



BSBXTW401

ASSESSOR GUIDE

Lead and facilitate a team

Assessment 2 of 2

Case Study

Assessment Instructions

Task overview

This assessment is divided into three (3) tasks based on the scenario below. Read each part carefully before starting the assessment.

This assessment requires you to create a portfolio of evidence to demonstrate that you have planned, presented and gathered feedback on a persuasive oral presentation to test your knowledge, understanding and skills required for this unit.

Additional resources and supporting documents

To complete this assessment, you will need access to:

- the following resources:
 - Access to the LMS
 - Access to the internet and MS Teams or Zoom for role-play
- the following supporting documents:
 - Aussie Tool Shed Pty Ltd project briefing document
 - Aussie Tool Shed Pty Ltd **policies** and procedures
 - Aussie Tool Shed Pty Ltd performance plan document team members

At the end of the assessment, you will be required to submit the following documents for marking:

- Assessment document
- Task A: Plan team outcomes and establish common team objectives
- Task B: Coordinate, communicate, facilitate, and support the team through coaching and problem solving
- Task C: Measure team performance and provide feedback for both team and individual performance



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.

Task Instructions

Task 1 - Plan team outcomes and establish common team objectives

To complete this task, you are required to:

- a) plan and establish common objectives of workplace teams and use performance plans to establish expected outcomes for each team member.
- b) select appropriate strategies to ensure team members are accountable for their roles.
- c) plan contingencies based on possible scenarios that could impact the team.

Read the instructions for each task carefully before typing your response into the spaces provided.

Case Study

Aussie Tool Shed Pty Ltd, a private company, has launched a new online ordering system. They are looking to update their website to host an online ordering system and virtual shopping experience for their customers. The company prides itself on its workplace culture based on effective communication, transparency, honesty, continuous improvement and safety.

They aim to increase revenue by tapping into a market sector outside of current stores, possibly overseas markets, and existing customers migrating to online shopping. They will need to upskill existing staff to deal with the existing customers to support online customer enquiries, advise on suitable purchases, and deal with orders, deliveries and returns.

Most staff at Aussie Tool Shed Pty Ltd have low-level IT skills because they are used to dealing with customers on a face-to-face basis. This is a new direction for the business, so they will need support during the changeover while staff get used to the new way of doing business.

You have been engaged as a project lead, and your job is to:

- manage this transition
- implement the website changes
- generate revenue sales
- provide coaching to the team to enhance workplace culture
- ensure staff members' training needs are met
- provide feedback on both individual and team performance.

To implement these changes, you will be required to work with two team members: a website developer (named Mick) and a training manager (named Rick). You will be responsible for planning, allocating work and leading the team to ensure the desired outcomes are met efficiently. Once you have completed all the questions in Task 1 below, ensure you save the document on your drive or desktop, as you are required to refer to Task 1 for the role-play.

- a) Plan and establish common objectives of workplace teams and use performance plans to establish expected outcomes for each team member.

To complete this task, you will need to access and read the following documents:

- Aussie Tool Shed Pty Ltd project briefing document
- Aussie Tool Shed Pty Ltd policies and procedures
- Aussie Tool Shed Pty Ltd performance plan document team members

Once you have read the documents, extract information from the relevant sections of each of the documents to complete the information in the table below:

Assessor Instructions

For satisfactory performance, students must:

- Identify five (5) common team objectives
- explain the roles and responsibilities to be undertaken by each team member
- list three (3) responsibilities or expected results for each team member and specify when each task should be completed in the project schedule.

Benchmark answers are provided below; however, students' wording may vary.

| Question | Answer (Approximate word count 550 words) |
|--|---|
| List five (5) common team objectives of workplace teams. | <ol style="list-style-type: none"> 1. Sales objective: generate revenue by selling products to the market sector that doesn't have access to the stores. Or the market sector that is migrating to online purchasing. 2. Marketing objective: the goal of the website is to show clear branding and for retail stores to generate traffic for each other and increase revenue 3. Customer support: improve customer satisfaction through better service. 4. Website management: improve customer satisfaction through user experience. Reduce time to complete a task ensuring smooth operations of the online ordering system. 5. Staff training: develop training materials that are user-centric and align with the web design. Website developer to ensure that the website operates correctly, and any issues raised during the testing of the website are rectified. Provide training to the staff members to increase knowledge and job-related skills. |
| Explain the roles and responsibilities to be undertaken by the two (2) team members. | <p>Team Member 1 – Website Developer</p> <p>Design and launch of the new website. What needs to be accomplished:</p> <ul style="list-style-type: none"> • develop a visual and graphic design to enhance user experience • increase traffic by 50% in 6 months • increase sales of the products online by 20% over a month • increase awareness of the product online to encourage 30% more in-store purchases over the next quarter • designing interactive web design for the smooth running of the online ordering system • increase user engagement. |

