



# **Assessment Tasks**

## **Assessor Guide**

**BSBWOR502A: Ensure team effectiveness**

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United Business Services (Aust) Pty Ltd  
50 Cupania Street  
Algester Qld 4115

Ph: (07) 3276 0549  
Email: [info@ubsconsultants.com.au](mailto:info@ubsconsultants.com.au)  
Web: [www.ubsconsultants.com.au](http://www.ubsconsultants.com.au)

## Assessment Documentation

This Assessor Guide is designed to provide standardised documentation and assessment procedure for the assessment processes conducted by this RTO.

The assessment tools that are used by you (the assessor) will result in evidence being generated by the student targeting this unit of competency. The evidence is kept by the RTO and is required for audit purposes.

The following table summarises the types of evidence students can generate as proof of competence. The table contains information based on the AQF (Australian Qualifications Framework) Level for the unit **BSBWOR502A: Ensure team effectiveness**. Sample assessment tools have been suggested as a means of assisting students in generating the appropriate form of evidence for this unit.

AQF Level	Distinguishing Features (Source: AQF Implementation Handbook 2007: Guidelines)	Type of evidence to be used	Sample assessment tools
Diploma	<ul style="list-style-type: none"><li>▪ Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas</li><li>▪ Analyse and plan approaches to technical problems or management requirements</li><li>▪ Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</li><li>▪ Evaluate information using it to forecast for planning or research purposes</li><li>▪ Take responsibility for own outputs in relation to specified quality standards</li><li>▪ Take some responsibility for the achievement of group outcomes</li></ul>	<ul style="list-style-type: none"><li>▪ Workplace achievement</li><li>▪ Answers to case study</li><li>▪ Work samples from a range of areas</li><li>▪ Practical demonstration</li><li>▪ Role playing a specific process</li><li>▪ Log book</li><li>▪ Photographs / videos</li><li>▪ Third party report</li></ul>	<ul style="list-style-type: none"><li>▪ Performance checklist for demonstrations / role plays</li><li>▪ Case study scenarios and questions with benchmark answers</li><li>▪ End product summary checklist</li><li>▪ Written/oral questions and benchmark answers</li></ul>

The assessment activities associated with the unit of competency **BSBWOR502A: Ensure team effectiveness** are listed below:

Assessment 1: Written	<ul style="list-style-type: none"><li>▪ Written answers to questions</li></ul>
Assessment 2: Project	<ul style="list-style-type: none"><li>▪ Written responses to tasks</li></ul>
Assessment 3: Project	<ul style="list-style-type: none"><li>▪ Written responses to tasks</li></ul>
Assessment 4: Project	<ul style="list-style-type: none"><li>▪ Written responses to tasks</li></ul>

## Assessment Information

*The candidate has been given the following information*

This guide contains all of the assessment tasks required for completion of unit of competency **BSBWOR502A: Ensure team effectiveness**.

Prior to commencing the assessments your assessor will explain each task to you. You will be given the opportunity to ask questions and to seek clarification on any of the tasks, and your assessor will remain available to support you through the assessment process.

Your assessor is also available to discuss Recognition of Prior Learning and whether this applies to your circumstances.

## Terms and conditions

### Submitting your evidence portfolio

You are recommended to seek the advice of your assessor when putting together your evidence portfolio in order to confirm that you have provided sufficient evidence of competency.

You should note that your evidence portfolio must be retained by the Registered Training Organisation for audit purposes and will not be returned to you. If you wish to keep any evidence, you should make a copy prior to submission for assessment. You are advised to make sure you clearly label each answer and task and complete all sections of each assessment.

If possible, you should also submit copies of any workplace documents that may be relevant to this unit of competency. In this case you will need to gain approval to provide the copies from your employer.

### Ownership and plagiarism

You are advised by accepting these terms and conditions you have declared the evidence that you submit is your own work or the result of your own research. By signing the declaration below you acknowledge your assessment is your own and contains no material written by another person except where due reference is made. Note that if you quote any source in your evidence, you must provide a reference to the source in order to ensure that you do not breach Copyright legislation. You need to be aware that a false declaration may lead to the withdrawal of a qualification.

### Re-submission of your evidence portfolio

If your evidence meets the requirements of the unit of competency you will be assessed as Competent (**C**) in this unit. If your evidence does not meet the requirements of the unit of competency you will be assessed as Not Yet Competent (**NYC**). If you are assessed NYC, it is important to discuss your re-submission with your assessor as you will be given one opportunity only to revise and re-submit your evidence portfolio.

### Candidate's declaration of original authorship

The candidate is required to sign the following declaration in the Candidate copy of this Assessment.

