



BSBSUS411 BSBSUS412

Develop, implement and monitor sustainable work practices and plans

Assessment 4 of 5

Project

Assessor Guide



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	
BSBSUS411	Implement and monitor environmentally sustainable work practices	
BSBSUS412	Develop and implement workplace sustainability plans	
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]
SOE4BS1A	09	M00882A
SOE4BS1A	10	M00883A
ASSESSMENT TYPE		
Assessment Method: <i>Select all that apply.</i>	Portfolio	Questioning Choose an item.

SECTION 2

STUDENT INSTRUCTIONS

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.

Student instructions

This is assessment 04 of 05 knowledge assessments for BSBSUS411 Implement and monitor environmentally sustainable work practices and BSBSIS412 Develop and implement workplace sustainability plans.

This assessment requires you **to answer 2 tasks with associated questions** to test your knowledge and understanding required of this unit.

To be assessed as competent, you must correctly complete all tasks in the spaces required.

Download your assessment by selecting the document icon below **'Let's begin'**.

To submit your assessment, upload the completed assessment document as a PDF file.

Supporting documents

Include all documents referenced in the assessment and files used for submission. Delete if not appropriate and replace with "Not applicable".

To answer some of the questions, you will need to access the following documents:

[Policy and Procedure Documents]

[Templates]

[Additional Resources]

Files for submission

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

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

1. Click the **File** tab
2. Click **Save As**
 - To see the **Save As** dialogue box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. 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).
5. 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.
6. Click **Save**.

macOS: Office for Mac

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

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. 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

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Not Yet Satisfactory (NYS).

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.

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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

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

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Assessment Instructions

Task Overview

This assessment task is divided into one task with associated questions. Some questions are made up of multiple parts. Read each question carefully before typing your response in the spaces provided.



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 Learning Platform. 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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Simulated Business: CBSA

The following assessment tasks use a simulated business called Complete Business Solutions Australia [CBSA]. To complete the assessment tasks, students will need to access information, templates, policies and procedures associated with CBSA. These documents can be accessed on CBSA's intranet accessible via the website. To access; head to www.cbsa.com.au, navigate to the staff intranet and enter your RTO's username and password prior to completing your assessment tasks.

Website Address: www.cbsa.com.au

Login: SOE

Password:

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Task 1: Purchasing Strategies

To begin this assessment part, read the following email and its attachment, then complete the tasks that follow:

CBSA Purchasing Strategy

Please find below a screen grab of the IM010 Procurement Policy and Procedure

Procurement Policy and Procedures (IM010)

Policy Statement

This policy is designed to provide mandatory requirements for Complete Business S services.

Scope

This policy and procedure apply to employees of CBSA, all clients and stakeholders.

Background

A Procurement Policy is essential for organisations to ensure legal compliance, promote procurement processes. It provides a structured framework that contributes to the procurement function.

By establishing clear procurement procedures, CBSA can optimise resources and meet goals. This includes allocating resources efficiently and avoiding unnecessary expenses.

Current Procurement Issue:

Currently, we are purchasing first aid equipment and resources yearly. The equipment we purchase are:

- Adhesive Bandages (Band-Aids): Used to cover small cuts, scrapes, and blisters.
- Sterile Gauze Pads: Used to clean and dress wounds.
- Adhesive Tape: Used to secure gauze pads and bandages in place.
- Antiseptic Wipes or Solution: Used to clean and disinfect wounds to prevent infection.
- Antibiotic Ointment: Applied to minor cuts and scrapes to prevent infection and promote healing.
- Disposable Gloves: Used to protect the rescuer and the patient from contamination.
- Tweezers: Used to remove splinters, ticks, or other foreign objects from the skin.
- Scissors: Used to cut clothing, tape, or bandages.
- Triangular Bandage (Cravat): Can be used as a sling for arm injuries or as a bandage for head injuries.
- Instant Cold Pack: Used to reduce swelling and relieve pain for minor sprains and strains.