| | |
|--|---|
| | <p>Team Member 2: Training Manager</p> <p>Providing training to staff members and developing training materials, including:</p> <ul style="list-style-type: none"> • train system set up • update training manuals • quick reference guide • plan a training schedule for staff members. |
| <p>List three (3) accountabilities/required expected outcomes for each team member and specify when each task should be completed in the project schedule.</p> | <p>Team Member 1 – Website Developer</p> <ol style="list-style-type: none"> 1. Design and create a suitable web design system to meet the existing customer's needs. Time Frame - two weeks from the start date of the project. 2. Seek web design approval and testing of webpages by the internal company's IT team, ensuring visual design, colour scheme, and graphics and images are visually appealing and enhance user experience. The weblinks are all working and easy to navigate. 3. Update the website changes and go 'live' in six weeks, coordinate dates <p>Team member 2 - Training Manager</p> <ol style="list-style-type: none"> 1. Develop engaging and interactive training materials to focus on employee reskilling and upskilling to use the website's online ordering system efficiently and plan staff members' availability and dates for training. 2. Develop a training plan to provide the training and plan dates with the website developer team member to plan training dates. 3. Website and staff training goals to ensure improved client service through greater flexibility – ongoing. |
| <p>Refer to the Aussie Tool Shed Pty Ltd Project Briefing document and write three (3) expected behaviours for the two team members.</p> | <ol style="list-style-type: none"> 1. Employees must aim to ensure that other team members' queries are dealt with politely during this project. 2. Team members work with dedication and take responsibility for completing their allocated tasks. 3. Team members to work cohesively and communicate well with each other in a respectful manner to resolve any problems. |

| | |
|---|---|
| Refer to the Aussie Tool Shed Pty Ltd Project Briefing document and write three (3) expected behaviours for the two team members. | <ol style="list-style-type: none"> 1. Employees must aim to ensure that other team members' queries are dealt with politely during this project. 2. Team members work with dedication and take responsibility for completing their allocated tasks. 3. Team members to work cohesively and communicate well with each other in a respectful manner to resolve any problems. |
| Refer to the Aussie Tool Shed Pty Ltd Policies and Procedures document and list five (5) expected behaviours as per the Code of Ethics that both team members must follow in their roles. | <ol style="list-style-type: none"> 1. Be inclusive: ensure that all internal and external customers are treated the same. 2. Be honest: ensure that you in business representations with internal and external customers. 3. Be accountable: promise what you say you will deliver. 4. Be sustainable: ensure that sustainability plays an important part in any work activities you undertake. 5. Be professional: ensure that you always act with integrity. |

b) In the table below, identify five (5) strategies you would use to ensure team members are accountable for their roles and responsibilities and briefly provide a reason for selecting the strategies.

(Approximate word count 200-250 words)

To complete this task, you will need to refer to the learning content in the LMS.

Assessor Instructions

Students must provide sufficient answers as per the below. **Students'** answers must reflect the model answer provided below. However, the wording may vary.

| Strategies | Reason for selecting the strategies briefly |
|--|--|
| 1. Defining common purpose | It is important to define a common purpose when starting a project, to go over in detail the expectations of the team members to ensure a clear outcome that is measurable and attainable, which would be achieved by defining and setting out the common purpose. |
| 2. Setting clear expectations | What exactly needs to get done, and by whom? This will ensure that all team members clearly understand their roles and responsibilities. It is important to discuss this with the team members, repeat it, and clarify finer points until everyone understands. |
| 3. Communicate and alignment of goals | It is important to make sure over time that everyone is moving in the same direction and the team remains focused and aligned. Reminders of why their work is important can be helpful and check in to see if any resources are required. |

| | |
|--|--|
| 4. Collaborate and coach | Coaching is important as it helps with progress and removing roadblocks. Listen more than you talk and become a resource to help them achieve their goals. It is also important to work collaboratively with the team to support and manage any conflicts or issues. |
| 5. Consequences include providing feedback | All results and consequences must be visible, including positive outcomes and results. Give feedback when work does not go to plan or is not on track and celebrate when things go right. |

c) In the table below, read the possible issues and challenges that may arise at any given time during the project cycle and may impact the teamwork. Briefly describe how you would plan for these contingencies.

(Approximate word count 65-70 words)

Assessor Instructions

Students must describe clearly how they would manage contingencies. Students' answers must reflect the answers provided in the model answer below. However, students' wording may vary.

| Project-related contingencies that may arise: | Plan to manage the contingency |
|---|---|
| Key team personnel go on unplanned leave. | Provide flexible work arrangements, retrain, and upskill other members after evaluating their workload and consultation. |
| A conflict occurs within the team about task ownership that can impact deliverable timeframes. | Ensure all team members are clear from the beginning of the project about their roles and responsibilities and accountable for the task. |
| A team member was unable to complete the task due to unclear work instructions as multiple teams required to work on the project. | Set clear expectations about project roles and responsibilities. That way, you don't have multiple people working on the same task or against one another because tasks were not clearly defined upfront. |

Task 2 - Coordinate, communicate, facilitate, and support the team through coaching and problem-solving

Task Instructions

This task has two (2) parts, Part A and Part B. Both parts require you to carry out a role-play. You must complete both parts as per the role-play instructions below.

