



BSBLDR502

Lead and manage effective workplace relationships

Assessment Tool

STUDENT COPY

Student Name:	
Student ID No:	

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How Do I Use This Book?

This Handbook is divided into two sections:

Your assessor will go through this handbook and the assessment activities with you in detail, before the assessment process begins.

- **The introduction** – which provides general information about the unit(s) of competency you, will be assessed in.
- The **second section** contains specific detailed information of the assessment component activities. You will need to complete each assessment activity completely and to the required standard explained to you by your trainer and in this handbook to achieve competence in this assessment process

Welcome to your assessment on the following unit(s) of competency

Assessment Resource Summary

Unit Details	BSBLDR502 Lead and manage effective workplace relationships	
Assessment Type	This is a summative assessment , which requires each student to have adequate practice prior to undertaking this assessment.	
Assessment Methods	Written Assessment	Assessment 1 <i>Knowledge questions</i>
	Project (Policies and Procedures)	Assessment 2 1 <i>Manage ideas and information/</i> 2 <i>Establish systems to develop trust and confidence</i>
	Project(Networking)	Assessment 3 <i>Manage the development and maintenance of networks and relationships</i>
	Role Play	Assessment 4 <i>Manage difficulties to achieve positive outcomes</i>

Unit Summary

This unit describes the skills and knowledge required to lead and manage effective workplace relationships.

It applies to individuals in leadership or management who have a prominent role in establishing and managing processes and procedures to support workplace relationships considering the organisation's values, goals and cultural diversity.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision-making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Code	Title	Unit Sector
BSBLDR502	Lead and manage effective workplace relationships	Management and Leadership - Leadership

*Pre-requisite Unit	Nil
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General Instructions to Student

Please read all the information before you proceed to complete the assessment tasks. If you do not understand any part of these instructions, please ask your trainer/assessor.

Objective of Assessment

The primary objective of assessment is to support and encourage your learning. Assessment results give the assessor an indication of how well you have learnt in class and or areas you may need extra support with. The assessments are intended to be equitable, fair and flexible. All the information, skills and knowledge being assessed by the assessments have been based on theory, practical and skills delivered by your trainer/assessor during classes, and or during self-directed study and meet the requirements of the unit of competency.

Assessment Feedback and Support throughout the Assessment Process

Students are encouraged to reflect on key observations and issues encountered during their studies to encourage learning. Knowing what you understand or have mastered and identifying where you need to improve the critical skills for successful learning.

Your assessor will give you feedback throughout the duration of the unit you are studying and after assessment results. The feedback given to you will always be to support your achievements and to monitor your progress throughout your studies.

Reasonable Adjustment or Special Needs

In the situation where you or your assessor feel that extra support needs to be given, your assessor will organise a time to meet with you and discuss the options available to you. Your assessors aim is to ensure the successful completion of your course with the least amount of difficulty.

Reasonable adjustment will be provided for students with a disability or learning difficulty according to the nature of the disability or difficulty. Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support and alternative methods of assessment such as oral assessment.

In assessing the competence of individuals, assessors must provide for reasonable adjustments to ensure the assessment principles of fairness and flexibility are addressed. However, assessors must be confident that reasonable adjustments do not compromise the outcomes of the unit and the integrity of the qualifications and Statements of Attainment issued as certification of achievement.

Achieving a Satisfactory Result and Reassessment

This qualification is based on Competency based training.

There are two outcomes for each assessment task level:

S (S) = Satisfactory

Or: (NS) = Not Satisfactory (requires more training and experience or evidence to complete the assessment).

You must achieve a satisfactory result for all components of the unit tasks to be deemed overall **Competent (C)** in this unit.

- Should you not be successful in your attempt your assessor will provide directive feedback to guide to success in your second attempt; i.e. reassessment.
- You will be given two (2) re-assessment opportunities of which one will be at no cost to you but the second one will incur a fee. Please refer to the fee schedule located on the website.
- Assessment reasonable adjustment may be exercised by your assessor at their discretion.

