Sam, a Team Leader at Empower Care Community Services, oversees a diverse team of support workers. The team is dedicated to providing care for individuals with disabilities and those in the aging population. Aman a support worker has recently joined your team a few months ago and comes from a Culturally and Linguistically Diverse (CALD) Non-English-speaking background. Since Aman has joined your team, you have observed that he appears reserved during team meetings and might not express his opinions clearly, leading to potential misunderstandings. In a recent team meeting, the team was discussing a new approach to client assessments, a topic crucial to the quality of care provided. You noticed that Aman, feeling the pressure to contribute, hesitated to express his thoughts due to language barriers. Aman's increased stress was evident through non-verbal cues such as hesitancy, nervousness, and avoiding eye contact, making him appear visibly anxious. Noticing this you have decided to have a meeting with Aman as you recognise that this incident might impact Aman's wellbeing.

Role-play participant A (student) brief who will play the role of support worker.

Participant A (Team Leader Sam): You are employed at Empower Care Community Services and your role is to Diligently observe and assess and monitor the stress and emotional wellbeing of colleagues, with a particular focus on recent observations, such as Aman's struggles. Utilizing practices that acknowledge and accept differences, create an inclusive environment that accurately identifies diverse needs, address Aman's situation, by identifying the required professional and personal performance standards, using them as benchmarks to monitor stress and emotional wellbeing. Engage in regular self-assessment and reflective behaviour strategies to ensure ongoing improvement in leadership effectiveness. Additionally, seeks both formal and informal performance feedback, maintaining an open channel of communication to promptly address concerns and strategically identify current and potential areas of need within the organization and prepare a proposal.

Please note you will be marked by you assessor based on the techniques you have used during the role play along with completing all tasks requirements.

Role-play participant B (Disability Support worker) Aman brief:

Participant B Instructions: You are Aman, a dedicated support worker who recently joined Empower Care Community Services. You come from a Culturally and Linguistically Diverse (CALD) Non-English-speaking background. Since joining the team, you've noticed that expressing your opinions during team meetings has been challenging due to language barriers. During the meeting with Sam, the Team Leader, you are given the opportunity to share your experiences and concerns. Your goal is to express how language barriers have impacted your ability to contribute to team discussions and share any stress or challenges you've been facing. Emphasize the importance of finding ways to enhance communication within the team to ensure effective collaboration. If there are specific adjustments or support you need to feel more comfortable in your role, feel free to communicate them during the meeting.

Please note you the student playing the role of (Aman) will not be marked on this assessment.

Student name:

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The role play must include at least **one (1)** participant and must be between **20-25 minutes in duration** and must address all requirements listed under Key Observation Criteria.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you 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.

Role play 2

Task Instructions:

- I. Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable and obtain the client consent to carry out activities.
- II. Engage in a conversation with Aman in a respectful manner and complete the stress and emotional wellbeing questionnaire template provided below. This serves as a valuable monitoring tool, enabling proactive interventions to support well-being of colleagues it is a tool that helps to assess and monitor the stress and emotional well-being. During the role play you are required to monitor signs of stress, such as increased irritability, any other challenges and note them in the template provided.

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Assessors note: The answers to the survey completed by the students during the role play must be based on Aman's situation as per the role play requirements. The students' responses must align with Aman's support needs as identified in the role play brief and match to the scenario.

STRESS AND WELL BEING QUESTIONNAIRE-AMAN

Directions: The purpose of this survey is to gather insights into your current work situation, monitor and assess the balance between work and personal life, and identify areas where additional support may be needed.

1. Communication:

- How would you describe your communication in relation to the recent team meeting?

(Approximate word count 35-45 words)

Facing issues arising due to language barriers especially during team discussions where language barriers make it difficult to express my opinions clearly. I feel anxious and nervous and feel that I may be misunderstood by the team

2. Team meetings and contribution

- How do you perceive team meetings, and do you feel comfortable expressing your thoughts during discussions?

(Approximate word count 30-40 words)

Team meetings are essential, but I find it challenging to express myself due to language barriers, leading to increased stress.

3. Language Barriers:

- To what extent do language barriers impact your ability to contribute to team discussions and understand critical topics?

(Approximate word count 10-20 words)

Language barriers significantly impact my ability to contribute, causing stress and potential misunderstandings.

4. Emotional Well-being:

- How has your emotional state been since joining the team, considering language challenges?

(Approximate word count 20-30 words)

Language barriers has contributed to stress and anxiety, affecting my emotional well-being. I often feel hesitant and nervous during team discussions.

5. Suggestions: Are there any additional suggestions or feedback you would like to share regarding the recent changes and their impact on your emotional wellbeing?

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III. Once you have completed the survey action the following:

- Address two (2) prominent issues that Aman needs support with.
- Refer to Empower Care community services Handbook and follow organisations policies and procedures and take appropriate actions to manage the issues. Initiate a discussion with Aman to discuss the issues at hand and actions.
- Use and discuss two (2) practices that acknowledges and accepts the individual differences in line with the diverse needs of Aman.

Complete the questions below.

Assessors note: As per sample answers provided below the students' responses must align with Aman's support needs as identified after completion of the survey and as per organisations policies and procedures as per sample answer provided below.

Write the two (2) prominent issues you discovered Aman was facing and provide two (2) actions you undertook to manage the stress.

(Word count approximate 100-115 words)

1. Language and Communication Barriers:

Aman faces challenges expressing opinions during team meetings due to language barriers.

Impact: This hinders effective communication, potentially leading to misunderstandings and affecting team collaboration.

Actions taken:

- Initiate a discussion with Aman to understand his specific communication needs and explore solutions such as language support resources, translation services, or additional training.
- Ensure that team meetings incorporate inclusive practices, such as providing meeting materials in multiple languages or allowing time for reflection before discussions. Encourage open dialogue on cultural differences to foster understanding among team members.
- During the meeting, inquire about Aman's preferred communication methods and any specific adjustments that would enhance his participation.
- Collaborate with HR and language support services to provide language assistance as needed.
- Implement a buddy system or mentorship program within the team to offer additional support and guidance.
- Regular Check-ins: Schedule regular check-ins with Aman to monitor his progress and well-being. Use a combination of formal and informal feedback to understand his evolving needs and adjust support strategies accordingly.
- Training and Development: Propose language and communication training sessions for the entire team to enhance cultural competence and create an environment that values diverse perspectives. This aligns with the objective of continuous improvement within the organization.