- CPR Face Mask: Used to provide a barrier between the rescuer and the patient during CPR.
- Emergency Blanket: Provides warmth and protection from the elements in case of exposure to cold weather.
- Burn Gel or Dressing: Used to soothe and protect minor burns.
- Eye Wash Solution or Eye Cup: Used to flush out foreign objects from the eye or to rinse out irritants.

There are 4 first aid kits located around the office

1. At the reception desk
2. In the Kitchen
3. In the Kitchenette
4. At the desk of the first aid officer in the building (Belinda Hawkins- Accountant)

Attachment: CBSA Data Report

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Band-aids Usage 2023

Month	First Aid Kit 1 Reception	First Aid Kit 2 Kitchen	First Aid Kit 3 Kitchenette	First Aid Kit 4 First Aid Officer	Total
January	12	8	4	2	26
February	10	7	2	0	19
March	14	11	4	2	31
April	9	8	6	4	27
May	12	7	5	3	27
June	13	7	3	3	26
July	13	10	5	3	31
August	9	8	0	2	19
September	15	10	2	4	31
October	11	6	8	2	27
November	10	9	4	4	27
December	13	7	1	5	26

Data in each section shows how many band-aids are being used each month from the first aid kit.

The initial purchase was 100 band-aids.



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Adhesive Bandages (Band-Aids):

- Unit Price: \$0.10 per bandage
- Quantity: 100 bandages

Antiseptic Wipes or Solution:

- Unit Price: \$0.15 per wipe/bottle
- Quantity: 100 wipes/bottles

Antibiotic Ointment:

- Unit Price: \$1.50 per tube
- Quantity: 50 tubes

Instant Cold Pack:

- Unit Price: \$1.00 per pack
- Quantity: 50 packs

CPR Face Mask:

- Unit Price: \$2.00 per mask
- Quantity: 20 masks

Burn Gel or Dressing:

- Unit Price: \$2.50 per dressing
- Quantity: 30 dressings

Eye Wash Solution or Eye Cup:

- Unit Price: \$3.00 per bottle/cup
- Quantity: 20 bottles/cups

Adhesive Bandages (Band-Aids):

- Unit Price: \$0.15 per bandage
- Quantity: 500 bandages

Antiseptic Wipes or Solution:

- Unit Price: \$0.20 per wipe/bottle
- Quantity: 100 wipes/bottles

Antibiotic Ointment:

- Unit Price: \$2.00 per tube
- Quantity: 50 tubes

Instant Cold Pack:

- Unit Price: \$1.50 per pack
- Quantity: 50 packs

CPR Face Mask:

- Unit Price: \$2.50 per mask
- Quantity: 20 masks

Burn Gel or Dressing:

- Unit Price: \$3.00 per dressing
- Quantity: 30 dressings

Eye Wash Solution or Eye Cup:

- Unit Price: \$4.00 per bottle/cup
- Quantity: 20 bottles/cups

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First Aid Kit Audit 2023



Original Purchase Order

Adhesive Bandages (Band-Aids):	100 units
Antiseptic Wipes or Solution:	50 units
Antibiotic Ointment:	30 units
Instant Cold Pack:	20 units
CPR Face Mask:	10 units
Burn Gel or Dressing:	40 units
Eye Wash Solution or Eye Cup:	20 units
Adhesive Bandages (Band-Aids):	100 units

Kit: Reception

First Aid Product	Original Quantity	Expiry Date	March	June	September	December
Adhesive Bandages (Band-Aids):	25 units	31/12/2023	36 used	34 used	37 used	34 used
Antiseptic Wipes or Solution:	15 units	31/12/2023	12 used	10 used	9 used	11 used
Antibiotic Ointment:	10 units	1/7/2023	4 used	5 used	3 used	4 used
Instant Cold Pack:	5 units	10/10/2023	1 used	2 used	1 used	2 used
CPR Face Mask:	3 units	31/12/2023	0 used	0 used	0 used	0 used
Burn Gel or Dressing:	10 units	1/7/2023	4 used	3 used	4 used	5 used
Eye Wash Solution or Eye Cup:	25 units	24/06/2023	4 used	5 used	3 used	4 used