Part A Role-play meeting

For this task, you will play the role of the project team lead, and two other participants will play the role of team member 1 and team member 2.

Role-play Instructions

The role-play must include at least three (3) participants, must not exceed 10 minutes in duration and must address all requirements listed under Key Observation Criteria.

Key Observation Criteria

- Uses appropriate communication practices when communicating with team members and facilitating activities.
- Establishes and builds relationships and rapport with team members to foster a positive team environment.
- Communicate common team objectives and responsibilities to team members
- Allocate tasks to team members based on staff expertise or development potential and provide appropriate instructions.
- Facilitate open and respectful communication and collaboration between team members, considering the needs of those from diverse backgrounds.

Participant information

During the role-plays, you will demonstrate your skills in interacting with at least two (2) other people. Participants in your role-plays may be:

- Friends or family members; or
- Fellow student/s who will play the role of the team members.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role-play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

If you are unable to find two (2) participants to play the role of your team members, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Participants will need to state their name and the role they are playing at the start of the recording to provide consent.

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using an application such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

"This session is being recorded for assessment purposes for my course with Colab. 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 the role they are going to play."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention:

- For role-play Part A - BSBXTW401_StudentName_yymmdd_Task 2A_Role-play

Include this recording as part of your assessment submission.

Participant 1 – Team Leader

You must participate in a role-play meeting with two other participants, website developer Mick and Training Manager Rick.

1. Review the table from Task 1a, which outlines common team objectives, roles, and responsibilities. Then, communicate this information to the two team members.
2. Review the table from Task 1a and assign particular tasks to each team member. Explain why these roles are being assigned in terms of the potential development of the team members.
3. To promote communication and collaboration within your team, you need to organise a team-building activity. Here are some suggested icebreaker questions you can use to help your team members get to know each other better and foster communication and collaboration:

- Who is your favourite author?
- What is an easy item on your bucket list that you haven't done yet?
- What was the last thing you ate?
- Where was your last holiday?
- What is the most interesting book genre?

Participant 2 – Website developer, Mick

Engage in the role-play meeting with the Team Leader, played by the student and Rick, the Training Manager. During the meeting, you must contribute to the discussion and be prepared to ask questions or seek clarification on your assigned tasks and responsibilities.

The Team Leader will assign you a particular task. Listen carefully to the explanation of why these roles are being assigned to you and ask any questions you have to understand how your assigned tasks contribute to your potential development within the team.

Participate in a team-building activity organised by the Team Leader. Answer the icebreaker questions provided to foster communication and collaboration within the team.

Participant 3 – Training Manager Rick

Engage in the role-play meeting with the Team Leader, played by the student and Mick, the website developer. During the meeting, you must contribute to the discussion and be prepared to ask questions or seek clarification on your assigned tasks and responsibilities.

The Team Leader will assign you a particular task. Listen carefully to the explanation of why these roles are being assigned to you and ask any questions you have to understand how your assigned tasks contribute to your potential development within the team.

Participate in a team-building activity organised by the Team Leader. Answer the icebreaker questions provided to foster communication and collaboration within the team.

Assessor Instructions

The student is required to participate in a role-play meeting with two other participants, website developer Mick and Training Manager Rick.

The student must:

- Communicate the common team objectives, roles, and responsibilities outlined in the table completed in Task 1a to Mick and Rick.
- Explain why particular roles are being assigned to each team member in terms of the potential development of the team members.
- Organise a team-building activity that they can use to help the team members get to know each other better and foster communication and collaboration

Use the following Observation Checklist to record your observations while you watch the video. Where all criteria are demonstrated, write a general comment in the Student Assessment Feedback Form. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

| Observation Checklist <i>(to be completed by the Assessor)</i> | |
|---|--|
| Use this checklist while reviewing the recorded role play: | |
| <i>Did the student...</i> | <i>Satisfactory/Not Yet Satisfactory</i> |
| <p>Uses appropriate communication practices when communicating with team members and facilitating activities.</p> <p>Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Clearly articulating the common team objectives, roles, and responsibilities to ensure understanding among team members. • Using simple language and provide context where necessary. • Paying close attention to the responses and reactions of team members during the role-play meeting. • Listening actively to any questions or concerns raised by Mick and Rick and addressing them appropriately. • Guiding the discussion during the role-play meeting to ensure that relevant information is conveyed effectively. • Being flexible in communication style to accommodate the needs and preferences of different team members. | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory |
| <p>Establishes and builds relationships and rapport with team members to foster a positive team environment.</p> <p>Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Modeling positive behaviour and attitudes in interactions with team members. • Showing respect, integrity, and professionalism in their words, serving as a role model for the team members | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory |

| | |
|--|---|
| <p>to follow.</p> <ul style="list-style-type: none"> Organising a team-building activity to foster camaraderie and strengthen relationships among team members. | |
| <p>Communicate common team objectives and responsibilities to team members</p> <p>Students can demonstrate this by:</p> <ul style="list-style-type: none"> Clearly articulating the team's objectives and responsibilities using simple and concise language. Ensuring that everyone understands the goals and what is expected of them. Facilitating a discussion with the team members where objectives and responsibilities are explained. Encouraging team members to ask questions and seek clarification to ensure understanding. | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>Allocate tasks to team members based on staff expertise or development potential and provide appropriate instructions.</p> <p>Students must use the information in Use BSBXTW401_02_Project_ Aussie Tool Shed Pty Ltd_Project Briefing Document_V1.0 to:</p> <ul style="list-style-type: none"> Evaluate the skills, knowledge, and experience of each team member to identify their areas of expertise. Match tasks to team members based on their expertise and strengths. Assign tasks that align with their skill set and experience. Provide clear and detailed instructions for each assigned task. Clearly outline the objectives, requirements, deadlines, and any other relevant information to ensure understanding and successful completion. Allocate tasks | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>Facilitate open and respectful communication and collaboration between team members, considering the needs of those from diverse backgrounds.</p> <p>Students can demonstrate this by:</p> | |

| | |
|--|--|
| <ul style="list-style-type: none"> • Creating a welcoming and inclusive atmosphere where all team members feel valued and respected. • Respecting and embracing diversity within the team. • Modeling respectful and inclusive behaviour in all interactions with the team members. • Demonstrating active listening, empathy, | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory |
| Assessors Name: | |
| Date: | |

Part B Role-Play meeting

Part B, we will be continuing on from Task 2, Part A.

In Task 2, Part A, you established and built relationships with your team members, communicated common objectives, and allocated tasks based on expertise or development potential.

Now, you will proceed with Task 2, Part B, which is divided into four parts. Record this second role play while completing the four (4) parts of the task and record the outcomes in the tables provided for each part.

Some of the tasks you need to complete include specific scenarios that you will need to brief your team members on. Ensure they understand the scenario so that you can complete all the necessary requirements for each task.

Role-play Instructions

The role-play must include at least three (3) participants, must not exceed 10 minutes in duration and must address all requirements listed under Key Observation Criteria.

Key Observation Criteria

- Speak respectfully and clearly and in a way that caters to the group's diverse needs.
- Demonstrate active listening and questioning throughout the meeting.
- Clarify misunderstandings and areas of uncertainty.
- Communicate to promote positive interaction.
- Uses appropriate communication practices when communicating with team members and facilitating activities.
- Establishes and builds relationships and rapport with team members to foster a positive team environment.
- Recognise team members' perspectives and diversity of opinion and manage conflict as required.
- Explain ethical, regulatory, and organisational responsibilities to the team.
- Ensure an emotionally safe environment is provided, which creates opportunities that enable all team members to contribute freely throughout the meeting.

Participant information

During the role-plays, you will demonstrate your skills in interacting with at least two (2) other people. Participants in your role-plays may be:

- Friends or family members; or
- Fellow student/s who will play the role of the team members.

Option 1: Friend/s or family member/s

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Key Observation Criteria' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student/s participant

Please contact your fellow student/s via the Discussion Forum and coordinate your role-play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Key Observation Criteria' so that they can prepare for the recording.

If you are unable to find two (2) participants to play the role of your team members, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Participants will need to state their name and the role they are playing at the start of the recording to provide consent.

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using an application such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

"This session is being recorded for assessment purposes for my course with Colab. 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 the role they are going to play."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention:

- For role-play Part A - BSBXTW401_StudentName_yymmdd_Task 2B_Role-play

Include this recording as part of your assessment submission.

Participant 1 – Team Leader

One month into the project, you have scheduled a second meeting with your team members to discuss opportunities for cross-collaboration and to address and resolve issues that have arisen during the project to date.

Task 1

Collaborate with your team members and identify opportunities for cross-collaboration with internal and external teams and individuals based on the case study and complete the table below.

Ensure that the opportunities you have listed below are discussed during the role-play meeting.

Assessor Instructions

Students must identify four opportunities for cross-collaboration with internal and external teams. The student's responses must be reflective of the answers provided as benchmark answers below. However, the wording may vary.

| Record four (4) opportunities for cross-collaboration with internal and external teams that you identified with your team members | |
|---|---|
| 1. | Collaborate with the IT team members to test the website and training page /links. |
| 2. | Collaborate with staff members and test out the smooth running of the systems. |
| 3. | Run training sessions to test the user experience. |
| 4. | Collaborate with the marketing team members to ensure the end product has a good look and feel. |

Task 2

Provide coaching to the team to enhance workplace culture.

Read the scenario below and use the GROW model of coaching to work with your team members to resolve the issue and enhance workplace culture. Record how you achieved this in the table below.