Appeal an Academic Decision

Where a student does not agree with the Assessors decision they should first discuss the issue with the assessor and try to reach an understanding of the decision and a way forward to get the issue resolved.

If the student still wishes to pursue the matter further - they may then lodge an appeal following the College's Complaints and Appeals process. Please refer to the Victorian College of Education Complaints and Appeals Policy for further details.

Cheating and Plagiarism

Victorian College of Education will not tolerate Cheating and plagiarism from any student. Evidence of plagiarism and cheating are treated on a case by case basis and consequences for students engaging in such practices may include being deemed **Not Yet Satisfactory** in the assessment or **Not Yet Competent** in the unit or exclusion from the course. If you are caught cheating, you will be required to re-enrol in the unit which will incur a fee. Please refer to the schedule of fees on the VCEA website.

Submitting Assessment Tasks

You must submit all assessment tasks together with the provided cover sheet. Work submitted without a coversheet will be returned unmarked. **ALL** tasks must be completed in legible English. It is preferable that tasks are typed where this is not possible or where room is provided on a paper for short answers, you must write clearly.

Cover sheets

Student must submit a completed coversheet with all assessment's tasks, ensuring the student declaration section is signed. Assessment cover sheets are available from the front office.

Due dates

Submissions must be made by the due date. Late submissions will be treated as reassessment unless the student gets the pre-approval from the trainer.

Referencing

Students should follow the Harvard style of referencing on all assignments, reports and project submitted.

Student Access to Records

Students have the right to access current and accurate records of their participation and results at any time. Students can see their results by requesting the information from their trainer/assessor or can request a copy of records by contacting student administration.

Due Date and Extensions

Submit the task before or on due date. If you need extensions consult your trainer/assessor. Remember extension is an agreement between you and your trainer/assessor and this can be obtained if the need is genuine or under compassionate circumstances. You will be required to submit your request for extension in writing to your trainer and attach any supporting documents.

General information on Assessment Methods

Assessment tasks may be structured with any combination of

- a) Written tasks assignment/projects.
- b) open book tests/closed book exams
- c) role plays
- d) Case studies
- e) Practical demonstrations.
- f) Logbook/third party Report

You must complete all the appointed tasks and **gain a satisfactory result in all tasks to be deemed competent in the unit.**

Written Tasks

- Ensure you are clear on the topic. If you are unsure, please ask questions to your trainer/assessor.
- If it is an **open book test**: -You will have to bring your own books for reference
- If this is a **closed book exam** – **No books or smart phones** will be allowed on your desk.
- Ensure you know what date and what time the test will start and what the duration can complete the test.
- In your responses please ensure you print clearly and be able to be read.
- If your writing is illegible or by trainer's discretion you may type to your responses on the condition you sign your student declaration declaring it to be your own work – exception to this of course is a closed booked exam.
- **To achieve satisfactory , ALL questions MUST be answered CORRECTLY**
- Use a blue or black pen. Assessments written in pencil or red pen will not be accepted.
- Ask your assessor if you do not understand a question. Whist your assessor cannot tell you the answer, he/she may be able to re-word the question for you.
- Do not talk to your classmates. If you are caught talking, you will be asked to leave, and your assessment will not be marked.
- Do not cheat. Anyone caught cheating will automatically be marked **Not Satisfactory (NS)** for this assessment. There are NO EXCEPTIONS to this rule.

Learner Declaration

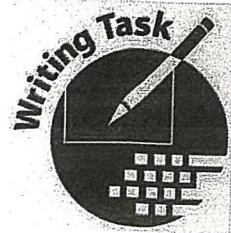
I understand what is required to be completed in this assessment. I have been fully informed of the instructions and I am confident to proceed.

Learner Name:	Learner Signature:	Date:

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Assessment 1 – Written Task

Please follow the instruction as outlined in section 1 of this assessment booklet.



Student Name:	ANURAG SHARMA
Student ID No:	VCE 00093

Questions

1

Why are workplace policies and procedures important? List five key benefits.