Kit: Kitchen

First Aid Product	Original Quantity	Expiry Date	March	June	September	December
Adhesive Bandages (Band-Aids):	25 units	31/12/2023	26 used	22 used	28 used	22 used
Antiseptic Wipes or Solution:	15 units	31/12/2023	14 used	9 used	10 used	12 used
Antibiotic Ointment:	10 units	1/7/2023	6 used	4 used	4 used	3 used
Instant Cold Pack:	5 units	10/10/2023	2 used	0 used	1 used	2 used
CPR Face Mask:	3 units	31/12/2023	0 used	0 used	0 used	0 used
Burn Gel or Dressing:	10 units	1/7/2023	4 used	3 used	4 used	5 used
Eye Wash Solution or Eye Cup:	25 units	24/06/2023	4 used	5 used	3 used	4 used

Kit: Kitchenette

First Aid Product	Original Quantity	Expiry Date	March	June	September	December
Adhesive Bandages (Band-Aids):	25 units	31/12/2023	10 used	14 used	7 used	13 used
Antiseptic Wipes or Solution:	15 units	31/12/2023	8 used	6 used	7 used	12 used
Antibiotic Ointment:	10 units	1/7/2023	5 used	5 used	5 used	5 used
Instant Cold Pack:	5 units	10/10/2023	2 used	0 used	2 used	3 used
CPR Face Mask:	2 units	31/12/2023	0 used	0 used	0 used	0 used
Burn Gel or Dressing:	10 units	1/7/2023	2 used	3 used	2 used	2 used
Eye Wash Solution or Eye Cup:	25 units	24/06/2023	4 used	5 used	3 used	4 used

Kit: First Aid Officer Desk

First Aid Product	Original Quantity	Expiry Date	March	June	September	December
Adhesive Bandages (Band-Aids):	25 units	31/12/2023	4 used	10 used	9 used	11 used
Antiseptic Wipes or Solution:	15 units	31/12/2023	3 used	7 used	6 used	5 used
Antibiotic Ointment:	10 units	1/7/2023	4 used	4 used	4 used	5 used
Instant Cold Pack:	5 units	10/10/2023	2 used	1 used	2 used	2 used



To: Dave O'Connor (dave.oconnor@cbsa.com.au)

From: Gavin Stead (gavin.stead@cbsa.com.au)

Date/time: Tuesday 10:35am

Subject: Purchasing strategies

Attachments: Improvement Table

Good morning Dave,

Hope you are well. We are currently reviewing our sustainability measures in relation to resource purchasing.

I had a meeting this morning with Trish Gibbons (Accounts Officer) and Keith Banks (Auditor). There are some discrepancies in the data, finances, and resources related to our First Aid and First Aid Kits.

Trish has sent me information (above) about some information relating to the issue. Can you please go and review the data/ information Trish has provided and identify some potential areas of concern/ risk.

Once you have identified 3 area's of concern can you provide a strategy to help fix the area of concern and complete the table below.

Your assistance with this is much appreciated.

Kind regards,
Gavin Stead

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Approximate Word Count: 10-40 words in each section

Assessor instructions:

The student is required to read the attached case study and the email. The student is required to read the content and answer the question in the email, providing three potential improvements that CBSA can implement to address this issue relating to purchasing strategies.

Students answers will vary but the potential improvements need to address the following:

- Tangable and effective tasks that can help fix/ rectify the situation
- Actions/ doing tasks

Examples of potential answers and the calibre of answers include:

Area of concern: Purchasing suppliers

Improve area of concern: Looking at the preferred supplier. Reviewing the first aid orders from Staples and Officeworks. Officeworks is more expensive so suggestion is to use Staples as the preferred supplier.