Ensure the GROW model is discussed during the role-play meeting.

| Scenario |
|--|
| <p>Both your team members are tasked with meeting the timeframe for launching the website and ensuring staff training materials are ready, but they are running two weeks behind schedule because they have had some issues collaborating to meet the delivery timeframes.</p> |
| <p>Both team members are working remotely in different locations with different time zones. This has been challenging for them to schedule meetings and work collaboratively, and they have missed important project meetings.</p> |
| <p>This delay is impacting the company's reputation as the company has always taken pride in meeting delivery timeframes for all their projects.</p> |

Assessor Instructions

Students must provide coaching using the GROW coaching model. The student's responses must be reflective of the answers provided below. However, the wording may vary.

| GROW | How to resolve the issue and enhance workplace culture |
|--|--|
| Goal setting - Identify one (1) goal that needs to be achieved by the team members | <p>Students must identify the goal as:</p> <ul style="list-style-type: none">the goal is to work collaboratively to meet delivery timeframes. |
| Reality – identify one (1) barrier that is a hindrance | <p>Students must identify the barrier as:</p> <ul style="list-style-type: none">working remotely in different locations and different time schedules have impacted their ability to work collaboratively. |
| Option – discuss and identify one (1) option to resolve the issue | <p>Students must identify the below as an option:</p> <ul style="list-style-type: none">plan and schedule meetings in advance and regular catchups. |
| Will- discuss and identify one (1) implementation technique of how the team would progress with resolving the issue. | <p>Students must identify one (1) of the options below:</p> <ul style="list-style-type: none">Working collaboratively and scheduling meetings in advance on days and times that are suitable to both team members.Having a weekly catch up for half an hour to discuss where things are at. |

Task 3

In this task, you must provide support to your team members in resolving task-related issues and meeting common ground by using problem-solving techniques and brainstorming ideas.

To complete the task, briefly explain the given problem to your team members and complete the table below.

Ensure the issues/problems are discussed during the role-play meeting.

| |
|--|
| <p>Issues/problems identified during the testing of webpages and poorly written training manuals</p> <p>While testing the webpages, one of the Aussie Tool Shed Pty Ltd IT team members reported issues with the readability of the webpages. The visual design needed rework as the colours and layout of the webpage looked cluttered, and the images on the webpage were of poor quality, along with broken web links displayed. The identified issue has meant changing the website design and layout of the web pages.</p> <p>Another team member at Aussie Tool Shed Pty Ltd reported after reviewing the training manual that the training content was too wordy and too lengthy and online training materials were not engaging or interactive. The identified issue has meant training manuals need to be redone and rewritten. The team members have also expressed that due to the high pressure they have often doubted their ability and developed negativity.</p> <p>As a project lead, you have become aware of the issues at hand that need your team to come together and brainstorm ideas to fix the issues efficiently and identify learning and, development and training needs for the team members to support them with meeting project requirements.</p> |
|--|

Assessor Instructions

Students must correctly identify the issues experienced during the testing of webpages and reviewing the training manual. They must also provide support to their team members to meet common goals by brainstorming ideas.

A benchmark answer is provided below; however, students' answers may vary. Please note there are no 'correct/incorrect' answers. However, students must demonstrate their ability to engage in meaningful conversations and brainstorm ideas to resolve the issue.

| | |
|--|---|
| List two (2) brainstormed ideas that you came up with the team members to resolve the issue and address any inefficiencies | <ol style="list-style-type: none">1. Website developer: To update the design of the webpage and fix broken links.2. Training Manager: Redevelop training materials and make them more engaging and less wordy. |
| List two (2) mechanisms you would use to report the issues and resolve the task | <ol style="list-style-type: none">1. Contact IT team members to assist in fixing broken links and webpage layout issues. |

| | |
|---|---|
| | 2. Source appropriate training software to learn and develop engaging and interactive activities. |
| Identify two (2) ways you ensured you provided support to the team members to meet common goals | 1. By facilitating, participating, and holding the brainstorm session to fix the issues. |
| | 2. By consulting with the team members and identifying further learning and development opportunities to meet project requirements. |
| Identify one (1) learning and development opportunity for each team member to support their training needs and ensure future project requirements are met | Learning opportunity Website developer: Identified training required to upskill and enrol in an advanced-level web design course or attend a suitable webinar. |
| | Development opportunity Training Manager: Enrol in a short-term course or attend a webinar to learn about creating engaging and interactive activities. |
| Identify the behavioural changes and issues reported by team members due to high pressure and seek their willingness to attend training. | Both team members have shown a willingness to attend behavioural-focused training to help them stay on track and away from negativity and boost self-confidence. |

Task 4

Scenario

You realise that some of the tasks are taking longer to complete than anticipated.

When you look at the task, you find out that the team is facing a challenge with managing their time to complete it. One of the team members has also notified that they have lost a family member, and as part of their cultural beliefs, they need to take one week off, which may lead to further delays in meeting the task deadlines.