2	Briefly explain why it is important that workplace policies and procedures are provided and explained to staff.
3	<u>When</u> should staff be provided with policies and procedures?

4

List three methods of informing staff about changes to policies and procedures.

5

What is the purpose of a workplace Code of Conduct?

6	List three behaviours that a workplace Code of Conduct can cover.
7	List three benefits of networking.

8

List two benefits to employers of a diverse workplace.

9

Describe the main function of the *Fair Work Act 2009*.

10	What is <i>Equal Employment Opportunity</i> ?
11	Describe the main function of the <i>Disability Discrimination Act 1992</i> .

12

List the objectives of the *Racial Discrimination Act 1975*.

13

List the objectives of *the Sex Discrimination Act 1984*.

14

What are some methods a manager may use to resolve conflict in the workplace?

15

Why is it important to be socially and culturally sensitive in the workplace?

16

What is meant by the term '*Ethics*'? Why are ethics important in the workplace or in any policy or procedures manual?

Student Declaration: I declare that the work submitted is my own and has not been copied or plagiarised from any person or source.

Name: _____

Signature: _____

Date: ____/____/____

Assessor Use Only

Comments

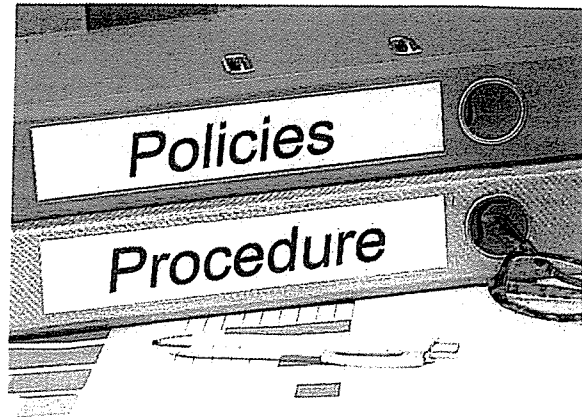
Comments			
Result <i>(Please Circle)</i>	Satisfactory	Not Satisfactory	Incomplete
Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback		Name: _____ Signature: _____ Date: ____/____/____	

Assessment 2 -Project

Manage ideas and information/

Establish systems to develop trust and confidence

This assessment requires you to assume the role of General Manager of a simulated business 'Accountancy Victoria' and develop a three (3) policies and procedures to do with workplace communication and consultation.



SCENARIO

Accountancy Victoria is based in Footscray, Victoria and provides accountancy and bookkeeping services for a range of clients.

Accountancy Victoria was established by the two Directors who are the Senior Accountants for the company. Other staff employed are three accountants, a bookkeeper, and an Officer Manager. The company is expanding due to the demand for accountancy services and will employ a further three Senior Accountants in the next two months, as well as another Officer Manager and a Client Services Coordinator.

Imagine that you have recently been appointed as the General Manager of Accountancy Victoria. Your role is to manage the day-to-day operations of the company. The first task you have been allocated is to establish formal systems and processes for a range of areas, as currently most of the company's systems and processes are informal.

To start the process of creating formal systems and processes, you have been asked to develop systems and processes for workplace communication and consultation, as well as a Code of Conduct and Dispute Resolution processes.

1 Develop a 'Code of Conduct.'

You are required to develop a Code of Conduct so that staff are aware of and follow the standard of expected behaviour.

In developing your Code of Conduct you should research other companies' codes and relevant legislation. Your Code of Conduct must be in your own words, must comply with current legislation and must include a list of references that you have used in the development of the document.

The Code of Conduct needs to include, as a minimum, the following guidance:

- ┌ Introduction – the purpose of the Code
- ┌ Scope – who it applies to
- ┌ Legislation that applies
- ┌ Details of expected personal and professional behaviour (as a minimum, this should address a range of **ethical** behaviours, as well as behaviours appropriate to working within **diverse workplaces**)
- ┌ Conflict of interest requirements
- ┌ Gifts, benefits and hospitality
- ┌ Outside employment/consulting
- ┌ Use of social media
- ┌ Serious misconduct
- ┌ How and when the Code of Conduct will be communicated to staff.