I declare that this assessment is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification

## BSBWOR502A: Ensure team effectiveness

### Elements

#### 1. Establish team performance plan

*Performance Criteria (PC):*

- 1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives
- 1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team
- 1.3 Support team members in meeting expected performance outcomes

#### 2. Develop and facilitate team cohesion

*Performance Criteria (PC):*

- 2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team
- 2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions
- 2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed

#### 3. Facilitate teamwork

*Performance Criteria (PC):*

- 3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes
- 3.2 Support the team in identifying and resolving work performance problems
- 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders

#### 4. Liaise with stakeholders

*Performance Criteria (PC):*

- 4.1 Establish and maintain open communication processes with all stakeholders
- 4.2 Communicate information from line manager/management to the team
- 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders
- 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

### Required Skills

- RS 1. •training skills to mentor and coach team members
- RS 2. •communication skills to explain team goals, to address team conflict and to build an environment of trust
- RS 3. •planning and organisational skills to keep team on track and focussed on work outcomes.

### Required Knowledge

- RK 1. •models for conflict resolution
- RK 2. •group behaviour

### Critical aspects of evidence

*Evidence of the following is essential:*

- CAE 1. •range of techniques that can be used to build work teams, strengthen communications in the team and resolve conflict
- CAE 2. •methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure team is focussed and on track
- CAE 3. •knowledge of group behaviour.

## Employability Skills

*Industry and enterprise requirements for the qualification:*

- ES 1. Communication
- conducting research to collect and analyse information in a range of reports
  - consulting with others to develop a range of plans and reports
  - liaising with stakeholders and promoting participative workplace arrangements
  - negotiating solutions to new and emerging issues
- ES 2. Teamwork
- contributing to the development of other team members
  - providing feedback on team performance to colleagues and managers
- ES 3. Problem solving
- applying risk management processes to business operations
  - assessing financial viability of new opportunities and matching organisational capability with market needs
- ES 4. Initiative and enterprise
- encouraging creative and innovative workplace solutions
  - identifying new and emerging opportunities for the business and developing strategies to capitalise on them
  - managing, fostering and facilitating change
- ES 5. Planning and organising
- developing systems that are flexible and responsive to changing circumstances
  - planning for contingencies and performance of staff and systems
- ES 6. Self management
- dealing with contingencies
  - managing own time and priorities
  - taking responsibility as required by work role and ensuring all organisational policies and procedures are adhered to
- ES 7. Learning
- assisting others to acquire new knowledge and skills to improve team and individual performance
- ES 8. Technology
- using electronic communication devices and processes such as internet, intranet, email to produce written correspondence and reports
  - using technology to assist the management of information and to assist the planning process

Candidates targeting unit **BSBWOR502A: Ensure team effectiveness** need to complete all formative activities in preparation for the four summative assessment activities required for this unit.

The candidate is provided with instructions for each of the summative assessment activities in her/his assessment task book.

**If at any stage of the assessments, you believe that the safety of anyone is in jeopardy, you should abort the assessment session.**

## Assessment 1: Written Test

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

You are required to answer the following questions to confirm your knowledge in relation to unit **BSBWOR502A: Ensure team effectiveness**.

You may refer to your training materials and other research while completing the answers.

Write your answers in the spaces below using a blue or black pen. Alternatively type a document and provide a printed copy. If you re-type the document, repeat each question in the document and type your answer under the question.

### Instructions to Assessor: Written Benchmark Answers

The following answers are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed answers. The benchmark answers in the following table are intended as a guide to ensure consistency of assessment.

Questions and benchmark answers	Mapping
Question 1. List 2 ways in which conflict can be creative and constructive.	
<i>Candidate should identify 2 of the following</i> Conflict can: <ul style="list-style-type: none"><li>• Promote new ideas</li><li>• Strengthen relationships</li><li>• Encourage interpersonal communication</li><li>• Stimulate individual growth</li><li>• Facilitate the examination of problems</li><li>• A healthy activity for team building</li></ul>	RK 1
Question 2. List 2 ways in which conflict can be negative or destructive.	
<i>Candidate should identify 2 of the following</i> Conflict can: <ul style="list-style-type: none"><li>• Hinder communication</li><li>• Interfere with relationships</li><li>• Increase problems</li><li>• Erect barriers</li></ul>	RK 1
Question 3. What is the key aspect of a conflict resolution model?	
<ul style="list-style-type: none"><li>• A Win-Win solution arrived at by integrative bargaining to achieve an optimum solution for both parties.</li></ul>	RK 1
Question 4. What does the acronym BATNA stand for?	
Best Alternative to a Negotiated Agreement	RK 1
Question 5. What are the four stages of Tuckman's original theory of group behaviour and evolution?	
<ul style="list-style-type: none"><li>• Forming</li><li>• Storming</li><li>• Norming</li><li>• Performing</li></ul>	RK 2