In this task, you are presented with a scenario about a challenging situation that your team is facing in completing the project. You are required to:

- present the issue/problem to your team members
- refer to the Aussie Tool Shed Pty Ltd project briefing document to manage this challenge and plan for contingency. Use your problem-solving skills to resolve the issue by answering the questions in the table below.

Ensure the issue is discussed during the role-play meeting.

Assessor Instructions

Students must use problem-solving skills to deal with team and individual challenges. A benchmark answer is provided below; however, students' answers may vary.

Please note there are no 'correct/incorrect' answers. However, students must demonstrate their ability to engage in meaningful conversations and problem-solving skills to resolve the issue.

| Problem | How you resolve the issue |
|---|--|
| Identify one (1) issue that could be a problem or challenge to meet the project deadline in light of the above information. | Team members are facing problems with completing the task due to tight timeframes and competing priorities. One of the team members has to take unplanned leave for one week due to a family member's death and to meet their cultural needs. |
| Apply two (2) problem-solving techniques you would use to manage and resolve the problem | Assess the current workload of the team members. Based on that, allocate the task that needs to be completed urgently. Facilitate a team meeting. Update the staff members on the issue at hand, while being sensitive to the cultural needs of the team members and respectfully provide solutions that all team members agree on. |

Participant 2 – Website developer, Mick

Engage in the role-play meeting with the Team Leader, played by the student and Rick, the Training Manager.

Prior to the meeting, read the information below.

You are one (1) month into the project and have been asked by the team leader to meet to discuss opportunities for cross-collaboration and to address and resolve issues that have arisen during the project to date.

Both you and Rick have been working diligently on this project, but it seems that the project is running two weeks behind schedule. The main issue appears to be the difficulty in collaborating efficiently due to you and Rick working from different locations and operating in different time zones. Scheduling meetings and coordinating tasks has proven to be quite challenging. As a result, you have unfortunately missed some important project meetings, and this delay is starting to affect the company's reputation for meeting deadlines promptly.

During testing of the webpages, one of Aussie Tool Shed Pty Ltd's IT team members reported significant issues with the readability and visual design of the website. They pointed out that the colours and layout of the web pages appeared cluttered, making it difficult for users to navigate and find information easily. Additionally, the images on the pages were of poor quality, and there were several broken web links displayed throughout.

These identified issues are crucial as they directly impact the user experience and overall effectiveness of the website.

During the meeting, you must:

- Discuss opportunities for cross-collaboration with internal and external teams.
- Contribute to a discussion on identifying goals, assessing the current reality of the project, and establishing a plan of action to move forward effectively.
- Suggest one (1) potential solution to the problems with the website and suggest a plan of action to redesign and improve the web pages. Consider:
 - Broken links
 - Readability
 - Colour use
 - Cluttered appearance.
- Contribute to a discussion on how the team can resolve a challenge or problem presented by the Team leader that will impact the project deadline.

Participant 3 – Training Manager Rick

Engage in the role-play meeting with the Team Leader, played by the student and Mick, the website developer.

Prior to the meeting, read the information below.

You are one (1) month into the project and have been asked by the team leader to meet to discuss opportunities for cross-collaboration and to address and resolve issues that have arisen during the project to date.

Both you and Mick have been working diligently on this project, but it seems that the project is running two weeks behind schedule. The main issue appears to be the difficulty in collaborating efficiently due to

you and Rick working from different locations and operating in different time zones. Scheduling meetings and coordinating tasks has proven to be quite challenging. As a result, you have unfortunately missed some important project meetings, and this delay is starting to affect the company's reputation for meeting deadlines promptly.

An Aussie Tool Shed Pty Ltd employee reported after reviewing the training manual that the training content was too wordy and too lengthy, and online training materials were not engaging or interactive. The identified issue has meant training manuals need to be redone and rewritten.

During the meeting, you must:

- Discuss opportunities for cross-collaboration with internal and external teams.
- Contribute to a discussion on identifying goals, assessing the current reality of the project, and establishing a plan of action to move forward effectively.
- Suggest one (1) potential solution to resolve the issue with the training material and address any inefficiencies Consider:
 - Content too wordy
 - Content too long
 - Online training is not engaging
 - Online training is not interactive.
- Contribute to a discussion on how the team can resolve a challenge or problem presented by the Team leader that will impact the project deadline.

Assessor Instructions

The student is required to participate in a role-play meeting with two other participants, website developer Mick and Training Manager Rick.

The student must:

- Collaborate with the team members and identify opportunities for cross-collaboration with internal and external teams and individuals based on the case study and complete the table provided in Task 1
- Based on the scenario provided, use the GROW model of coaching to work with the team members to resolve the issue and enhance workplace culture. Record how they achieved this in the table provided in Task 2.
- Provide support to their team members in resolving task-related issues and meeting common ground by using problem-solving techniques and brainstorming ideas. Record how they achieved this in the table provided in Task 3.
- Presented a scenario about a challenging situation that the team is facing in completing the project to the team members and using the Aussie Tool Shed Pty Ltd project briefing document to manage this challenge and plan for contingency. Record how they achieved this in the table provided in Task 3.