Your Code of Conduct should be no longer than two pages in length, be structured logically and be written clearly and concisely in a language suitable for the audience (managers and staff).

2 Develop a '*Workplace Communication and Consultation Policy and Procedure*'.

Develop a workplace 'communication and consultation policy and procedure' to describe the mechanisms that will be used for internal communications, as well as how staff can have the opportunity to contribute to issues related to their work role.

In developing your policy and procedure you should review other workplace communication/consultation policies and/or procedures. Your policy and procedure must be in your own words and must include a list of references that you have used in the development of the document.

The policy and procedure should include the following minimum information:

- ┌ Purpose
- ┌ Scope
- ┌ Communication strategies for communicating with staff – type, purpose and frequency. You should include at least four strategies in your policy and procedure.
- ┌ Communication protocols for meetings in relation to sending out of agendas and writing up of minutes.
- ┌ Consultation process – ways in which staff can contribute to workplace issues (for example, surveys, suggestion forms, committees and so on) – you must include at least three.
- ┌ Provide specific detail about the consultation mechanism and **how staff will receive feedback**, e.g. for a suggestion box, indicate the location of the box and how suggestions will be recorded and actioned, and how staff will be given feedback on the consultation process and/or action taken.
- ┌ Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel

Your policy and procedure should be no longer than four pages in length, be structured logically and be written clearly and concisely in a language suitable for the audience (managers and staff).

3 Develop a 'Dispute Resolution Policy and Procedure'

Develop a Dispute Resolution Policy and Procedure so that all staff are aware of the dispute resolution procedures in place.

In developing your policy and procedure you should review other workplace's policies and procedures. Your policy and procedure must be in your own words and must include a list of references that you have used in the development of the document.

Develop a Dispute Resolution Procedure that addresses the following:

- └ Purpose of the policy
- └ Scope – to whom it applies
- └ Relevant Legislation
- └ What constitutes a dispute
- └ Responsibilities of managers in disputes. This should include advice on how to identify conflict and how to plan to address issues before a dispute is raised.
- └ Responsibilities of employees in disputes. This should include advice on the steps an employee should take to resolve issues/conflict before involving their supervisor.
- └ The process and timeframe by which a dispute will be handled. The process must demonstrate how the dispute moves through the internal chain of command right through to referral to an external body.

Your policy and procedure should be no longer than three pages in length, be structured logically and be written clearly and concisely in a language suitable for the audience (managers and staff).

When you have completed all the above documents, you must submit them to your assessor (as though he or she is a staff member of Accountancy Victoria).

Include an introduction to the documents (either an email or memo) that provides a clear and simple summary of the documents and refer to the opportunity for staff to provide feedback, clarify points and/or ask questions before the final version of the documents are launched. Ensure your communication is clear, written in plain English and error free.

Your assessor, in the role of a staff member, will provide you with feedback which you should incorporate into your documents.

Submit the final version of each document to staff (your assessor) and include an introduction (either an email or memo) indicating that their feedback has been incorporated and provide a clear and simple outline of what has been changed. Ensure your communication is clear, written in plain English and error free.

What do I need to hand in for this task?	Have I completed this?
Code of Conduct	☐
Workplace Communication and Consultation Policy and Procedure	☐
Dispute Resolution Policy and Procedure	☐

Assessment 2 -Assessor Checklist–

Assessor Use ONLY

This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

Please complete below

Student Name:	
Student ID No:	