Questions and benchmark answers	Mapping
Question 6. Define in your own words your understanding of “coaching”	
<i>Answers will vary</i> Coaching is the practice of providing expert support and occasional advice to an individual or group in order to help them recognise ways in which they can improve their effectiveness.	RS 1
Question 7. Define in your own words your understanding of “mentoring”	
<i>Answers will vary</i> Mentorship refers to a developmental relationship in which a more experienced person helps a less experienced person, develop in a specified capacity.	RS 1
Question 8. Most people identify themselves as members of several groups, depending upon circumstances. List 3 ways that your work team may identify themselves as a group member in the workplace or outside the workplace.	
<i>Candidate should identify 3 of the following</i> <ul style="list-style-type: none"> <li>• Family</li> <li>• Nationality</li> <li>• Race or culture</li> <li>• Gender</li> <li>• Religion</li> <li>• Political persuasion</li> <li>• Hobby or sport</li> <li>• Belonging to a disadvantaged or minority group</li> <li>• Type of job or expertise</li> <li>• Company/employer</li> <li>• Team or department member</li> </ul>	RK 2
Question 9. List 3 types of behaviour that a manager should model, in order to develop group loyalty and trust.	
<i>Candidate should identify 3 relevant behaviours which may include:</i> <ul style="list-style-type: none"> <li>• Ethical behaviour</li> <li>• Honest and open communication</li> <li>• Non-discriminatory behaviour, fairness, impartiality</li> <li>• Respect and loyalty</li> <li>• Acknowledging excellence in performance</li> <li>• Providing support when needed</li> <li>• Active listening</li> <li>• Giving opportunities for input into decision making</li> <li>• Taking responsibility</li> <li>• Owning up to mistakes</li> <li>• Being a role model</li> <li>• Follow up and resolve problems</li> <li>• Following organisational policy and procedures</li> <li>• Consistency, reliability and clarity.</li> </ul>	RK 2
Question 10. If a manager becomes aware of a behavioural problem in their team, when must they act to resolve the problem?	
Immediately they are aware of the problem	RK 1



Questions and benchmark answers	Mapping
Question 11. Give 3 examples of poor performance issues that relate to behaviour.	
<p><i>Candidate should identify 3 behavioural issues which may include:</i></p> <ul style="list-style-type: none"> <li>• Lateness and leaving early</li> <li>• Taking long lunch breaks</li> <li>• Absenteeism</li> <li>• Uncooperative attitude</li> <li>• Lack of respect and politeness to team members</li> <li>• Harassment - (sexual or otherwise)</li> <li>• Showing prejudice and discrimination</li> <li>• Favouritism</li> <li>• Dishonesty</li> <li>• Inappropriate clothing etc (presentation) and cleanliness</li> <li>• Swearing</li> <li>• Unprofessional manner of dealing with clients/customers</li> </ul>	PC 3.3 PC 4.4 RS 2 ES 3
Question 12. Give 3 examples of poor performance issues that are task related.	
<p><i>Candidate should identify 3 task related issues which may include:</i></p> <ul style="list-style-type: none"> <li>• Making mistakes</li> <li>• Not completing a task at all</li> <li>• Not completing a task within the required time</li> <li>• Insufficient attention to detail</li> </ul>	PC 3.3 PC 4.4 RS 2 ES 3
Question 13. Give 3 examples of misconduct that may warrant immediate (summary) dismissal.	
<p><i>Candidate should identify 3 examples which may include:</i></p> <ul style="list-style-type: none"> <li>• Gross insubordination</li> <li>• Abusive language</li> <li>• Threatening behaviour</li> <li>• Violence</li> <li>• Obscenity</li> <li>• Sexual harassment</li> <li>• Sleeping on the job</li> <li>• Gross dishonesty</li> <li>• Drunkenness or drug taking</li> <li>• Serious and wilful disobedience</li> <li>• Serious neglect of duty</li> <li>• Serious breach of confidentiality or good faith</li> <li>• Criminal offences</li> </ul>	PC 3.3 PC 4.4 RS 2 ES 3
Total Questions	13

### **Assessment checklist – Assessor Note**

Please complete the assessment checklist in the Candidate Guide to record the assessment process and outcome.

The checklist contains a declaration by the candidate as follows:

- The purpose and outcomes of the assessment have been explained.
- I have received information about the unit of competency.
- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs

SAMPLE

## Assessment 2: Project

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

This activity is related to the unit of competency **BSBWOR502A: Ensure team effectiveness**. In particular, you will be required to demonstrate your skills and knowledge in relation to this unit of competency.

You may refer to your training materials and other research if required. The activity may be completed in the workplace or a simulated workplace.

Your assessor will use a checklist to record the assessment decision.