Use the following Observation Checklist to record your observations while you watch the video. Where all criteria are demonstrated, write a general comment in the Student Assessment Feedback Form. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

Observation Checklist
(to be completed by the Assessor)

Use this checklist while reviewing the recorded role play:

| <i>Did the student...</i> | <i>Satisfactory/Not Yet Satisfactory</i> |
|--|--|
| <p>Speak respectfully and clearly and in a way that caters to the group's diverse needs. Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Using inclusive language. • Encouraging open communication and actively listening to the concerns and perspectives of all team members. • Showing empathy and understanding towards team members' unique situations and challenges. • Maintaining a respectful and courteous tone throughout the meeting. • Recognising and accommodating individual needs, such as language preferences, communication styles, or cultural considerations, to ensure that everyone feels heard and included. | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory |
| <p>Demonstrate active listening and questioning throughout the meeting Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Providing non-verbal cues such as nodding occasionally or facial expressions such as smiling or frowning your brow. • Refraining from interrupting the speaker and waiting for them to finish their thoughts before responding or asking questions. • Using open-ended questions to encourage the speaker to elaborate on their thoughts and feelings. • Asking follow-up questions to explore different aspects of Rick and Mick's viewpoint. • If something is unclear or | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory |

| | |
|---|---|
| <p>ambiguous, asking for clarification.</p> | |
| <p>Clarify misunderstandings and areas of uncertainty.</p> <p>Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Asking clarifying questions. • Repeating what they think they heard in their own words to confirm understanding. • Asking the speaker to provide examples or anecdotes to illustrate their points. • Creating an open and supportive environment where team members feel comfortable asking questions and seeking clarification. • Summarising key points and asking the speaker if their understanding aligns. | <p style="text-align: center;"> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory </p> |
| <p>Communicate to promote positive interaction.</p> <p>Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Using positive language. • Actively listening. • Inviting input from all team members and creating opportunities for everyone to contribute to the discussion. • Acknowledging and validating the contributions of Rick and Mick by thanking them for their input and recognising the value of their ideas. • Creating an environment where Rick and Mick feel comfortable expressing their thoughts, concerns, and feedback openly. • Addressing conflicts or disagreements that arise during the meeting with empathy and respect for differing viewpoints. | <p style="text-align: center;"> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory </p> |
| <p>Uses appropriate communication practices when communicating with team members and facilitating activities.</p> <p>Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Clearly articulating the common team objectives, roles, and | |

| | |
|---|--|
| <p>responsibilities to ensure understanding among team members. Using simple language and provide context where necessary.</p> <ul style="list-style-type: none"> • Paying close attention to the responses and reactions of team members during the role-play meeting. Listening actively to any questions or concerns raised by Mick and Rick and addressing them appropriately. • Guiding the discussion during the role-play meeting to ensure that relevant information is conveyed effectively. • Being flexible in communication styles to accommodate the needs and preferences of different team members. | <p><input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>Establishes and builds relationships and rapport with team members to foster a positive team environment.</p> <p>Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Modeling positive behaviour and attitudes in interactions with team members. • Showing respect, integrity, and professionalism in their words, serving as a role model for the team members to follow. | <p><input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>Recognise team members' perspectives and diversity of opinion and manage conflict as required.</p> <p>Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Encouraging team members to share their viewpoints openly. • Validating Mick and Rick's perspectives by paraphrasing and summarising their points. • Guiding the conversation to ensure that all viewpoints are heard and respected. • Encouraging team members to find | <p><input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory</p> |

| | |
|--|---|
| <p>common ground and explore compromises that accommodate differing perspectives.</p> <ul style="list-style-type: none"> • Establishing ground rules for communication at the beginning of the meeting to ensure that discussions remain respectful and productive. | |
| <p>Explain ethical, regulatory, and organisational responsibilities to the team.</p> <p>Students can demonstrate this by:</p> <ul style="list-style-type: none"> • Providing an overview of any relevant regulatory requirements or guidelines that the team needs to adhere to. This may include requirements related to project timelines, employee leave policies or cultural sensitivity. • Explaining the organization's policy regarding compassionate leave and the importance of supporting team members during difficult times while still maintaining project timelines to the best of the team's ability. • Reinforcing the organisation's commitment to supporting employees' well-being while also fulfilling project obligations. | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |
| <p>Ensure an emotionally safe environment is provided, which creates opportunities that enable all team members to contribute freely throughout the meeting.</p> <p>Student can demonstrate this by:</p> <ul style="list-style-type: none"> • Beginning the meeting by emphasising the importance of creating a safe and respectful environment where everyone feels comfortable sharing their thoughts and opinions without fear of judgment or reprisal. • Actively encouraging participation from all team members by asking | <p><input type="checkbox"/> Satisfactory</p> <p><input type="checkbox"/> Not Yet Satisfactory</p> |

| | |
|--|--|
| <p>for their input and perspectives.</p> <ul style="list-style-type: none"> • Acknowledging and validating the contributions of all team members, regardless of their seniority or level of experience. • Being aware of power dynamics within the team and taking steps to ensure that all voices are heard and valued. | |
| Assessors Name: | |
| Date: | |

Task 3 - Measure team performance and provide feedback for both team and individual performance

Students Instructions

Access and review Task 1a and Task 2 – Part B.