Did the student:	Satisfactory	Comments
Did the student research and analyse information to formulate workplace policies and procedures?	☐ Yes ☐ No	
Did the student prepare workplace policies and procedures in required format and style?	☐ Yes ☐ No	
Did the student identify and address relevant legislation in their developed policies and procedures?	☐ Yes ☐ No	
Did the student develop a ' Code of Conduct ' to ensure that expected behaviour is adhered to by all employees?	☐ Yes ☐ No	
Did the student develop a ' Workplace Communication and Consultation Policy and Procedure ' to facilitate participation by staff?	☐ Yes ☐ No	
Did the student develop a ' Dispute Resolution Policy and Procedure ' to facilitate the resolution of workplace issues?	☐ Yes ☐ No	
Did the student provide the opportunity for staff to provide feedback policies and procedures developed?	☐ Yes ☐ No	
Did the policies and procedures match and apply to the scenario?	☐ Yes ☐ No	
Student ensured that strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers	☐ Yes ☐ No	

Develop and/or implemented processes to manage ideas and information including: •Communicating information to support others to achieve work responsibilities •Facilitating employees' contributions to consultation on work issues •Providing feedback on the outcomes of consultations •Resolution of issues raised or referral to relevant personnel	☐ Yes ☐ No	
Established and/or implemented policies to ensure that the organisation's cultural diversity and ethical values are adhered to	☐ Yes ☐ No	
Develop and/or implement consultation processes to ensure that employees can contribute to issues related to their work role	☐ Yes ☐ No	
Facilitate feedback to employees on outcomes of the consultation processes	☐ Yes ☐ No	
Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel	☐ Yes ☐ No	
Did the student inspire trust and confidence through the production of professionally written documents?	☐ Yes ☐ No	

Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.	Name: _____
	Signature: _____
	Date: ____/____/____

Assessor Use Only

Assessor Comments

Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback

Name: _____

Signature: _____

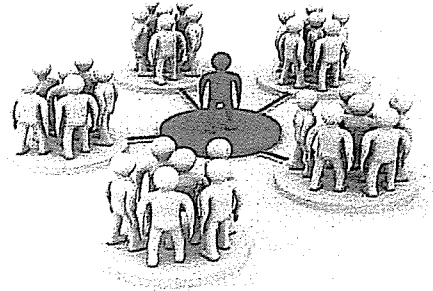
Date: ____/____/____

Result: Satisfactory | Not Satisfactory | Not Assessed

Assessment 3 – Networking Project

Task Summary:

This assessment requires you to assume the role of the General Manager of Accountancy Victoria to identify and plan for the development and maintenance of relationships and networks.



Instructions:

Read the scenario and complete the following activities:

You have recently commenced in the role of General Manager at Accountancy Victoria. This role involves taking on the human resource function for the business as well as managing a team of staff. You have been told by individual members of your team and the accounting partners that the previous General Manager, Casey, did not have a great relationship with any of the staff nor the senior management team - rarely communicated with them and did not appear to build any professional networks externally either.

Staff did not trust Casey as they often heard her repeating confidential conversations, liked to play staff off against one another, was disrespectful to junior staff and was often pulled up for her total lack of cultural sensitivity.

You have discovered that there are few formal processes in the business, including policies and procedures and your predecessor has provided inaccurate advice and information with regards to policy and legislative requirements, and the business has had two cases lodged with Fair Work Commission in the past 12 months.

You have only been in the role for three weeks, but you already feel as though staff distrust you and do not come to you with issues that you feel they should. You will need to work hard to establish and build the trust and confidence in the team.

- 1 Research and identify at least four (4) methods/activities (e.g., team meetings, training, one-on-one meetings, consultation and feedback on projects, social functions and events, team building, etc.) you can use to **build relationships with your team** and other managers to gain their trust and confidence.

For each method, answer the following questions:

- └ *What professional conduct and interpersonal communication styles will you need to use to build this relationship?*
- └ *What method of communication will you use to guide them through this period of transformation and change, and why?*
- └ *What is the specific outcome or benefit of this method/activity?*

- 2 Research and identify at least four (4) external contacts or networks that may be relevant to your role as General Manager (including the HR function). The purpose of these networks may be for you to gain information and advice on the industry, learn about technological developments or new services or changes to legislation, for education purposes or business development. These networks may also exist for staff education or referral (e.g. training provider or employee assistance program).