2. Non-verbal signs- Increased Stress and Anxiety:

Aman's visible signs of stress, including hesitancy, nervousness, and avoiding eye contact, suggest that he is experiencing heightened stress levels. The pressure to communicate effectively in English during meetings seems to be impacting his well-being.

Actions Taken:

- Inquire about the factors contributing to Aman's stress and anxiety.
- Provide reassurance and discuss strategies to alleviate pressure during meetings, such as offering additional preparation time, providing meeting agendas in advance, or encouraging written contributions.

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- Consult the organization's diversity and inclusion policy, which likely outlines strategies for creating an inclusive workplace. Develop a plan to address Aman's unique needs, such as providing cultural competency training for team members, fostering an inclusive environment, and promoting open communication.
- Reach out to HR for a consultation to discuss Aman's specific situation. HR can provide information about counselling services and other support mechanisms available through the EAP.
- Collaborate with HR to promote wellness initiatives within the team. This can include organizing team-building activities, stress management workshops, or initiatives that contribute to a positive and supportive team culture.

Briefly describe two (2) practices you used as a team leader, to acknowledge and accept the differences in personal situation, ensuring a supportive and inclusive work environment for diverse needs?
(Approximate word count 40-50 words)

Assessors note: Sample answers provided below however students answers may vary. Students' answers will be correct if they demonstrate and complete the questions that effectively utilizes practices that acknowledge and accept differences and accurately identify diverse needs of the team member and the practices, they have identified creates an inclusive and supportive environment for team members.

The two practices I used were:

- Training and Development Opportunities: Identify any language or communication training opportunities that could benefit Aman and offer support for his professional development.
- Cultural Sensitivity Training for the Team: Conduct cultural sensitivity training for the entire team to increase awareness and understanding of diverse backgrounds and communication styles.
- Encourage Peer Support: Facilitate connections between Aman and colleagues who may share a similar cultural or linguistic background, fostering a supportive network within the team.
- Regular Check-ins: Schedule regular check-ins with Aman to monitor his progress and address any new concerns that may arise.
- Advocate for Inclusive Team Practices: Advocate for inclusive team practices during meetings, ensuring that everyone has an opportunity to express their thoughts without feeling pressured or overlooked.
- Flexibility in Communication Styles: Acknowledge and accommodate different communication styles within the team, allowing for flexibility based on individual preferences.
- Follow-up and Continuous Improvement: Regularly follow up with Aman to ensure that the implemented strategies are effective and make continuous improvements based on feedback.

IV. In this task you are required to:

- Read the empower care organisation handbook relevant section about support workers roles, responsibilities and identify one (1) required professional and related personal performance standard.
- Use this standard to evaluate and monitor stress and wellbeing of Aman and discuss your observations with Aman.

Assessors note: Sample answer provided below however please note that there may be variations in the standards students identify. As long as the chosen standards are relevant and applicable to the scenario, different interpretations are acceptable.

Complete the questions below:

Student name: Click or tap here to enter text

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Write one (1) identified professional and personal performance standard that is being affected based on Aman's roles and responsibility as a support worker?
(Word count approximate 45-55 words)

Role and responsibility area: Effective Communication

Professional Standard: Communicate clearly, respectfully, and in a manner easily understood by clients and stakeholders with diverse communication needs. Document communication accurately.

Personal Standard: Actively listen to clients, their families, and other stakeholders, providing information in an accessible format. Maintain regular communication logs.

Write your observation on how have you used this to monitor stress and wellbeing of Aman?
(Approximate word count 70-80 words)

Aman's struggle to express opinions during team meetings due to language barriers. Using the identified standard, it was observed that Aman's difficulty in expressing himself during meetings might be related to communication challenges. This observation serves as a basis for initiating discussions with Aman to understand his specific needs and implement tailored communication support strategies. Regular communication check-ins will be crucial in monitoring his well-being and ensuring that he feels supported in his role. Additionally, the documentation of these communication instances will contribute to a comprehensive assessment of Aman's stress and well-being over time. The identified standard provides a benchmark for effective communication practices tailored to individual needs, aligning with organizational expectations

- V. Complete the self-assessment and reflective journal template below which is one of the strategies that is often used as an effective self-assessment and reflective behaviour monitoring tool to improve performance.

Assessor note: sample answers provided below however reflections can be subjective and based on role-play, and sample benchmarks for self-assessment are provided. Noting students are expected to demonstrate insightful and objective reflections on their actions during the team meeting scenario. Assess the clarity and objectivity in the student's description of the event, avoiding personal interpretations and sticking to factual details. Ensure a coherent narrative that captures key actions, people involved, and outcomes.

Self-Assessment & Reflective Journal

Entry Journal completed by: [Add your name]

Date: [Date of Self-Assessment and Reflection]

Event or Experience: [Brief Description of the Event]
(Approximate word count 5 to 10 words)

Meeting with Aman to Address Communication Challenges

What Actually Happened: Describe the event or experience objectively. Include details about actions, people involved, and outcomes stick to the facts and avoid personal interpretations.

(Approximate word count 60-70 words)

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During the meeting with Aman, I aimed to address the observed challenges in his communication within the team. I noticed Aman's hesitancy and non-verbal cues during recent team discussions, particularly on crucial topics like the new approach to client assessments. Recognizing the potential impact on Aman's well-being, I initiated a one-on-one meeting to provide him with an opportunity to express his experiences and concerns.

Reflection on What Happened:

(Approximate word count 70-80 words)

The meeting allowed Aman to share his experiences, emphasizing the difficulties he faces in expressing opinions due to language barriers. It provided valuable insights into the challenges he encounters during team discussions. As I reflect on this, I realize the importance of creating a supportive environment that fosters effective communication, especially in a diverse team and the events that unfolded, it's essential to consider alternative actions or decisions that could have been taken.

Reflect and Write Briefly on how Aman and other team members might have perceived the situation:

(Approximate word count 40-50 words)

Stepping into Aman's shoes, I acknowledge that he might have perceived the situation as an opportunity to voice his challenges and seek understanding. Other team members observing the meeting might perceive it as a proactive step towards addressing communication barriers and enhancing team collaboration.

