



ICTICT443

# Work collaboratively in the ICT industry

## Assessment 6 of 7

Case Study & Role Play

Assessor Guide



# Assessment Instructions

## Task Overview

Read each question carefully before typing your response in the space provided.

**Important:** Before commencing your work, you must update your *Student name* and *Student number* in the footer from **page 2** onwards.

## Additional Resources and Supporting Documents

To complete this assessment, you will need:

- Learning Material



## 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.

## Case Study

Bounce Fitness prides itself on fostering a collaborative environment where teamwork and technology converge to achieve organisational goals. As a leading fitness facility in Australia, Bounce Fitness recognises the importance of using technology to make virtual collaboration across teams efficient and effective.

More information can be found on the Bounce Fitness website: [Bounce Fitness Home - Bounce Fitness \[precisiontoresources.com.au\]](http://precisiontoresources.com.au)

As a Team Leader for Bounce Fitness, you are responsible for the following:

- Developing protocols for teams working collaboratively in virtual environments that help achieve team objectives.
- Identifying communication tools and technology to support collaborative teams in virtual environments.

For the purpose of this assessment, Bounce Fitness is located in your State/Territory.

## Task 1

As a Team Leader for Bounce Fitness, you must collaborate in a virtual work environment to:

- Discuss project information with the work team, including protocols to be followed.
- Implement the project with your work team.

To complete this task, you must:

- a. Review the presentation requirements for delivering the research findings from:
  - i. Work details and team objectives identified in the **Team Protocol SOP Template** from *Assessment 3*
  - ii. Information on communication tools/channels from the **Virtual Technology and Tool Review Report** from *Assessment 4*
  - iii. Organisational policies and guidelines on using collaborative communication tools – **Protocols for Virtual Collaboration**
  - iv. Protocols for sharing knowledge collaboratively and cyber security protocols developed from *Assessment 5*
- b. Meet with the following **three team members** identified in *Assessment 3*:
  - i. Project Manager
  - ii. Software Developer
  - iii. Quality Assurance Tester

The meeting must be conducted virtually using communication tools.

Review the **Role Play Instructions** below before starting this task.

- c. During the meeting, discuss the following:
  - i. Work details of the project and team objectives
  - ii. Communication channels to be used for project-related discussions and frequency of use
  - iii. Protocols to be followed when sharing knowledge and information, including cyber security protocols

**Assessor instructions:** Students must participate in a role-play and collaborate in a virtual work environment following the role-play instructions below and covering all the key observation criteria.

### Role play instructions

The meeting must include at least three (3) participants, must not exceed 30 minutes in duration and must address all requirements listed under Key Observation Criteria.

### Key Observation Criteria

During the role-play, you will need to:

- Discuss EACH of the following points with the work team:
  - Work details of the project
  - Team objectives
  - Communication channels to be used for project-related discussions
  - Frequency of use of each communication channel
  - Protocols for sharing knowledge collaboratively in a virtual work environment.
  - Cyber security protocols
- Use questioning techniques to discuss with the team and obtain feedback on the information presented.
- Use active listening techniques throughout the discussion
- Use project-specific terminology to discuss and present information with team members
- Demonstrate collaboration with the team to achieve shared outcomes during the meeting

### Participants' briefing instructions:

This roleplay brief will be used by three volunteers who will take the role of the following work team/colleagues of Bounce Fitness:

#### ▪ **Project Manager**

As the Project Manager, you oversee the development of the online booking system for Bounce Fitness. Your role involves coordinating with team members, managing project timelines and resources, and ensuring the project meets client requirements.

#### ▪ **Software Developer**

You are a skilled developer with experience in building web applications. Your primary responsibility is to design and develop the online booking system according to the project specifications. You work closely with the Project Manager and other team members to implement functionality and resolve technical issues.

#### ▪ **Quality Assurance Tester**

Your role as the Quality Assurance Tester is to ensure the online booking system's reliability, usability and performance. You conduct thorough testing to identify bugs and defects, report issues to the development team, and verify that all requirements are met before the system is deployed.