Area of concern: Review of First Aid Kits

Improve area of concern: Make the review of first aid kits to be on a monthly basis. This will help to draw better data and oversight of the supplies and where the company is running out. This will help with purchasing schedules and better exploring this.

Area of concern: Looking at products that run out of date/ being used a lot, looking at purchasing schedule

Improve area of concern: Reviewing at the purchasing schedule. Currently, it seems to be once a year at the beginning of the year. The office would then need to buy different materials throughout the year. Make the schedule twice a year, in January and June/ July each year.

Area of concern: Products running out of date

Improve area of concern: If products run out of date, looking at ways to donate eg fire stations take products in good condition. If out of date- helps to reduce waste and help the community

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Area of concern: Auditing supplies and kits

Improve area of concern: Regular inventory audits allocated to the first aid officer for checks on equipment, numbers, and any issues related to WH&S. Looking at the position description of the First Aid Officer and the tasks they need to do in their role.

Area of concern: Resource Tracking sheet- expiration of resources

Improve area of concern: Resource expiration tracking sheet- implementing a new tool that can be used to track the expiry of certain products, reminders can be set to

Area of concern: Sustainability Practices of resources and equipment, rather than making it go to waste

Improve area of concern: Donation and Recycling: Consider donating expired but unused first aid supplies to organizations or charities that can still make use of them, such as animal shelters, schools, or community centers.

Potential other answers:

- Alternatively, explore recycling options for certain materials, such as packaging or containers.
- Reviewing resources- is there suppliers that have

Attachment: Area of Concerns Document

Identified Area of Concern

1.

Strategy to help improve an area of concern

Identified Area of Concern

2.

Strategy to help improve an area of concern

Identified Area of Concern

3.

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Task 2: Implementation Tools

To begin this assessment part, read the following email and its attachment, then complete the tasks that follow:



To: Dave O'Connor (dave.oconnor@cbsa.com.au)

From: Gavin Stead (gavin.stead@cbsa.com.au)

Date/time: Thursday 11:45am

Subject: Tools to help with efficiency target

Attachments:

Good morning Dave,

Thank you for your ongoing work and commitment to this project. As we are still in the implementation stage of the project, can we review some of the tools we can use to help set those efficiency targets that we want to establish as a baseline to see that we are being effective with our implementation.

In the table below, can you provide one example against each of the following:

- Microsoft applications we can use to help collate the data
- Online project management software we can use to help drive the project
- One example for each section of the SMART goals. Examples connecting with the sustainability plan
- What is the best strategy to set efficiency targets

Kind regards,
Gavin Stead

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Assessor Instructions

The student must read the email and complete the table below. The student must identify some tools and resources that help set efficiency targets to help with the implementation of the sustainability action plan.

Students answers will vary depending on the research they have done previously and their understanding of the content. Please find below examples of potential answers

Microsoft applications we can use to help collate the data

- The student may suggest the following
 - Microsoft Excel
 - Microsoft Word
 - Microsoft Powerpoint
- Source Details: Reviewed the Microsoft website for information. Reviewed youtube videos to help with the decision making on the best sources, put a questions into AI software to see what recommendations it came up with and why.
- Quote examples for resources:

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Online Project Management Software

- The student may suggest the following
 - Monday.com
 - Asana
 - Teamwork
 - Smartsheet
 - Zapier
- Quote examples for resources:

Asana

Personal

For individuals and small teams looking to manage their tasks.

A\$0

Get started

Starter

For growing teams that need to track their projects' progress and hit deadlines.

A\$14.99

Per user, per month billed annually
A\$ 18.39 billed monthly

Get started

Purchase now

Advanced

For companies that need to manage a portfolio of work and goals across departments.