### Overview

Below are a number of practical tasks to be completed over a period of time in a real or simulated workplace where you will perform the duties of a **manager**. The times for completion of the tasks are to be negotiated between yourself and the assessor. The tasks will reflect your ability to:

Project: Develop a performance plan for the work team.

Your assessor will provide you with instructions and complete a checklist on which they will record your satisfactory performance of workplace tasks.

In this assessment candidates will need to access the following documents. For a simulated workplace assessment, the assessor will supply candidates with the following documents.

- An organisational mission statement or statement of objectives.
- An organisational plan or structure.

The Project Tasks table below identifies the documents that you are required to prepare and submit in your evidence portfolio. They may be presented in printed format in a folder or as an electronic copy.

Ensure both your name and student number is clearly displayed.

## Instructions to Assessor

The following benchmarks are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed benchmarks which are intended as a guide to ensure consistency of assessment.

Project Tasks	Mapping
The following tasks may be completed as a workplace project based on your own organisation and job role, or as a simulated workplace project based on a fictitious organisation, or an organisation you are familiar with.	
<p>1. Before developing a performance plan for the team that you manage, you need to identify the team objectives within the context of the organisation.</p> <ul style="list-style-type: none"> <li>For the organisation where you are the manager, describe the organisation, your team and the team objectives. Your report should have the following headings: <ul style="list-style-type: none"> <li>The Organisation: Identify the name of the organisation and a description of the type of activities it conducts.</li> <li>The Team: Identify the name of the department or team, the number of team members that you manage and a description of the overall activities of the team.</li> <li>Team Objectives: Identify the objectives or goals of the team and explaining how these promote the objectives of the organisation as a whole. These will be used to develop the team's performance standards. (You will need a minimum of 3 and a maximum of 6 team objectives).</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title "<b>Team Objectives</b>" containing the above information</li> </ul>	<p>PC 1.2 CAE 1 RS 3 ES 1, 5</p>

Has the candidate met the following criteria for Task 1
<p><i>The candidate's response will vary</i></p> <p>A document with the title "Team Objectives".</p> <ul style="list-style-type: none"> <li>The candidate may identify a real or fictitious organisation.</li> <li>The type of activities should be explained so that there is a clear picture of the organisation and its overall objectives.</li> <li>The number of team members should be stated. It is not necessary to identify individual team members and their roles in this task.</li> <li>The overall activities of the team should be described in terms of outcomes – what they do, not how they do it.</li> <li>The section on team objectives should state clear goals which can be used in developing performance standards. A minimum of 3 objectives must be identified.</li> </ul>

Project Tasks	Mapping
<p>2. As the team manager, you need to consult with your team when developing performance plans.</p> <ul style="list-style-type: none"> <li>For the team that you manage, identify the team members, their roles and the methods you will use to consult with the team in developing the team performance plan. Create the document in table format (Word/Excel).</li> <li>Team Members: Identify each team member by their first name and by their job title. Give a short description of their role within the team and how they contribute to the team goals that you identified in Task 1.</li> <li>Consultation Methods: Identify the methods that you will use to consult with the team and seek their input into the development process at the following stages: <ul style="list-style-type: none"> <li>Clarifying organisational and team goals and objectives</li> <li>Clarifying individual responsibilities and accountabilities within the team</li> <li>Agreeing on outcomes, performance standards and quality standards.</li> <li>Developing Key Performance Indicators for the team as a whole.</li> <li>Developing Key Performance Indicators of individual team members.</li> <li>Designing job descriptions for individual team members.</li> <li>Identifying ways that you as their manager can support the team to achieve expected outcomes.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>"Team Consultation Plan"</b> containing the above information.</li> </ul>	<p>PC 1.1. 1.3 CAE 1, 3 RS 2 ES 2, 8</p>

#### Has the candidate met the following criteria for Task 2

*The candidate's response will vary*

A document with the title "Team Consultation Plan".

- Team members should be identified by first name.
- Job titles should be given for each team member, together with a short description of their role.
- The individual roles may be stated as tasks, but should be focused on the outcomes of the roles in achieving team objectives.
- Consultation methods should be stated for each stage in the bullet points. These may include:
  - Team meetings
  - Training and coaching on performance standards and methods of developing KPIs.
  - Emails and other forms of written communication.
  - Questionnaires.
  - Informal discussion
  - Meetings with each individual
  - Brainstorming sessions and other activities.
  - Presentations