Reflection on Alternatives:

(Approximate word count 35-45 words)

Considering alternative actions, I recognize that involving the entire team in a discussion about fostering inclusive communication could have been beneficial. However, the one-on-one approach aimed to provide Aman with a personalized space to express himself openly.

Self Assessment and Evaluation – include self-assessment strategies and evaluation based on the event and your actions

(Approximate word count 35-45 words)

Conducting a self-assessment, I believe the meeting was a crucial step in understanding Aman's perspective. The insights gained will guide future strategies for promoting inclusive communication. The session highlighted the need for ongoing efforts to create an environment where every team member feels heard and supported.

Conclusion Summarize key insights gained from the reflection.

(Approximate word count 55-65 words)

In conclusion, the meeting with Aman was a pivotal moment for addressing communication challenges within the team. It emphasized the significance of proactive communication strategies and the need for continuous improvement in fostering an inclusive and supportive work environment. Going forward, I am committed to implementing strategies that enhance communication and support the diverse needs of the team.

VI. In this task you are required to seek formal and informal performance feedback from Aman and act upon it as appropriate.

Noting that informal feedback – is more general including one (1) action for improvement.

Formal feedback – is more streamlined and based on techniques and skills Sam has used to assist Aman this could include communication techniques, leadership skills etc provide example and one specific action in terms of professional development.

Assessors note: Sample answers provided below however students response may vary. Students will be deemed competent if the feedback aligns to the role play and meet the informal and formal feedback requirements.

Complete the questions below.

Briefly describe the informal feedback Aman gave you include one(1) action for improvement.

(Approximate word count 40-50 words)

Sam, I appreciate the effort you've put into creating a welcoming environment since I joined the team. Your approachability has made it easier for me to navigate through a new workplace. I particularly value the way you encourage everyone to share their thoughts during meetings.

Areas for improvement:

Student name: Click or tap here to enter text

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Consider incorporating more personalized check-ins with team members, beyond formal meetings. This could involve casual conversations to understand individual concerns, ensuring that everyone feels comfortable expressing themselves.

Explore opportunities for team-building activities that go beyond work-related discussions. This could include social events or activities that promote a sense of camaraderie among team members, fostering a more relaxed and open atmosphere.

Briefly describe the formal feedback Aman gave you on your technique include one action area for professional development.

(Approximate word count 110-120 words)

Leadership skills:

Sam, I want to acknowledge the positive aspects of our recent discussion. Your approach to addressing the language barrier and creating an open space for me to share my challenges was commendable. Your patience and understanding during the conversation allowed me to express myself more freely. This is a crucial aspect that contributes to a supportive work environment. In terms of your leadership skills, I have observed your commitment to creating an inclusive environment that acknowledges and accepts differences within our diverse team. Your efforts to accurately identify diverse needs are commendable, and it reflects positively on the team culture. I believe that this inclusive approach is vital in addressing challenges like the language barriers I've been facing.

Action area for improvement:

Consider implementing formal language inclusivity training or workshops for the entire team. This could help bridge communication gaps and foster a more inclusive environment for team members from diverse linguistic backgrounds.

Consider organising professional development programs focused on cultural competency. This would help the team and you to understand and address the unique needs of a diverse team and also contribute to creating a more inclusive work environment.

Briefly describe and write two (2) actions you undertook to act upon the feedback provided by Aman.

(Approximate word count 60-70 words)

1. I looked at organizing professional development programs focused on cultural competency, to understand the unique needs of a diverse team, creating an even more inclusive and culturally sensitive work environment.
2. I explored techniques for creating inclusive meeting spaces, such as providing meeting agendas in advance and incorporating visual aids for better understanding.
3. I actively incorporated more personalized check-ins with team member, initiating casual conversations beyond formal meetings to understand individual concerns.
4. I considered implementing formal language inclusivity training or workshops for the entire team. This initiative aims to bridge communication gaps and foster a more inclusive environment, especially for team members from diverse linguistic backgrounds

Assessors note: Student must complete all parts of the assessment and submit it at the end of all the tasks.

End of role play 2 – Submission.

Student note: You must complete all sections of the tasks and upload and submit it for marking along with this document.

Assessors note: Student must complete all the tasks and submit it for marking.

Student name: Click or tap here to enter text

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Student number: Click or tap here to enter text



Assessor Observation Checklist

Role play 2

During the role play the student was able to:

i	<p>Provide a comfortable and safe working environment and facilities to carry out the role play:</p> <p>Student must provide a safe environment when speaking with Aman:</p> <ul style="list-style-type: none">• Meeting Rooms: Access to private and quiet meeting rooms to ensure confidentiality during debriefing sessions.• Comfortable Spaces: Provide comfortable seating arrangements to create a conducive environment for open discussions.• Student obtained verbal consent from the participant before commencing the activity.	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor comments:

ii	<p>Demonstrate the use of sound communication skills to establish, develop and maintain a respectful relationship with Aman in culturally sensitive manner. Demonstrate communication techniques that show cultural sensitivity:</p> <p>Student must demonstrate the following:</p> <p>Constructive verbal communication skills including the demonstration of:</p> <ul style="list-style-type: none">• An awareness of the words being used and how they are being delivered. For instance, speaking in plain English, speaking positively.• Speaking clearly, ensuring words are pronounced with clarity so that the information is clear.• Being aware of their pitch and tone so that it is appropriate for the situation.• Being aware of how fast they are speaking – ensuring there are pauses in between and slowing their speech to a level so that it is understood.• Communicate in a way that respects and acknowledges cultural diversity and norms.• Encourage clients to ask questions and seek clarity.• Completed all questions correctly and within the word limit.	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comments:

Student name: Click or tap here to enter text

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iii	<p>The student identifies prominent issues faced by Aman, refers to relevant sections of the Empower Care Community services and takes appropriate actions to manage the stress.</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Students identify two prominent issues that Aman is facing, such as stress brought about due to language barriers affecting his mental health and emotional well-being. • Ensured the identified issues aligned with the information gathered from the survey and in accordance with the organization's policies and procedures. • The student proposes appropriate actions to manage the stress associated with the identified issues. Ensured the proposed actions aligned with Aman support requirements and in accordance with the organization's policies and procedures. • The student describes two practices used as a team leader to acknowledge and accept the differences in Aman's language communication barrier. • Did the student refer to the Empower Care Community Services Handbook and organizational policies and procedures to guide the actions taken? Are the actions taken consistent with the guidelines and standards outlined in the organization's policies. • Student completed the questions as per requirements and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments:		
iv	<p>Student provides constructive feedback on the student's identification and application of professional and personal performance standards, and linking the observation to stress and well-being.</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • The student correctly identifies and reference the relevant section in the Empower Care organization handbook about support workers' roles and responsibilities. • The student chose a relevant and applicable professional standard related to support workers' roles and responsibilities; the student selects a corresponding personal performance standard aligned with the identified professional standard? • The student effectively links the observation to the monitoring of Aman's stress and well-being. Does the observation serve as a valid basis for understanding how workload pressures may be impacting Aman's ability to fulfill her role requirements promptly • Students complete the questions correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS

Student name: Click or tap here to enter text

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Assessor comments:

v.	<p>Student completed the self assessment and reflective journal correctly: Student must demonstrate the following:</p> <ul style="list-style-type: none">• The student objectively describes the event or experience, including details about actions, people involved, and outcomes? the description was clear, concise, and focused on factual details rather than personal interpretations?• The student provides a reflection on the event, considering alternative actions or decisions that could have been taken? the reflection were insightful and objective, demonstrating an understanding of the impact of the event on team dynamics.• The student conduct a thorough self-assessment and evaluation based on the event and their actions? the self-assessment process was comprehensive, considering alternative actions, different perspectives, and potential outcomes?• The student completed all the questions correctly and within the word limit.	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comments:

vi	<p>Student seeks feedback formal and informal and acts upon the feedback provided:</p> <ul style="list-style-type: none">• Are there examples of specific actions taken by the individual based on the received feedback?• Does the individual demonstrate a willingness to adapt and learn from feedback.• Is there evidence of a continuous improvement mindset in response to acting upon the feedback.• Does the individual use feedback to contribute to the overall improvement in individual performance.• Is there a clear connection between the feedback sought and provided and how the student plans to action and use the feedback for development.	<input type="checkbox"/>
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Assessor Comments:

COMMENTS
(Assessor to add comments related to the achievement of the assessment requirements above)

Student name: Click or tap here to enter text

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Role play 3- Instructions

Overview

The objective of this role play is to provide you with the opportunity to practice and demonstrate the knowledge and skills required to facilitate a structured debriefing following an incident involving stress and identified colleagues requiring additional support and referred in accordance with organisation guidelines.

Students Note: There are two (2) tasks that must be completed for this role play. You must ensure Task A is completed prior to commencing Task B.

To carry out this task you will need to access:

- Empower Care Community services organisations debriefing critical incident policies and procedure.

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

This is role play 3. To carry out this role play you will need three (3) participants including yourself as per below.

- Participant A: Alex – Student (Yourself)- Team Leader
- Participant B: Terry – support worker 1
- Participant C: Fatima – support worker 2

Role Play Scenario:

Alex you are a team leader at Empower care community services organisation. You have a team of four dedicated support workers. Terry is one of your team members who has worked at the organisation for over three years supporting people with disabilities and mental health issues. Terry is on a night shift, and she has been informed by you of a new client Lin who has just been admitted to the Empower care rehabilitation facility as she has aggressive behaviour issues. Terry's partner on the shift is Fatima who is newly qualified support worker in your team, and this is her first work shift. During the shift after the residents finish their meals Lin gets agitated and starts throwing the objects seeing this behaviour Fatima gets really scared. Terry calls you (Alex) to inform about the situation taking guidance from you Terry calls the police. The police come in and after a few minutes Lin calms down. The situation is resolved.

The following day Alex(you) follow up the incidence with Terry and Fatima and soon realise that Fatima is still very upset by the incident. She did not expect this and feels very frightened. You plan a debrief session with Terry and Fatima.

Role-play participant A (student) brief who will play the role of support worker.

Participant A (Team leader Alex): Ensure a comprehensive and effective debriefing session following the incident involving Lin's aggressive behaviour during the night shift. The goal is to provide support to team members, particularly Fatima, and facilitate an open discussion to address concerns and emotions arising from the incident. Schedule the debriefing as soon as possible to address the incident promptly. Utilize appropriate debriefing techniques to facilitate exploration of emotions and experiences. Encourage reflection on the issues related to Lin's behaviour and its impact on the team. Create a space for both Terry and Fatima to share their perspectives and feelings. Identify indicators of risk to the well-being of team members during the debriefing. Respond to risks promptly, considering the nature and degree of the identified risks. Document the outcomes of the debriefing session in accordance with organization standards and procedures. Identify colleagues, particularly Fatima, who may need additional support.

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Please note you will be marked by you assessor based on the techniques you have used during the role play along with completing all tasks requirements.

Role-play participant B (Support Worker 1) Terry brief:

Participant B (Support worker 1- Terry) Instructions: Participate in a debriefing session led by Alex, the Team Leader, following the recent incident involving Lin's aggressive behaviour during the night shift. The aim of the debriefing is to provide support, facilitate open discussion, and address any concerns or emotions that may have arisen during the incident. Share your experiences and emotions related to the incident openly, including any challenges or concerns you faced during the situation. Take this time to reflect on the impact of Lin's behaviour and the involvement of the police, considering how the incident may have affected you and your perception of safety at work. Additionally, provide feedback on the support received during and after the incident, and openly discuss any areas where additional support may be beneficial. Collaborate with Alex and Fatima to identify potential solutions or strategies, contributing to discussions on improving future responses to similar incidents. Finally, communicate any ongoing support needs or concerns to Alex, ensuring that any lingering anxieties or worries related to the incident are addressed comprehensively. Your active engagement in this process is vital for the well-being of the entire team.

Please note you student playing the role of Terry will not be marked on this assessment.

Role play- Participant C (Support worker 2) Fatima Brief

Participant C (Support worker 2- Fatima) Instructions: Fatima, as a newly qualified support worker who experienced a challenging incident during your first shift, it's important for you to actively participate in the upcoming debriefing session organized by Alex. Attend the session promptly and engage in open and honest communication about your experiences and emotions related to the incident. Discuss any challenges or concerns you faced during the situation, expressing your feelings openly. Take time to reflect on the impact of Lin's behaviour and the involvement of the police, considering how the incident may have affected you and your overall sense of safety at work. This debriefing session is an opportunity for you to provide feedback on the support received during and after the incident. Share any areas where additional support may be beneficial for you. Collaborate with Alex and Terry in identifying potential solutions or strategies and contribute to discussions on improving future responses to similar incidents. If you have any ongoing support needs or lingering anxieties related to the incident, communicate them openly during the debriefing. Your active participation will contribute to a supportive and collaborative team environment.