A\$33.99

Per user, per month billed annually
A\$ 41.49 billed monthly

Get started

Purchase now

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Free	Basic	Standard <small>Most Popular</small>	Pro	Ent
\$0 free forever Up to 2 seats	\$13 seat / month Total \$ / month \$39 Billed annually	\$17 seat / month Total \$ / month \$51 Billed annually	\$26 seat / month Total \$ / month \$78 Billed annually	
Try for free	Try for free	Try for free	Try for free	
For individuals looking to keep track of their work	Manage all your team's work in one place	Collaborate & optimize your work across teams	Streamline complex workflows at scale	Get your
Free includes:	Includes free, plus:	Includes basic, plus:	Includes standard, plus:	Incl

Teamwork

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Perfect for small teams getting started.	More robust project management.	Manage more complex client projects.	Make your productivity
\$0	\$9^{.99} /user/month billed yearly	\$19^{.99} /user/month billed yearly	Let
Up to 5 users	3 user minimum	5 user minimum	
Get started	Get started	Get started	Get started
No credit card required	No credit card required	No credit card required	No c

Smartsheet

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Best for basic use	Best for individuals	Best for teams	Best for or
<p>Free</p> <p>Automate basic workflows with 100 tasks per month.</p> <p>\$0 AUD/mo Free forever</p> <p>Try it free</p> <p>Free plan features:</p> <ul style="list-style-type: none"> ✓ Zapier automation platform ⓘ ✓ Unlimited Zaps ⓘ ✓ Two-step Zaps ⓘ ✓ AI power-ups ⓘ 	<p>Professional</p> <p>Automate advanced workflows with the full power of Zapier.</p> <p>Starting from \$31.68 AUD/mo Billed annually</p> <p>Try it free</p> <p>Everything in Free, plus:</p> <ul style="list-style-type: none"> ✓ Multi-step Zaps ⓘ ✓ Unlimited Premium apps ⓘ ✓ Webhooks ⓘ ✓ Email support ⓘ 	<p>Team</p> <p>Build and manage automated workflows with your team.</p> <p>Starting from \$109.35 AUD/mo Billed annually</p> <p>Try it free</p> <p>Contact Sales</p> <p>Everything in Professional, plus:</p> <ul style="list-style-type: none"> ✓ Unlimited users ⓘ ✓ Shared workspaces ⓘ ✓ Shared app connections ⓘ ✓ Premier Support ⓘ ✓ SSO add-on (contact us) ⓘ 	<p>Enterp</p> <p>Scale autom department</p> <p>Contact pricing</p> <p>C</p> <p>Everything</p> <ul style="list-style-type: none"> ✓ Advance and app ✓ Annual t ✓ Observa ✓ SAML S ✓ Designa <p>More about</p>

Smart Goals

- The student may suggest the following
 - S: (specific): Implement sustainability in CBSA, working on assisting with sustainable practices around Energy, Waste, Water and Biodiversity
 - M: (measurable): Reduction in Energy consumption, reduction in waste produced, reduction in water use, increase of biodiversity products
 - A: (achievable): Looking at the commencement and review of how the areas are achievable, looking at the priorities and mapping out a plan of attack, looking at priority and time
 - R: (relevant): Reviewing all the tasks to make a plan of attack based on relevance, what needs to be done, what tasks can be connected to another to help move tasks along
 - T: Time-bound]: Reviewing tasks based on timely ordering, tasks that may take longer as a priority, looking at implementing strategies like a gannt chart, putting tasks into project management software

Setting Efficiency Targets

- The student may suggest the following
 - Setting targets and KPI's for the company to measure against

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- Reviewing current usage data to help ensure that KPI's that have been created are measurable and attainable
- Performance dashboards