Project Tasks	Mapping
<p>3. As the team manager, you need to develop key performance indicators for the work team.</p> <ul style="list-style-type: none"> <li>Refer to the team objectives that you identified in Task 1. Analyse the objectives and confirm whether they meet SMARTT criteria. Select 3 objectives that can become performance standards. For each of the 3 performance standards, design the Key Performance Indicators (KPIs). Your report should have the following headings: <ul style="list-style-type: none"> <li>Team Objectives: List the team objectives from Task 1.</li> <li>Analysis: Analyse each objective individually and state: <ul style="list-style-type: none"> <li>Whether the objective is Specific and the reasons why.</li> <li>Whether the objective is Measurable and the reasons why.</li> <li>Whether the objective is Achievable and the reasons why.</li> <li>Whether the objective is Realistic and the reasons why.</li> <li>Whether the objective is Trackable and the reasons why.</li> <li>Whether the objective can be tracked within Timeframes and the reasons why.</li> </ul> </li> <li>Performance Standards: Choose the 3 objectives that you consider most effectively meet the SMARTT criteria. Identify these as Performance Standards. For each one: <ul style="list-style-type: none"> <li>State the method (information) you will use to measure whether the standard has been met.</li> <li>State the Key Performance Indicator for the Performance Standards in terms of the target (such as a target figure for sales) and a timeframe (such as monthly).</li> </ul> </li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>"Key Performance Indicators"</b> containing the above information.</li> </ul>	<p>PC 1.2 CAE 1 RS 3 ES 5</p>

#### Has the candidate met the following criteria for Task 3

*The candidate's response will vary*

A document with the title "Key Performance Indicators".

- The objectives identified by the candidate in Task 1 should be listed.
- Each objective should be analysed separately against SMARTT criteria and there should be a short explanation of why the objective complies with, or fails to comply with the SMARTT criteria.
- Three objectives should be selected to become Performance Standards (PS).
- For each PS, the information used to measure whether it has been achieved should be identified (eg volume of sales, production volume or quality, meeting budgets, incident/accident rate, number of customer complaints).
- For each PS, the KPI should be stated. This should include a measurable target together with a timeframe for the target to be met.

Project Tasks	Mapping
<p>4. As the team manager, one of your key roles is to support the team to meet performance standards.</p> <ul style="list-style-type: none"> <li>Refer to the 3 KPIs that you developed in Task 3. Identify the methods that you will use to support your team to meet the expected performance outcomes. Your report should be in two parts.</li> </ul> <p>Part A</p> <ul style="list-style-type: none"> <li>Consider each of the 3 KPIs separately and identify: <ul style="list-style-type: none"> <li>The tasks involved in meeting the performance outcomes.</li> <li>The knowledge and skills required in performing the required tasks.</li> </ul> </li> </ul> <p>Part B</p> <ul style="list-style-type: none"> <li>Consider all the KPIs jointly and describe: <ul style="list-style-type: none"> <li>The methods you can use to support the team in performing the tasks in the most efficient and effective manner.</li> <li>The methods you can use to support the team in developing or improving their knowledge and skills to perform the tasks.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>“Supporting the Team”</b> containing the above information.</li> </ul>	<p>PC 1.3 CAE 1, 3 RS 1-2 ES 1, 7</p>

Has the candidate met the following criteria for Task 4
<p><i>The candidate's response will vary</i></p> <p>A document with the title “Supporting the Team”.</p> <ul style="list-style-type: none"> <li>Each of the KPIs developed in Task 3 should be stated, and for each, the candidate should identify the key tasks required to achieve the KPI.</li> <li>For each KPI, the candidate should identify the key knowledge and skills required to perform the relevant tasks.</li> <li>Examples of methods of support: <ul style="list-style-type: none"> <li>Communication, explaining goals, addressing conflict, building trust</li> <li>Planning and organising to keep team on track and focussed on work outcomes</li> <li>Monitoring and observation.</li> <li>Giving feedback</li> <li>Reviewing progress and team meetings</li> <li>Rewarding excellence in performance.</li> </ul> </li> <li>Examples of methods of developing knowledge and skills: <ul style="list-style-type: none"> <li>Mentoring and coaching team members</li> <li>Training, team meetings, presentations</li> <li>Discussions on professional development options.</li> <li>Training needs analysis, skills gap analysis and encouraging self-analysis.</li> <li>External training providers.</li> </ul> </li> <li>The candidate may identify other relevant support and development methods.</li> </ul>

Project Task	Mapping
<p><b>The overall project task:</b></p> <p>Compile all the above documents together. They will be assessed separately and then assessed for overall readability, which includes use of appropriate grammar and punctuation in sentences and paragraphs.</p>	ES 1, 8
<p><b>Has the candidate met the following criteria for the overall project task</b></p> <p>Reports display appropriate readability by using appropriate grammar and punctuation in sentences and paragraphs.</p>	

### Assessment checklist – Assessor Note

Please complete the assessment checklist in the Candidate Guide to record the assessment process and outcome.

The checklist contains a declaration by the candidate as follows:

- The purpose and outcomes of the assessment have been explained.
- I have received information about the unit of competency.
- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs



## Assessment 3: Project

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

This activity is related to the unit of competency **BSBWOR502A: Ensure team effectiveness**. In particular, you will be required to demonstrate your skills and knowledge in relation to this unit of competency.