Record the name of these contacts/networks, website and contact details, and a brief description of what they do and why you would build a relationship with them.

Choose a method of communication to build the relationship. (for example, informal meetings or catch ups, formal meetings, networking events, written communication, phone conversations, training events, etc.)

What is the benefit/s of this activity to you and the team?

- 3 Prepare a 12-month schedule that includes all the staff and networking activities that you have identified in questions 1 and 2 to ensure you develop and maintain the relationships.
For each activity include the name of the activity, who is involved and whether it is an internal or external activity. Where the activity is a networking event include the date, location and cost.

Submit the answers to the questions and your schedule to your assessor. Ensure your documentation is structured logically, error free, clear and easy to read.

What do I need to hand in for this task?	Have I completed this?
Answers to Question 1 and 2	☐
12-month activity schedule	☐

Assessment 3 - Assessor Checklist – Assessor Use ONLY

This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

Please complete below

Student Name:	
Student ID No:	

Did the student:	Satisfactory	Comments
Did the student research and identify at least four methods/activities that they can use to build relationships with staff and management?	☐ Yes ☐ No	
Did the student provide suitable interpersonal skills, methods of communication and a benefit for each method/activity?	☐ Yes ☐ No	
Did the student research and analyse relevant networks that may assist in building own professional competence, as well as that assist in building workplace relationships and team outcomes?	☐ Yes ☐ No	
Did the student plan networking opportunities to ensure the development and maintenance of effective workplace relationships?	☐ Yes ☐ No	
Was the 12-month plan structured logically, error free, clear and easy to read?	☐ Yes ☐ No	
Did the student adjust their own interpersonal communication styles to meet the organisation's cultural diversity and ethical environment and guide and support the work team in their personal adjustment process	☐ Yes ☐ No	

Was the student able to gain and maintain the trust and confidence of colleagues and external contacts through their own professional conduct?	☐ Yes ☐ No	
Did the student demonstrate the use of networks to build workplace relationships and providing identifiable outcomes for the team and the organisation? (Q1 &2)	☐ Yes ☐ No	
Plan for, and manage, the use of networks to support identifiable outcomes for the team and the organisation	☐ Yes ☐ No	
Submitted an ongoing plan to ensure that effective internal and external workplace relationships are developed and maintained	☐ Yes ☐ No	

Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.	Name: _____
	Signature: _____
	Date: ____/____/____

Assessor Use Only

Assessor Comments

Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback

Name: _____

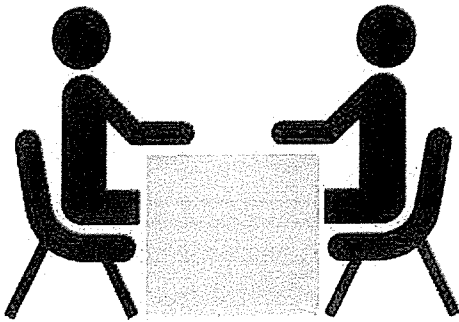
Signature: _____

Date: ____/____/____

Result: Satisfactory | Not Satisfactory | Not Assessed

Assessment 4 – Role Play

Manage difficulties to achieve positive outcomes



TASK SUMMARY:

This assessment requires you to assume the role of the Office Manager at Accountancy Victoria and conduct a meeting with the Administration Assistant (assessor to role play) to manage under-performance issues raised.

INSTRUCTIONS:

Imagine that it is six months later at Accountancy Victoria. The new Administration Assistant, Beth, has been employed and has been in the position for two months.

Beth is from Somalia, but she has been in the country for one year and speaks good English.

The Officer Manager, Sarah, approaches you to discuss Beth's performance. She mentions that Beth has not been completing her tasks on time or to standard. She refers to a few examples, including stationery not being ordered on time, agendas for meetings not sent out in the correct format or in the required timelines, and clients being provided with incorrect information. Sarah also mentions that Beth is late most morning of the week – often arriving at 9.15am. Sarah has also noticed that Beth makes many personal phone calls during the day and has been seen taking milk home from the staff fridge.