Efficiency Targets/ Tools	Example
<p>Microsoft applications we can use to help collate the data</p> <p>Provide details on where you sourced your information.</p> <p>Provide a quote for the identified resource.</p> <p>Approximate Word Count: 10-50 words in each section</p>	<p>Application:</p> <p>Source:</p> <p>Quote for Resource:</p>
<p>Online project management software</p> <p>Provide details on where you sourced your information.</p> <p>Provide a quote for the identified resource.</p> <p>Approximate Word Count: 10-50 words in each section</p>	<p>Application:</p> <p>Source:</p> <p>Quote for Resource:</p>
<p>SMART goals</p> <p>Approximate Word Count: 30-50 words in each section</p>	<p>S:</p> <p>M:</p> <p>A:</p> <p>R:</p> <p>T:</p>
<p>Setting efficiency targets</p> <p>Approximate Word Count: 5-30 words in each section</p>	

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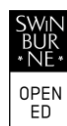
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Task 3: Supervising work team with Implementation

To begin this assessment part, read the following communication, then complete the tasks that follow:

Communication Plan

- Updates from all departments every month to gain analytical data across the company to determine the progress of the implementation plan
- Updates sent via email to Sustainability Team
- Dedicated group on Microsoft Teams for instant chat and access as well. Virtual meetings if needed

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Communication from Henry Thomas

Dear Team,

I hope this message finds you well. I wanted to provide an update on our efforts to purchase new sustainability equipment for our office space.

After thorough research and consideration, we have identified a supplier that offers the materials we need at a significantly lower cost compared to our previous options. This is a positive development that aligns with our commitment to cost-effective and sustainable practices.

However, I must also share that there is a trade-off in terms of timing. Due to factors such as production lead times and shipping delays, it is estimated that it will take approximately 2-3 months for us to receive the materials once the order is placed.

How best do you wish for us to proceed?

Thank you for your continued dedication to our sustainability initiatives.

Best regards,

Henry Thomas
Operations Manager

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Issues with Implementation

- Purchasing of Sustainable Resources. Issues have come up during month one’s implementation stage



Con Kafatos
IT Manager

Communication from Con Kafatos

Dear Team,

Happy Monday 😊 hope you are well.

I need to have a sit-down meeting with department heads in regard to the new potential new technology we are looking at retrofitting with the current office supplies.

Potential issues have been identified, and some of the sustainability practices/ ideas around power-saving measures with technology may not work with computer devices or be affected. With some of our technology being dated the desired outcome may not work.

A meeting would be good for a discussion and what to do next. This is going to be a big issue and one that is going to take time and cost.

This is an urgent matter.

Thanks

Con Kafatos
IT Manager

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Review the communication above from key stakeholders at CBSA and come up with potential solutions to the issue.

Assessor Instructions

The student is required first off to read the communications from Henry Thomas- Operations Manager, and Con Kaftos, IT Manager. Once they have read the 2 communications, they are required to complete Task A.

Task A requires the students to look at the communications from both Henry and Con and provide a rectification/ solution to the issue they have identified to help with the issue they have communicated.

Students answers will vary based on their interpretation of the communication.

Some examples of potential answers that the student may present:

- Due to the time constraint, we will need to look at alternative suppliers to purchase resources from. This may come at a cost.
- Talk to the supplier to find out the exact time frame, depending on the time frame potentially still using the supplier. This will need to be discussed with stakeholders.
- Can we review the list of resources required? Can you look at purchasing some resources that are more urgent and the others
- Reviewing the item list and getting 3 invoices from 3 different suppliers. In the review it needs to look at costing and time, how long does it take to source the materials.
- Looking at issues with current computer layouts, does the company need to look at the purchasing of new office station technology
- Reviewing proposed technology to help with energy efficiency to see if there is something that can be used to help it intergrate with the current systems

The student's response must:

- Demonstrate a rectification to the issue- it is a doing task
 - Henry: Obtaining 3 quotes from 3 different suppliers. In the quotes there also needs to be a quote on the time frame for sourcing the materials and delivery. Review the materials needed, is there an option to substitute for a different material required [powerboard, screens etc]
 - Con: Speak with the IT department, see what can be done, what is the best way to move forward, do they have a suggestion on what we can do? Looking at quotes for upgrading all the work devices and technology, if cost is an issue, can this be a rolling-out implementation
- Address the key individual issues from both communications
- Create a tangible and solution that can be implemented immediately
- Align with the word count

Task A

In the spaces below, identify one (1) example of rectification to each person's communication [2 rectifications in total]. Provide a solution that the team members can use to fix the issue. Please provide a response in the space below.