## Volunteer Instructions

### SCENARIO

The Project Manager, Software Developer, and Quality Assurance Tester are attending a virtual meeting led by the Team Leader, who is the student. The Team Leader will conduct the meeting through Microsoft Teams. The meeting aims to discuss the development of an online booking system for Bounce Fitness. It will cover various aspects, including work details and team objectives, communication channels, knowledge-sharing protocols, and cyber security protocols.

#### Step 1 – The student will initiate the meeting

- The Student will:
  - Open the meeting by warmly greeting everyone and introducing the agenda.
  - Share the screen to display any relevant documents or presentations.
  - Invite participants to introduce themselves and confirm their roles in the project.
- The Project Manager will:
  - Acknowledge the start of the meeting with a nod and smile, preparing to listen and contribute insights.
  - Introduce themselves and briefly summarise their role in the project.
  - Express enthusiasm for collaborating with the team to achieve project goals.
- The Software Developer will:
  - Join the meeting and greet everyone with a friendly hello.
  - Introduce themselves and provide a brief overview of their responsibilities as a software developer.
  - Express eagerness to contribute to the project and collaborate with the team.
- The Quality Assurance Tester will:
  - Join the meeting and greet the participants with a polite greeting.
  - Introduce themselves and outline their role in ensuring the quality of the project deliverables.
  - Express readiness to work closely with the team to identify and resolve issues.

#### Step 2 – The student will discuss the work details and team objectives

- The Student will:
  - Provide an overview of the project details, including developing the online booking system for Bounce Fitness.

- Outline the team objectives, emphasising the importance of collaboration and meeting client requirements.
- The Project Manager will:
  - Listen attentively to the Student's overview and ask clarifying questions if necessary.
  - Offer insights or suggestions based on their understanding of the project requirements and objectives. This can be done by allocating specific milestones for each development phase to ensure the team stays on track and meets deadlines.
- The Software Developer will:
  - Pay close attention to the project details provided by the Student.
  - Offer input on the technical aspects of developing the online booking system and any potential challenges or considerations. For example, foreseeing potential challenges with integrating third-party APIs for payment processing and ensuring seamless user experience across different devices. Suggest conducting a feasibility study to identify any technical constraints early in development.
- The Quality Assurance Tester will:
  - Listen carefully to the project overview and team objectives.
  - Ask questions about potential quality assurance requirements or testing methodologies to ensure project success. For example, Could you provide more insight into the expected user base and usage scenarios? This will help tailor the testing approach accordingly.

**Step 3 – The student will discuss the communication channels to be used and the frequency of use**

- The Student will:
  - Propose communication channels such as Microsoft Teams for weekly stand-ups, project updates and email for formal communication.
  - Suggest a daily check-in on Microsoft Teams to discuss progress and address any issues.
- The Project Manager will:
  - Express agreement with the proposed communication channels and frequency of use.
  - Offer suggestions for additional communication tools or protocols based on past experience.
- The Software Developer will:
  - Confirm their understanding of the proposed communication channels and frequency of use.
  - Suggest any additional tools or platforms that may enhance collaboration and productivity. For example, suggest using GitHub for code repository and version control to streamline the development process and facilitate collaboration."
- The Quality Assurance Tester will:
  - Acknowledge the importance of regular communication and express agreement with the proposed channels and frequency.
  - Offer suggestions for maintaining open communication and resolving issues effectively. For example, suggest using a project management tool like Jira to track tasks and assign

responsibilities. This will help the team stay organised and ensure transparency in the workflow.