Please note you the student playing role of Fatima will not be marked for this assessment.

The role play must include at least **two(2)** participant and must be between **25-30 minutes in duration** and must address all requirements listed under Key Observation Criteria.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

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The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you 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.

Task A

Student instructions: The below tasks must be completed before commencing the role play video recording which is Task B.

Task A - Instructions

Please read this carefully and carry out the following activities, before commencing the role play task :

- I. Ensure you have read the role play scenario above and understood your role and the role of your two team members.
- II. Read the Empower Care Community Services debriefing policies and procedures and using the template below plan and prepare an agenda that clearly outlines the objectives for the debriefing. This helps participants come prepared and understand the purpose of the session. You are required to create an Agenda based on the role play.

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Empower Community Care Organisation

Staff Critical Incident Debriefing Meeting

Date: [Add date] Time: [Add time of meeting] Location:[add]

Requested Attendees[Add Names]

Name 1

Name 2

Name 3

Objective – (Approximate word count 30-40 words)

To discuss and reflect on the recent incident involving Lin's aggressive behavior during the night shift, provide support to the team members (Terry and Fatima), and collaboratively explore ways to enhance future responses.

Welcome and Introduction (6 minutes) – Alex (Team Leader)

- Greet all participants.
- Briefly outline the purpose of the debriefing session.

(Approximate word count 70-80 words)

To help Terry and Fatima process their emotions, share their experiences, and discuss the actions taken during the incident. To identify any specific concerns or fears that Fatima may have developed as a result of the incident and address them in a supportive manner. To reinforce a sense of teamwork, resilience, and coping strategies within the team, especially for new team members like Fatima, who may encounter unexpected challenges in their roles.

Alex Team Leader -Overview of the Incident (7 minutes) – include a brief agenda on what you will be discussing (approximate word count 15-20 words)

- Alex (Team Leader) provides a summary of the incident involving Lin's aggressive behavior during the night shift.
- Highlight key details and actions taken, involving the police and the resolution of the situation.

Terry's Reflection (6 minutes) – Include two (2) points on what you expect Terry to discuss during the debriefing (approximate word count 15-20 words)

- Terry (Support Worker 1) shares experiences and emotions related to the incident.
- Reflect on challenges faced during the situation and discuss the impact on Terry's well-being.

Fatima's Reflection (6 minutes)- – Include two (2) points on what you expect Fatima to discuss - (approximate word count 15-20 words)

- Fatima (Support Worker 2) openly discusses her experiences and feelings during the incident.
- Encourage Fatima to share any challenges faced and explore the impact on her perception of safety at work.

Assessors note: Sample answers provided for this agenda however students answers may be slightly different to sample answers provided. Students' answers will be deemed competent if they are able to put an agenda together and articulate the objective, purpose and expectations of each participant clearly in the agenda.

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- III. Email the two (2) participants who will be playing the role of (Terry and Fatima) informing them about the incidence, their roles and responsibilities respectively and scheduled time for the debriefing (which will take place in Task B) and attach the agenda in the email.
- IV. You are then required to copy/paste and attach the agenda document and two emails for marking by your assessors in this document. You must ensure that the copy of the email you have sent to the participants clearly shows the date/time of when it was sent so the assessors can accurately verify that you undertook these tasks prior to commencing Task B.

Once these activities are complete you can then commence recording the role play as per the scheduled time with the two team members and as per task instructions provided further in the document.

Please note this activity will need to be done prior to commencing the video recording for the role play the role play can happen immediately after you have emailed and confirmed the scheduled the time of debriefing.

Assessors note: Students must carry out the above task a before commencing the role play. They will attach the email please check the date/time of the email and the content and ensure that the (task a) activities took place before commencing the role play in task b.

Task B

Student Instructions

Ensure you have completed the above (tasks a) before commencing this task B role play.

In this task you are required to:

- I. Conduct structured debriefing following the agenda you provided to the team in task a, in a safe environment and in a manner that facilitates open discussion.

Complete the questions below:

Why is scheduling the debriefing as soon as possible important in this scenario?

Assessor instructions: Sample answers provided below however students wording may vary. Students' answers must reflect benefits of scheduling a debriefing session shortly after the incident has occurred, such as addressing the incident while it's fresh, providing timely support, and addressing immediate concerns.

(Approximate word count 35-45 words)

Scheduling the debriefing promptly is important to address the incident while it's fresh in the minds of the team members. This helps in providing timely support, facilitating open discussion, and addressing any immediate concerns or emotions.

How did you ensure a safe environment for open discussion during the debriefing session?

Assessors note: Sample answers provided below however students wordings may vary. Students' answers must reflect their understanding of creating safe environment for open discussion during the debriefing session.

(Approximate word count 30-35 words)

I ensured a safe environment by emphasizing confidentiality, expressing empathy, and encouraging open communication. Creating a non-judgmental space and actively listening to team members' experiences contribute to a safe debriefing environment.

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How did you facilitate open discussion and encourage team members to share their perspectives?
Assessors note: Sample answers provided below however students wording may vary. Students' answers must explain how they facilitated open discussion during the debriefing and used techniques to encourage team members to share their perspectives.

(Approximate word count 30-35 words)

A debriefing session can facilitate open discussion by creating a safe and non-judgmental environment. Using active listening, empathetic responses, and open-ended questions helped the team members feel comfortable sharing their thoughts and emotions.

II. Use appropriate debriefing techniques to encourage further exploration of emotions and experiences to assist in reflection on issues.

Complete the questions below.

- Assessor note: Sample answers provided below however students wording may vary. The student will be deemed competent if the examples provided demonstrate a comprehensive understanding of briefing techniques and applying them appropriately in response to team members' emotional expressions. Students must provide clear examples showcasing how each technique was used in a professional context and a solid understanding of their purpose and practical application .**

In line with structured debriefing in the table below briefly explain how did you use the below debriefing techniques for further exploration of emotions and experiences and the purpose of using that technique?