As Beth reports directly to you, Sarah asks you to talk to Beth about her work performance and her breach of the Code of Conduct.

Complete the following activities:

Before you commence this assessment, read the following guide about **managing underperformance**. You will be assessed on your demonstration of the skills referred to in the *Checklist for employers when managing underperformance*.

Go to:

<http://www.fairwork.gov.au/about-us/policies-and-guides/best-practice-guides/managing-underperformance>

- 1 Send an email to Beth (your assessor) requesting her to attend a meeting with you to discuss her work. Include a date and time for the meeting and a brief outline of the meeting's topic.
- 2 Conduct the role play meeting with Beth (with your assessor playing the role of Beth) explaining to her what the problem is, why it is a problem, how it impacts on the workplace, and why there is a concern. You must also bring Beth's attention to the 'Code of Conduct' that you created in assessment 2 and the possible consequences.

At the meeting role play you must:

- ┌ Explain the purpose of the meeting
- ┌ Explain to Beth what the problem is
- ┌ Explain how this behaviour impacts on the workplace/why it is a concern.
- ┌ Demonstrate your leadership, interpersonal and communication skills by:
 - Keeping your communication clear and simple
 - Listening to Beth and confirming and clarifying information shared
 - Asking questions to confirm information
 - Provide guidance, counselling and support to Beth's own issues
 - Engaging with Beth and motivating her
 - Developing effective strategies to solve the issues raised.
 - Discuss and agree on a solution and plan forward.

During the role play, your assessor will be looking to see that you:

- Identify and resolve workplace difficulties by following the required procedure
- Communicate required information about achievement of work responsibilities
- Consult with Beth on the workplace issue identified, including clarification of details
- Use questioning and active listening to provide the opportunity for Beth to express her thoughts and feelings
- Demonstrate a caring and empathic approach to Beth
- Stay relaxed and encouraging throughout the meeting
- Talk about the issue rather than the person
- Provide guidance and support in the form of realistic solutions to Beth to assist in the resolution of the workplace issue
- Follow the policies and procedures that you developed in Assessment Task 2.

3 Send a follow up email to Beth within one day of the meeting summarising the meeting and the detailed solution upon which was agreed. Also include in this email a reminder of the expected behaviour in accordance with the **Code of Conduct** and what Beth should do if she has other issues or questions relating to the process (*in accordance with all three procedures you developed in Assessment Task 2*).

Assessment 4 -Assessor Checklist –

Assessor Use ONLY

This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

Please complete below

Student Name:	
Student ID No:	

Did the student:	Satisfactory	Comments
Did the student plan and prepare for the role play by researching underperformance skills and/or had access to the policies and procedures?	☐ Yes ☐ No	
Did the student identify and resolve the workplace difficulties by following the required procedure?	☐ Yes ☐ No	
In the role play did the student communicate required information about achievement of work responsibilities?	☐ Yes ☐ No	
Did the student consult with Beth on the workplace issue identified, including clarification of details?	☐ Yes ☐ No	
Did the student use questioning and active listening to provide the opportunity for Beth to express her thoughts and feelings?	☐ Yes ☐ No	
Did the student demonstrate a caring and empathic approach to Beth?	☐ Yes ☐ No	
Did the student stay relaxed and encouraging throughout the meeting?	☐ Yes ☐ No	

Did the student talk about the issue rather than the person?	☐ Yes ☐ No	
Did the student provide guidance ,counselling and support in the form of realistic solutions to Beth to assist in the resolution of the workplace difficulty?	☐ Yes ☐ No	
Did the student follow their own developed policies and procedures from assessment 2?	☐ Yes ☐ No	
Did the student document the agreed solutions to address the workplace issues? e.g. in the email to Beth and HR records	☐ Yes ☐ No	

Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.	Name: _____
	Signature: _____
	Date: ____/____/____

Assessor Use Only

Assessor Comments

Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback

Name: _____

Signature: _____

Date: ____/____/____

Result: Satisfactory | Not Satisfactory | Not Assessed