#### **Step 4 – The student will share the protocols for knowledge sharing**

- The Student will:
  - Outline knowledge-sharing protocols, such as using shared documents on Microsoft Teams and conducting regular knowledge-sharing sessions.
  - Emphasise the importance of documenting and sharing information to ensure team alignment.
- The Project Manager will:
  - Express support for the proposed knowledge-sharing protocols and emphasise their role in facilitating collaboration and innovation.
  - Offer suggestions for organising and structuring shared documents to maximise efficiency. For example, suggest creating a centralised document repository on SharePoint, categorising documents based on project phases or topics for easy access and reference.
- The Software Developer will:
  - Confirm their commitment to following the knowledge-sharing protocols and offer ideas for improving collaboration and knowledge transfer.
  - Provide examples of successful knowledge-sharing practices from previous projects. For example, propose setting up regular code review sessions to exchange feedback and insights. Point out that this practice has proven to be effective in improving code quality and knowledge transfer in previous projects.
- The Quality Assurance Tester will:
  - Acknowledge the importance of knowledge sharing in maintaining a cohesive team and achieving project goals.
  - Offer suggestions for documenting and sharing quality assurance processes and findings to ensure transparency and accountability. For example, suggest creating standardised templates for test cases and bug reports. This will ensure consistency and transparency in testing efforts, enabling the team to address issues promptly and effectively.

#### **Step 5 – The student will discuss the cyber security protocols**

- The Student will:
  - Discuss cyber security protocols, including password management, data encryption and phishing awareness.
  - Emphasise protecting sensitive information and following best practices to mitigate security risks.
- The Project Manager will:
  - Acknowledge the importance of cyber security and express support for the proposed protocols.



- Offer insights or suggestions for enhancing cyber security measures based on organisational policies or industry standards. For example, suggest implementing two-factor authentication for added security.
- The Software Developer will:
  - Confirm their understanding of the cyber security protocols and suggest integrating security measures into the development process.
  - Discuss any security considerations specific to the online booking system and potential vulnerabilities to address. Discuss conducting regular security audits to identify and address potential vulnerabilities. This proactive approach will help maintain the integrity and security of the systems.
- The Quality Assurance Tester will:
  - Express commitment to upholding cyber security protocols and suggest incorporating security testing into the quality assurance process.
  - Discuss any security concerns or vulnerabilities identified during testing and propose mitigation strategies.

#### **Step 6 – The student will conclude the meeting**

- The Student will:
  - Summarise the key points discussed during the meeting.
  - Thank everyone for their participation and contributions.
  - Provide any final remarks or action items for follow-up.
- The Project Manager will:
  - Express gratitude to the student for leading the meeting and providing valuable insights.
  - Confirm understanding of the discussed topics and commitment to adhering to established protocols.
- The Software Developer will:
  - Thank the Student for their guidance and ensure their commitment to the project's success.
  - Confirm understanding of their role and responsibilities moving forward.
- The Quality Assurance Tester will:
  - Express appreciation for the opportunity to collaborate and contribute to the project.
  - Confirm understanding of the discussed cyber security protocols and commitment to upholding them.

#### **Recording instructions**

Your role play must be recorded with all participants captured in a virtual room using a system such as Zoom, Skype or Teams.



Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

*"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."*

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

Include this recording as part of your assessment submission.

**Assessor instructions:**

For this task, the student is required to discuss project information with the work team, including protocols to be followed, while being observed by the assessor.

The meeting must be conducted virtually using the communication tools available from the student's organisation.

In this task, the student will be assessed on their:

- Practical knowledge of technology and tools, policies and procedures, and protocols for working collaboratively in a virtual environment.
- Practical skills relevant to sharing knowledge and information in a virtual work environment.

Use the following Observation Checklist to record your observations. 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.

**Observation Checklist**

*[to be completed by the Assessor]*

Use this checklist while reviewing the recorded role play:

<b>Did the student:</b>	<b>Satisfactory/Not Yet Satisfactory</b>
<ul style="list-style-type: none"> <li>• Discuss EACH of the following points with the work team:               <ul style="list-style-type: none"> <li>○ Work details of the project</li> <li>○ Team objectives</li> <li>○ Communication channels to be used for project-related discussions</li> <li>○ Frequency of use of each communication channel</li> <li>○ Protocols for sharing knowledge collaboratively in a virtual work environment.</li> <li>○ Cyber security protocols</li> </ul> </li> </ul>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory

<p><b>Assessor instructions:</b> The student must meet all the criteria below:</p> <ul style="list-style-type: none"> <li>✓ Discussion must correspond to information in the Team Protocol SOP Template from Assessment 3.</li> <li>✓ Discussion must correspond to information in the Virtual Technology and Tool Review Report from Assessment 4.</li> <li>✓ Discussion must correspond to information in the Collaboration and Cyber Security Guidelines template from Assessment 5.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use questioning techniques to discuss with the team and obtain feedback on the information presented.</li> </ul> <p><b>Assessor instructions:</b></p> <ul style="list-style-type: none"> <li>✓ The student asks questions that are clear and concise.</li> <li>✓ The student asks questions which are directly relevant to the topic.</li> <li>✓ The student asks questions in a logical order to allow a smooth flow of conversation.</li> <li>✓ The student uses open-ended questions to encourage detailed responses, e.g., questions that start with what, how or where</li> <li>✓ The student uses closed-ended questions to confirm understanding of the responses, i.e., yes/no questions</li> <li>✓ The student uses probing questions to explore team members' perspectives, ensuring a thorough understanding of their thoughts and ideas.</li> <li>✓ The student encourages team members to ask questions in return, promoting two-way communication.</li> </ul>	<p><input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory</p>
<ul style="list-style-type: none"> <li>• Use active listening techniques throughout the discussion</li> </ul> <p><b>Assessor instructions:</b></p> <ul style="list-style-type: none"> <li>✓ The student maintains appropriate eye contact with the speaker to show attentiveness.</li> <li>✓ The student nods or provides nonverbal cues [e.g., tilts head, facial expressions] to acknowledge the team member's responses.</li> <li>✓ The student refrains from interrupting the speaker.</li> <li>✓ The student refrains from doing other things during the discussion, e.g., checking the phone.</li> <li>✓ The student paraphrases or summarises responses to clarify understanding.</li> <li>✓ The student asks follow-up questions that directly relate to the speaker's comments, showing a genuine interest in understanding their perspective.</li> </ul>	<p><input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory</p>
<ul style="list-style-type: none"> <li>• Use project-specific terminology to discuss and present information with team members</li> </ul> <p><b>Assessor instructions:</b></p> <ul style="list-style-type: none"> <li>✓ The student consistently uses project-specific terminology to demonstrate an understanding of the project's key concepts, e.g.,</li> </ul>	<p><input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory</p>

<p>using ICT-related terms to talk about processes or outputs required.</p> <ul style="list-style-type: none"> <li>✓ The student effectively conveys complex ideas using project-specific jargon, facilitating clear and precise communication within the team.</li> <li>✓ The student adapts their language to the team, balancing project-specific terminology to match the team's expertise while avoiding unnecessary complexity for non-specialists.</li> <li>✓ The student appropriately incorporates industry-specific acronyms, enhancing communication efficiency without causing confusion, e.g., QA for quality assurance and API for application programming interface.</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate collaboration with the team to achieve shared outcomes during the meeting</li> </ul> <p><b>Assessor instructions:</b></p> <ul style="list-style-type: none"> <li>✓ The student actively engages all participants, encouraging open communication and ensuring that each team member has an opportunity to contribute.</li> <li>✓ The student guides the direction of the discussion to keep the team focused on the agenda and meeting objectives.</li> <li>✓ The student maintains a positive atmosphere by acknowledging and appreciating team members' input.</li> <li>✓ The student uses inclusive language to ensure that all team members feel valued and heard during the meeting, e.g., using pronouns such as 'we' instead of 'I' to emphasise shared responsibility.</li> <li>✓ The student effectively manages differing opinions within the group, encouraging healthy debate while working towards a unified decision or action.</li> </ul>	<p style="text-align: center;"> <input type="checkbox"/> Satisfactory  <input type="checkbox"/> Not Yet Satisfactory </p>

# Assessment submission checklist

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

1	Task 1 – Role Play	<input type="checkbox"/>
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## Assessment feedback

Assessors are to indicate the assessment outcome as Satisfactory (S) or Not Yet Satisfactory (NYS).

<b>Assessor comments:</b>	<input type="checkbox"/> S	<input type="checkbox"/> NYS
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**Congratulations, you have reached the end of Assessment 6!**

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