Briefing Techniques	Provide one (1) example of when you used this technique (Approximate 20-35 words each)	Briefly explain the purpose of this technique (Approximate word count 15-25 words each)
Reflective Questioning	After Terry shares her experiences, Alex uses reflective questioning by asking, "Can you elaborate on how you felt when Lin started throwing objects? What was going through your mind during that moment?"	Encourages Terry to delve deeper into her emotions, providing a more detailed reflection on the specific moments that were impactful.
Active Listening	As Fatima expresses her feelings and concerns, Alex maintains eye contact, nods, and periodically paraphrases Fatima's statements to show active listening.	Ensures Fatima feels heard and understood, creating a safe space for her to share openly.
Normalization and Validation	After Terry describes feeling overwhelmed, Alex responds, "It's completely understandable to feel that way in such a challenging situation. Your emotions are valid, and we appreciate your honesty."	Normalizing and validating Terry's emotions helps create an atmosphere where team members feel accepted and supported in expressing their feelings.
Non-Judgmental Language	Alex uses non-judgmental language when addressing Terry and Fatima, saying, "There's no right or wrong way to feel in this situation. Everyone copes differently, and your experiences are unique."	Reassures team members that their emotions are valid, fostering openness and reducing potential barriers to sharing.

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III. Use appropriate questioning techniques to encourage colleagues to explore and acknowledge their concerns.

Complete the question below:

Briefly explain why is active listening important when employing questioning techniques?

Assessors note: Students responses should clearly articulate the importance of active listening in the context of questioning techniques. Sample answer provided below however students' wording may vary, but the key elements to assess must include understanding, attentiveness, empathy, and fostering communication and collaboration.

(Approximate word count 25-35 words)

Active listening ensures that the questioner fully understands the responses provided. It involves attentiveness, empathy, and a genuine interest in the speaker's perspective, fostering better communication and collaboration.

Provide examples of three (3) appropriate questioning techniques you used to explore and acknowledge the teams' concerns?

(Approximate word count 25-35 words each)

Assessors note: Assessors should evaluate the students responses based on the appropriateness of the questioning techniques used in exploring and acknowledging the team's concerns. Sample answers are provided below for reference, but students wordings may differ as long as the essential elements of the questioning techniques are maintained.

1. Open-ended questions:

"Terry, can you share your perspective on what happened during the incident with Lin last night?"

"Fatima, how did you feel when Lin started getting agitated? Can you describe your experience?"

2. Probing questions:

"Terry, could you provide more details about the events leading up to Lin's agitation?"

"Fatima, what specifically scared you the most during the situation with Lin?"

3. Reflective questions:

"Terry, how do you think your past experience working with similar situations influenced your response last night?"

"Fatima, now that you've had some time to reflect, what thoughts and emotions are still lingering from the incident?"

4. Clarifying questions:

"Terry, can you clarify the factors that led you to decide to call the police?"

"Fatima, what aspects of the situation were unexpected for you?"

5. Leading questions:

"Walk me through the timeline of events from the end of the residents' meals to when Lin calmed down."

"What steps did you and Fatima take to address Lin's behavior as a team?"

6. Summative questions:

"Terry, based on what you've shared, it sounds like the situation escalated quickly. Is that an accurate reflection?"

"Fatima, let me make sure I understand – you felt frightened when Lin started throwing objects. Is that correct?"

7. Hypothetical questions:

"Terry, considering the nature of Lin's aggression, do you think there could have been alternative approaches to handle the situation?"

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"Fatima, hypothetically, if a similar situation were to occur in the future, what strategies might you consider?"

IV. In the table below you will see the name of person(s) affected by the incident your task is to identify indicators of risk to self or others and respond according to the degree and nature of the risk. To complete the answers in the table below you will be required to:

- For Indicator of Risk: Describe the event or behaviour that serves as an indication of potential risks for that person.
- For Nature of Risk: Describe the inherent characteristics or type of risk associated with the event.
- For the Degree of Risk: Assess the severity of the risk and allocate them from moderate to high.
- Response to Risk: Outline the actions taken or recommended in response to the identified risk.

Complete the below section.

Assessors note: Sample answers provided below however student response may vary based on the role play conversation. However, the student's response will be deemed competent if they effectively identified and described indicators of risk for each person, provide accurate assessment of the nature and degree of risks, ensure the response to risks are well-outlined, demonstrating a comprehensive understanding of appropriate actions in each scenario.

Person	Indicator of Risk (Approximate word count 5-10 words each)	Nature of Risk (Approximate word count 4 to 10 words each)	Degree of Risk (Approximate word count 2 to 4 words each)	Response to Risk (Approximate word count 10-20 words each)
Terry	Aggressive behaviour exhibited by Lin	Behavioural and Safety Risk	Moderate to High	Immediate action to ensure safety, calling the police for assistance, and alerting the team leader (Alex) for guidance.
Fatima	Fear and upset reaction to Lin's behaviour	Emotional and Psychological Risk	Moderate	Providing immediate support, ensuring her safety, and involving her in the debriefing session.
Alex	Information received about Lin's aggression	Operational and Organizational Risk	Moderate to High	Providing guidance to Terry, coordinating with the police, and planning a debrief session to address the incident and its impact.

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All	Lin's aggressive behavior	Safety and Well-being Risk	Moderate to High	Coordinated response involving police intervention, ensuring safety, and planning a debrief session for emotional support.
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V. In the template provided below you are required to document and report outcomes of debriefings in accordance with organisation standards and procedure, you are required to determine to whom this report will be provided to and complete the report in the template provided below ensuring you complete all the sections of the report.

Assessor's Note: The sample report below is provided as an example, but students' responses may differ. Acceptable student responses should encompass the adept presentation of the report's background, objectives, outcomes, and recommendations, demonstrating a comprehensive understanding of the debriefing process and its impact on the team. The executive summary should succinctly include significant outcomes, emphasizing improved team comprehension, individual coping strategies, and proactive measures. Additionally, acceptable responses should feature recommendations and follow-up actions that highlight pragmatic steps for ongoing support, training etc as indicative of a firm commitment to both team well-being and organizational improvement.