- a) Complete the information in the two feedback templates provided below:
 - Template 1 – for individual performance – to complete the individual performance feedback, you must identify the correct expected outcome in Task 1a that is in line with the role play in Task 2, Part B (3) and measure performance based on the role-play task for each of the individual team members and complete table below.
 - Template 2 – for team performance – to complete team performance feedback, you must refer to Task 1a common objective relating to staff training requirements and measure team outcomes related to the role-play you have completed in Task 2 Part B (3).
- b) Complete all sections of the table below following the instructions as provided in the table.

Assessors Instructions

Students must identify all the requirements of the task. Sample answers are provided below; however, students' answers may vary depending on the role play and needs identified based on the role play.

Task 3 Individual performance feedback

| | Refer to task 1a) and identify one (1) expected outcome | Refer to Task 2b part 3 and (List one (1) actual outcome) | Provide constructive feedback | Identify development and learning opportunities (one each for professional development and behaviour) | Write one implementation strategy for meeting the training needs |
|-----------------------------------|---|---|---|---|---|
| Team member 1 (Website developer) | Example: seek web design approval and testing of webpages by internal company's IT team ensuring visual design, colour scheme, graphics and images are visually appealing and enhance user experience. The weblinks are all working and easy to navigate. | Based on the feedback from Aussie Tool Shed company's team members, it was noted that the visual design needed rework, images appeared cluttered, and weblinks were broken. To rectify the issue, I participated in the brainstorming session and contributed ideas to update the design of a webpage and fix broken links. | <p>What went well during the role-play</p> <p>The team members cooperated and actively participated in the team-building activity.</p> <p>Identify one (1) area of improvement The team members will benefit from attending training programs for professional development.</p> | <p>Professional development: Participate in website design training or attend a webinar.</p> <p>Behaviour Willingness to attend training offered by the organisation.</p> | In the next three months, enrol in an advanced-level web design course and a webinar. |
| Team member 2 (Training Manager) | Example: develop suitable and engaging training materials and reduce the content so it is less wordy | Based on the feedback from Aussie Tool Shed company's team | What went well during the role-play | Professional development | In the next three months, enrol in courses to learn and |

| | | | | | |
|--|--|---|--|--|--|
| | | <p>members it was noted that the training materials were too wordy and too lengthy and online training materials were not engaging or interactive. I participated in brainstorming sessions to rectify training material to create activities that were more engaging and interactive and less wordy.</p> | <p>The team members showed keen interest in designing training materials and discussed ideas for developing training materials.</p> <p>Identify one (1) area of improvement The team members will benefit from attending training programs for professional development.</p> | <p>Participate in online training to enhance training design skills.</p> <p>Behaviour: Willingness to attend training offered by the organisation.</p> | <p>design interactive training programs.</p> |
|--|--|---|--|--|--|

Team performance feedback

| | Refer to Task 1a and identify one (1) common team objective relating to staff training needs | Actual outcome (list one (1) actual outcome) | Provide constructive feedback | Identify one (1) area of development and learning opportunity | Write one (1) implementation strategy to meet the training needs of the team |
|--------------------|---|---|---|--|---|
| Team's performance | staff training objective: develop training materials that are user-centric and align with the web design. Website developer to ensure that the website operates correctly, and any issues raised during the testing of the website are rectified. Provide training to the staff members to increase knowledge and job-related skills. | Both team members have progressed towards ensuring training materials are ready for staff training. The website design layout is due to be redeveloped for testing, and training manuals are being updated to support training. | What worked well? Both team members actively participated and contributed to resolving problems Identify one (1) area of improvement Both team members identified additional training needs to improve skills and meet project requirements. | Both team members would benefit from attending training and programs relevant to their roles and responsibilities. | Both team members to attend a course, workshop, or webinar in the next three months as suitable to help them upskill. |

Assessor Instructions:

All sections/questions must be completed for this assessment.

| | | S | U |
|---|---|--------------------------|--------------------------|
| 1 | The student completed all task requirements of Task 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | The student completed all task requirements of task 2 Part A and uploaded role-play recording | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | The student completed all task requirements of task 2 Part B and uploaded the role-play recording | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | The student has completed all task requirements of Task 3 | <input type="checkbox"/> | <input type="checkbox"/> |

Congratulations! You have reached the end of Assessment 2

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