You may refer to your training materials and other research if required. The activity may be completed in the workplace or a simulated workplace.

Your assessor will use a checklist to record the assessment decision.

### Overview

Below are a number of practical tasks to be completed over a period of time in a real or simulated workplace where you will perform the duties of a **manager**. The times for completion of the tasks are to be negotiated between yourself and the assessor. The tasks will reflect your ability to:

Project: Identify strategies to build work teams, strengthen communications in the team and resolve conflict

Your assessor will provide you with instructions and complete a checklist on which they will record your satisfactory performance of workplace tasks.

The Project Tasks table below identifies the documents that you are required to prepare and submit in your evidence portfolio. They may be presented in printed format in a folder or as an electronic copy.

Ensure both your name and student number is clearly displayed.

## Instructions to Assessor

The following benchmarks are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed benchmarks which are intended as a guide to ensure consistency of assessment.

Project Tasks	Mapping
The following tasks may be completed as a workplace project based on your own organisation and job role, or as a simulated workplace project based on a fictitious organisation, or an organisation you are familiar with.	
<p>1. As a manager of a team, it is essential that you have strategies in place to give your team opportunities for input into planning, decision making and the operational aspects of the work team.</p> <ul style="list-style-type: none"><li>• Provide a short report in two parts as follows:</li></ul> <p>Part A:</p> <ul style="list-style-type: none"><li>○ Explain the benefits of involving the team in decision making, planning and operational aspects of their work.</li><li>○ Explain the disadvantages and problems that can occur when the manager does not actively involve the team in decision making, planning and operational aspects of their work.</li><li>○ Give an example or scenario where a problem was experienced because the manager did not actively seek input from the team.</li></ul> <p>Part B:</p> <ul style="list-style-type: none"><li>○ Describe an example or scenario where the manager actively sought input from the team.</li><li>○ Describe the methods and strategies that the manager used to involve the team.</li><li>○ Describe the outcome.</li></ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"><li>• A document with the title <b>"Involving the Team"</b> containing the above information.</li></ul>	<p>PC 2.1 PC 3.1 CAE 1-3 RK 2 RS 2 ES 1-2, 4, 7</p>

**Has the candidate met the following criteria for Task 1**

*The candidate's response will vary*

A document with the title "Involving the Team".

- Benefits of involving the team: examples may be:
  - Positive motivation and empowerment.
  - Giving a sense of ownership.
  - Building team cohesion and a common purpose.
  - Taking advantage of their specialised knowledge and different focus.
- Disadvantages of not involving the team: examples may be:
  - Apathy because of lack of empowerment.
  - Decisions being "imposed from above" rather than owned.
  - Lack of common purpose – focusing on tasks rather than goals.
  - Errors in decision making because team not consulted.
- The candidate should provide an example of a situation (scenario) where the manager did not actively involve the team and explain the problems that resulted.
- The candidate should provide an example of a situation where the manager actively involved the team and the outcome.
- Methods of involving the team: examples may include:
  - Team meetings
  - Informal feedback and discussion on a regular basis.
  - "Open door" policy
  - Suggestion box or other methods of seeking input.
  - Brainstorming sessions
  - Presentations etc

Project Tasks	Mapping
<p>2. As a team manager you need your team members to take responsibility for their own work and also assist others in the team to achieve the team goals.</p> <ul style="list-style-type: none"> <li>Provide a short report discussing the key aspects and methods of building a “self-managing team”. Relate your discussion to the team that you manage. You may choose to give examples to illustrate your points. <ul style="list-style-type: none"> <li>Explain the key aspects of a self-managing team. Contrast this with a team that requires supervision, monitoring and direction by the manager on a day to day basis.</li> <li>Describe the methods that you used in order to facilitate your team to be self-managing and to communicate effectively with one another to achieve team goals.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title “<b>Self-Managing Teams</b>” containing the above information.</li> </ul>	PC 2.2 PC 3.1 CAE 1, 3 RK 2 RS 1 ES 2, 7

#### Has the candidate met the following criteria for Task 2

*The candidate's response will vary*

A document with the title “Self-Managing Teams”.

- Key aspects may be expressed as follows:
  - Shared responsibility for decision making and outcomes.
  - Focus on team goals rather than individual tasks
  - Has a structure for regular communication (meetings)
  - Develops its own action plans
  - Allocates its own individual and shared responsibilities for tasks.
  - Is guided and monitored by manager but is not supervised or directed by manager.
  - Has its own group identity.
- Methods for the manager to facilitate self-managing teams - examples may be:
  - Establishing a policy and allocating responsibility for outcomes.
  - Establishing team KPIs and joint responsibility for outcomes.
  - Setting up procedures for regular team meetings and reporting on action plans, decisions and outcomes.
- The candidate may choose to provide specific examples, but this is not a requirement.
- The candidate should relate their response to the team that they manage.