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Approximate Word Count: 40-80 words each section

Response 1 – Henry Thomas

Response 2- Con Kaftos

Task B

Based on the communication with Con Kaftos, his communication in the message is quite disheartened by the outcome of the issue addressed. Can I get you to do an email for him to help with this situation and implement some change management techniques.

In the email, you should do the following:

- Help them to stay motivated
- Help them to remember the bigger goal/ bigger picture
- Help support them with this issue and manage how this is going to be rectified
- Come up with a plan of attack to what the team will do to fix it. The plan of attack should include:
 - Who will be doing what?
 - Where
 - How
 - The steps that need to be taken to rectify the situation (from beginning to end)

Approximate Word Count: 100-150 words in the body of the email

Assessor Instructions

This part of the assessment requires the student to implement change management techniques to help fix the situation.

The student needs to read the communication from Con Kaftos and create an email to help with the current issue he has addressed in his communication.

The student's email response will vary based on their understanding of the communication. The email must outline the following:

- Help them to stay motivated: The student is to provide some words of encouragement, sympathise with Con on the fact that they understand how big this issue is and how overwhelming it is
- Help them to remember the bigger goal/ bigger picture: The student is to reiterate what is the bigger picture, reminding Con what the goal is and what is the mutual goal they are working towards.
- Help support them with this issue and manage how this is going to be rectified: The student needs to demonstrate a plan to help rectify the issue addressed and help Con with that is happening.

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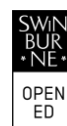
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- Come up with a plan of attack to what the team will do to fix it. The plan of attack should include:
 - Who will be doing what?: The student will allocate tasks to specific people to help with the issue. They may reference Con, themselves (Dave), specific workers, general stakeholders like staff etc
 - Where: Where will this occur this can be in the office, online, if they need to go out to a supplier etc
 - How: How is the plan going to happen. What needs to be done in the referenced tasks above.
 - The steps that need to be taken to rectify the situation: The student needs to create steps on how the issue is going to be rectified. The steps need to demonstrate the plan from beginning to end.
- The student must complete all sections of the eai including the
 - To
 - From
 - CC
 - BCC
 - Subject
 - Signature

Assessor Checklist

Task	Yes	No
The student demonstrates how they have implemented change management techniques through redirection, positive thinking, and empowering Con via email communication.	<input type="checkbox"/>	<input type="checkbox"/>
The student demonstrated strategic steps from the beginning to the end of the process to fix the situation	<input type="checkbox"/>	<input type="checkbox"/>
The student has completed all sections of the email	<input type="checkbox"/>	<input type="checkbox"/>

Email Template:

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Email

To: <<Add name(s) of main email recipients here>>
From: <<Add your email address here>>
CC: <<Add names of carbon copy email recipients here (leave blank if none)>>
BCC: <<Add names of blind carbon copy email recipients here (leave blank if none)>>
Subject: <<Add the subject of the email here>>

To <<Add email recipient(s) here>>,
<<Add message here. Add as much space as necessary.>>

Kind regards,
<<Add your name here>>

<<Add your job position here>>
300 Fictional Way, Sydney, NSW 2000
Phone: 1800 111 222
www.cbsa.com.au



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Assessment submission checklist

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

1	Purchasing strategies	<input type="checkbox"/>
2	Implementation tools	<input type="checkbox"/>
3	Supervising work team with implementation <ul style="list-style-type: none">○ Rectification○ Email to Con	<input type="checkbox"/>


Congratulations, you have reached the end of Assessment 4

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