Organizational Debriefing Outcomes Report	
Prepared by	[Add your name]
Date	[Add the date of report completion]
Report Provided To:	[Add the designation of the person you are reporting this To] Manager/Supervisor/HR
<p>Executive Summary: (Approximate word count 75-85 words)</p> <p>This report outlines the outcomes of the debriefing session conducted following a challenging incident involving Lin's aggressive behaviour at Empower Care Community Services. The purpose of the debriefing was to address the emotional impact on the team, explore individual experiences, and ensure the well-being of team members. The session utilized various debriefing techniques and appropriate questioning to facilitate open communication and support. Key outcomes include enhanced team understanding, individual coping strategies, and proactive measures to manage future incidents.</p> <p>I. Background and Incident Overview: (Approximate word count 55-65 words)</p> <p>On [Date], during a night shift, Terry, a seasoned support worker, and Fatima, a newly qualified team member, encountered an incident involving Lin, a new client with aggressive behaviour. Terry promptly called the police, and after their intervention, the situation was resolved. The following day, a debriefing session was planned to address the emotional impact on the team.</p> <p>II. Debriefing Agenda and Objectives: (Approximate word count 105-115 words)</p> <p>The debriefing session was planned with the aim to create a supportive environment for open communication, reflection, and the development of strategies for future incidents. The insights</p>	

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gained from the meeting were focussed to contribute to a more resilient and cohesive team, fostering a sense of safety and well-being for all members. The use of reflective questioning, active listening, and validation techniques encouraged open discussion and exploration of emotions. The questions posed during the debriefing further enabled the team to acknowledge concerns and reflect on the incident, fostering a supportive environment. Identifying and responding to risks promptly contributed to the overall well-being and cohesion of the team.

III. Debriefing Outcomes: -Provide at least two (2) outcomes for each category below.
(Approximate word count 45-55 words total)

A. Team Understanding:

1. Enhanced understanding of the incident.
2. Increased awareness of the emotional impact on team members.
3. Recognition of the importance of prompt and coordinated responses.

B. Individual Coping Strategies:

1. Identification and exploration of individual emotions.
2. Coping mechanisms discussed and shared.
3. Encouragement of peer support within the team.

C. Proactive Measures:

1. Team commitment to ongoing support.
2. Exploration of strategies to better prepare for similar incidents.
3. Clear understanding of organizational resources and protocols.

IV. Recommendations and Follow-up Actions: Provide at least two (2) recommendations and follow ups

(Approximate word count 35-45 words)

1. **Continued Support:**
 - Ongoing monitoring of team members' emotional well-being.
 - Regular check-ins and additional support as needed.
2. **Training and Development:**
 - Consideration of additional training on emotional well-being.
 - Skill-building sessions for effective communication and coping.
3. **Referral protocols**
 - Review of organizational policies on incident reporting and debriefing.
 - Update policies to ensure comprehensive support for team members.

V. Conclusion:

(Approximate word count 60-65 words)

The debriefing session proved to be an effective platform for addressing the emotional aftermath of the incident, promoting team cohesion, and identifying proactive measures for future incidents. The outcomes highlight the importance of timely support, open communication, and ongoing efforts to maintain the well-being of the team. The organization is committed to learning from this experience and continuously improving its support systems.

Prepared by:

Alex [Last Name] Team Leader, Empower Care Community Services

- VI. Engage in a conversation with Terry and Fatima. Use your knowledge of the Empower Care Community Organisation handbook guidelines to identify and respond to their additional needs and propose two support services for each colleague, explaining the rationale behind your choices.

Complete the questions in the below:

Assessor note: Sample answers provided below. Students must read the relevant sections of the Empower care community care organisation handbook and come up with the support services they

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find fit to support Terry and Fatima. There answers may differ from sample answers however they will be deemed competent if the examples align with the correct support service.

Briefly explain how did you identify that your colleagues, Terry and Fatima, needed additional support after the challenging incident involving the new client, Lin?
(Approximate word count 100-110 words)

I identified the necessity for additional support during the debriefing session conducted with Terry and Fatima the day following the incident. It became evident that Fatima, being a newly qualified support worker, remained profoundly upset and frightened by the occurrence. This observation prompted the decision to initiate support services for both team members. I recognized that Terry's choice to seek guidance and support indicated a significant impact of the incident on her, suggesting a potential need for emotional support and reassurance. It was apparent for both team members that the unexpected and intense nature of the situation could potentially have long-term emotional effects on them.

Name two support services initiated by you as a team leader, as outlined in the Empower Care Community Organisation handbook, to help support Terry and Fatima after a challenging incident. Briefly provide the description of the two chosen services and its purpose.
(Approximate word count for two chosen services in total 100-110 words)

Two support services initiated, in line with the Empower Care Community Organisation handbook, include:

- 1. Emotional Well-being Support Program:**
Description: This program encompasses access to professional counselling services for team members experiencing heightened stress or emotional distress due to work-related incidents.
Purpose: To provide confidential and personalized support, addressing the emotional impact of challenging incidents and promoting the well-being of support workers.
- 2. Advanced Training in Crisis Intervention:**
Description: Specialized training programs are offered, focusing on crisis intervention and de-escalation techniques to empower support workers, especially those newly qualified, with the skills needed to handle challenging situations effectively.
Purpose: To enhance the team's capabilities in managing crises, ensuring a more confident and skilled response to challenging behaviors.
- 3. Employee Assistance Program (EAP):**
Description: The organization provides access to an Employee Assistance Program offering confidential counselling services to support workers dealing with stress, trauma, or emotional challenges related to their work.
Purpose: To offer an additional avenue for support, emphasizing confidentiality and professional assistance for team members facing emotional challenges.
- 4. Ongoing Mental Health Check-ins:**
Description: A systematic approach is implemented for regular mental health check-ins with team members, irrespective of their involvement in critical incidents. These check-ins provide an opportunity for expressing concerns, discussing emotional well-being, and seeking support.
Purpose: To proactively manage mental health, fostering an open and supportive environment for team members to address concerns and maintain overall well-being.
- 5. Peer Support Programs:**
Description: Formalized peer support programs are introduced within the organization, encouraging team members to lean on each other for emotional support. This may involve assigning experienced team members as mentors or creating buddy systems for newer members.
Purpose: To establish a structured support network within the team, promoting camaraderie, empathy, and shared experiences among colleagues.