Project Tasks	Mapping
<p>3. As a team manager you need to give feedback to encourage, value and reward their efforts and contributions.</p> <ul style="list-style-type: none"> <li>Provide a short report explaining the ways that you give feedback to your team and reward excellence in performance. <ul style="list-style-type: none"> <li>Discuss the importance of recognising and rewarding individual and team excellence in performance.</li> <li>Give an example of a time when you recognised and rewarded excellence in team performance. You may use a real work example or a scenario based upon a simulated workplace situation.</li> <li>Explain how you ensure that you comply with organisational policies and procedures when recognising excellence in performance.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title “<b>Feedback to Reward Excellence</b>” containing the above information.</li> </ul>	<p>PC 2.3 CAE 1, 3 RS 2 ES 1, 2</p>

#### Has the candidate met the following criteria for Task 3

*The candidate's response will vary*

A document with the title “Feedback to Reward Excellence”.

- Importance of recognising excellence - examples of responses may be:
  - Encouraging pride in their work.
  - Motivating
  - Actively showing that exceptional effort has been noticed.
  - Actively showing appreciation.
  - Building trust between the manager and the team.
  - Building team cohesion and shared goals.
- Methods of recognising and rewarding excellence – examples of responses may be:
  - Financial reward
  - Gifts, special activities
  - Incentive schemes
  - Giving praise
  - Promotion and self-development opportunities.
- Candidate should identify the requirement for a manager to ensure that they are complying with organisational policies and procedures for recognising excellence. Methods may be consultation with HR specialists or other management to discuss options.
- The example provided by the candidate may be based on a real work situation or they may describe a scenario based upon a simulated workplace.

Project Tasks	Mapping
<p>4. As a manager of a team, you need to ensure that issues, concerns and problems identified by your team members are recognised and addressed.</p> <ul style="list-style-type: none"> <li>Provide a short report describing the methods you use to ensure that you recognise when there are issues or problems facing your team, and how you address them. <ul style="list-style-type: none"> <li>Describe the processes and procedures that you can put in place to ensure that you become aware of any issues, problems or concerns of your team as soon as they occur.</li> <li>Discuss the types of processes and procedures that you could put in place in order to address issues, problems and concerns raised by the team.</li> <li>Give an example of a time when you became aware of an issue, problem or concern raised by a member of your team. You may use a real work example or a scenario based upon a simulated workplace situation. <ul style="list-style-type: none"> <li>What was the issue, problem or concern that was raised?</li> <li>How did you become aware of the issue, problem or concern?</li> <li>What options did you explore in order to resolve the issue?</li> <li>How did you resolve the issue?</li> <li>How did you communicate the outcome to the team or individual team member?</li> </ul> </li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>"Identifying and Resolving Issues"</b> containing the above information.</li> </ul>	PC 2.4 PC 4.3 CAE 2 RK 1 RS 2 ES 3, 6

Has the candidate met the following criteria for Task 4
<p><i>The candidate's response will vary</i></p> <p>A document with the title "Identifying and Resolving Issues".</p> <ul style="list-style-type: none"> <li>Procedures to recognise issues, problems and concerns – examples may be: <ul style="list-style-type: none"> <li>Observation and monitoring on a daily basis.</li> <li>Regular informal discussions with individual team members.</li> <li>Team meeting (agenda item)</li> </ul> </li> <li>Procedures to address issues, problems and concerns – examples may be: <ul style="list-style-type: none"> <li>Escalation, reporting to management, seeking management decisions.</li> <li>Conflict resolution – arbitration, mediation, intercession, negotiation.</li> <li>BATNA finding the best alternative to negotiated agreement.</li> <li>Changing procedures, sourcing resources etc.</li> <li>Referral to HR specialists.</li> <li>Offering training, coaching, mentoring and other opportunities for development.</li> </ul> </li> <li>The example provided by the candidate may be based on a real work situation or they may describe a scenario based upon a simulated workplace.</li> </ul>

Project Tasks	Mapping
<p>5. As a team manager, you need to maintain the performance standards of the team as a whole, and individuals within the team. Work performance problems must be identified and resolved.</p> <ul style="list-style-type: none"> <li>• Provide a short report describing methods of supporting the team to identify and resolve poor performance issues. <ul style="list-style-type: none"> <li>○ In the case of poor performance of the team as a whole, describe the steps the manager should take when conducting a team meeting for the purpose of: <ul style="list-style-type: none"> <li>▪ Bringing the problem to the notice of the team</li> <li>▪ Helping the team to acknowledge that there is a problem</li> <li>▪ Helping the team to identify the reasons behind the problem</li> <li>▪ Clarifying the consequences if the problem continues</li> <li>▪ Negotiating (or mediating) an agreement with the team as a whole on an action plan.</li> <li>▪ Ensuring that the action plan is carried out.</li> </ul> </li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>• A document with the title <b>"Identifying and Resolving Poor Performance"</b> containing the above information.</li> </ul>	PC 3.2 CAE 1, 3 RK 1-2 RS 1-3 ES 2-3, 6

#### Has the candidate met the following criteria for Task 5

*The candidate's response will vary*

A document with the title "Identifying and Resolving Poor Performance".