Provide two (2) examples of how your chosen support service can benefit Terry and Fatima?
(Approximate word count total 120-130 for the two examples)

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1. Emotional Well-being Support Program:
 - Terry, having experienced a challenging incident, can access counselling services to address any emotional distress that might have resulted from the night shift. This could help Terry process the incident and manage any lingering stress. For Fatima, as a newly qualified support worker, counselling sessions provide a confidential space for her to express her fear and anxiety, fostering emotional resilience.
2. Advanced Training in Crisis Intervention:
 - Providing Terry with advanced training in crisis intervention equips her with enhanced skills to manage challenging behaviours, ensuring a more effective response in future incidents. For Fatima, as a newly qualified support worker, this training becomes crucial in building her confidence and competence in handling similar situations, contributing to her professional development.
3. Employee Assistance Program (EAP):
 - Both Terry and Fatima can benefit from the confidential counselling services offered through the Employee Assistance Program. Terry may utilize this service to discuss any emotional impact from the incident, while Fatima can seek guidance on coping strategies for her fear and anxiety, promoting their well-being.
4. Ongoing Mental Health Check-ins:
 - Regular mental health check-ins provide an opportunity for Terry to express any ongoing concerns or emotions related to the incident. For Fatima, these check-ins offer a consistent platform for her to discuss her feelings, ensuring that any potential emotional distress is identified and addressed proactively.
5. Peer Support Programs:
 - Terry, as an experienced team member, may provide mentorship and support to Fatima through the formalized peer support program. This mentorship can help Fatima navigate her feelings of fear and uncertainty, offering practical advice based on Terry's experience in similar situations.

Student note: Once you have completed this task save it and upload the document for marking.

Assessors note: Student must complete all parts of the assessment and submit it at the end of all the tasks.

End of role play 3 – Submission.

Student note: You must complete all sections of the tasks and upload and submit it for marking along with this document. This also includes completed two templates crisis assessment and referral.

Assessors note: Student must complete all the tasks and submit it for marking.

Student name: Click or tap here to enter text

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Role play 3 - Assessor Observation Checklist

During the role play the student was able to:

Task A

i	Role play Scenario read and understood: Student demonstrated the following: <ul style="list-style-type: none"> • Has the student thoroughly read the role play scenario? • The student demonstrates a clear understanding of their role and the roles of the two team members (Terry and Fatima)? 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comments:

ii	Debriefing Agenda completion: Student demonstrated the following: <ul style="list-style-type: none"> • Has the student reviewed the Empower Care Community Services debriefing policies and procedures? • Does the student use the provided template to plan and prepare an agenda for the debriefing based on the role play scenario? • Is the agenda comprehensive, outlining clear objectives for the debriefing session? • Does the agenda align with the goals of processing emotions, addressing concerns, and reinforcing teamwork and coping strategies? • Student has completed the debriefing template within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comments:

iii	Email communication. Student demonstrated the following: <ul style="list-style-type: none"> • Has the student emailed the two participants (Terry and Fatima) with clear information about the incident? 	<input type="checkbox"/> S <input type="checkbox"/> NS
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	<ul style="list-style-type: none"> • Does the email clearly outline the roles and responsibilities of Terry and Fatima in the upcoming debriefing? • Is there a scheduled time for the debriefing included in the email? • Has the student attached the agenda to the email? • Is the date and time of the email clearly visible, demonstrating that the communication was undertaken before Task B? 	
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Assessor Comments:

iv	<p>Document Submission</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> • Has the student copied/pasted the content of the email and attached the agenda document in this document? • Is the date and time of the email clearly visible in the document, providing evidence of the timely completion of the tasks? 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comments:

Task B

I.	<p>Conduct debriefing:</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> • Did the student conduct a structured debriefing following the agenda provided in Task A? • Was the debriefing conducted in a safe environment that encourages open discussion? • Did the student effectively facilitate the discussion on emotions, experiences, and the outlined agenda? • Did the student complete the questions correctly and within the word limit? 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Assessor Comments:

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II.	<p>Debriefing techniques for reflection of emotions:</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> • Did the student use appropriate debriefing techniques to encourage further exploration of emotions and experiences? • Was there evidence of active listening and empathy during the debriefing? • Did the student facilitate reflection on issues related to the incident? • Did the student complete the questions correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments:		
III.	<p>Use of Questioning techniques:</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> • Did the student use appropriate questioning techniques to encourage colleagues to explore and acknowledge their concerns? • Were the questions posed open-ended and reflective, fostering a deeper understanding of the participants' perspectives? • Did the student create a supportive environment for colleagues to express their concerns? • Did the student complete the questions correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
IV.	<p>Identifying indicators of risk:</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> • Did the student appropriately identify indicators of potential risks for each person affected by the incident? • Were the descriptions of the nature and degree of risk accurate and aligned with the provided scenario? • Did the student propose suitable responses to mitigate or address the identified risks? • Did the student complete the table correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS
Assessor Comments:		
V.	<p>Student completes documentation and report on debriefing outcomes:</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> • Did the student use the provided template to document and report outcomes of the debriefing and completed the report within word limit? • Were all sections of the report completed in accordance with organization standards and procedures? • Did the student determine the appropriate recipient(s) for the report? 	<input type="checkbox"/> S <input type="checkbox"/> NS

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Assessor Comments:

VI.	<p>Engaging in Conversation with Terry and Fatima, identifying there additional support needs and responding accordingly:</p> <p>Student demonstrates the following:</p> <ul style="list-style-type: none">• Based on the student's engagement with Terry and Fatima, did they demonstrate competency in identifying needs, applying handbook guidelines, proposing relevant support services, and providing clear rationale?• Did the student effectively explain how they identified the need for additional support for Terry and Fatima after the challenging incident?• Did the explanation reflect an understanding of the emotional impact on both team members?• Did the student's name two support services in line with the Empower Care Community Organisation handbook?• Were the descriptions of the chosen services concise and aligned with their intended purposes?• Did the student provide two examples for each chosen support service?• Were the examples relevant to Terry and Fatima's specific needs and circumstances?	<input type="checkbox"/> S <input type="checkbox"/> NS
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COMMENTS

(Assessor to add comments related to the achievement of the assessment requirements above)

Student name: Click or tap here to enter text

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Assessment checklist:

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

Role Play 1		
1	Completed the tasks requirements	<input type="checkbox"/>
Role Play 2		
1	Completed All tasks requirements	<input type="checkbox"/>
Role Play 3		
1	Completed All tasks requirements	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 2!

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