- Deal with the problem as soon as it occurs
- Arrange a meeting with the team in a place where you will be private and not interrupted
- Allow sufficient time for the meeting
- Prepare for the meeting - document the problem
- Present the problem to the team as facts. Do not discuss personalities, feelings, opinions. Stick to what they did and what occurred as a result.
- Give the team members time to think about the problem and explore the reasons.
- Seek feedback on any actions that the manager can take to support the to improve performance.
- Listen. There may be a reason for the problem which is out of the team's control. If so, you may be able to resolve it.
- State clearly the consequences if the problem continues
- State clearly what you do expect in the future
- Lead the team to agreement that the performance is unacceptable.
- Lead the team to a negotiated agreement on the actions to take.
- Draft (in their presence) an action plan, negotiating and agreeing upon the wording.
- Explain how you will monitor the outcome of the action plan.
- Maintain a documented record of the action plan and ensure it is circulated to all parties.
- Follow up by monitoring and giving feedback.

Project Tasks	Mapping
<p>6. As a manager, you act as a role model for your team. The team will model their own behaviour upon the example set by the manager.</p> <ul style="list-style-type: none"> <li>Consider the following examples of negative role modelling by a manager. For each one, provide a short paragraph explaining the impact that this behaviour is likely to have upon the team. Discuss the following: <ul style="list-style-type: none"> <li>How can the behaviour affect the relationship between the manager and the team, and the team's perceptions of their manager?</li> <li>How can the behaviour influence the team's behaviour and relationships with other team members?</li> <li>How can the behaviour affect the overall performance of the team?</li> </ul> </li> </ul> <p><b>Example 1:</b> A team manager is a keen squash player. One of the other team members plays squash with the manager once a week in the morning and they both arrive at work one hour late on that day. The manager does not make up the time and does not require the squash partner to make up the time.</p> <p><b>Example 2:</b> A team manager is approached by one of the team members with a work issue and a suggestion for improvement. The manager listens with "half an ear" rather than "active listening".</p> <p><b>Example 3:</b> A team manager receives criticism of actions by one of his/her team members by the manager's superior. The manager knows about the situation and has already told the team member that they acted correctly. However, the manager does not defend or explain the team member's actions to his/her superior.</p> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title "<b>Role Modelling</b>" containing the above information.</li> </ul>	<p>PC 3.3 CAE 1, 3 RK 2 RS 2 ES 6</p>



**Has the candidate met the following criteria for Task 6**

*The candidate's response will vary*

A document with the title "Role Modelling".

- Example 1:
  - The manager will be seen as displaying favouritism – impact: lack of trust.
  - Team members who are "not favoured" will be wary of, and possibly uncooperative, with the "manager's favourite".
  - Team members will be less concerned about time-keeping – reducing productivity.
- Example 2:
  - The manager will be seen as dismissive of ideas – impact: lack of trust and respect.
  - The team member will discuss their experience with others in the team.
  - All team members will become apathetic, less proactive with new and creative ideas and task focused rather than goal focused.
- Example 3:
  - The team will see the manager as "sucking up to the boss" and disloyal to the team – lack of trust.
  - The team may "band together" against the manager, or may model their own behaviour on that of the manager and become disloyal to one another.
  - Performance will suffer because of lack of harmony, cooperation and trust. Time wasting and gossiping can occur.

Project Tasks	Mapping
<p>7. A work team is a group which will experience conflict on some occasions. As the team manager, you need to resolve negative conflict.</p> <ul style="list-style-type: none"> <li>Provide a short report explaining the techniques you use to resolve conflict in your team. Respond to the following statements and questions: <ul style="list-style-type: none"> <li>The importance of taking prompt action and the consequences of delaying action.</li> <li>The techniques you use to define the issues and identify the parties.</li> <li>The importance of finding a Win-Win outcome.</li> <li>The importance of understanding both points of view.</li> <li>How you support both parties to explore creative options for resolving the conflict.</li> <li>How you achieve closure and agreement.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title “<b>Resolving Conflict</b>” containing the above information.</li> </ul>	<p>CAE 1, 3 RK 1 RS 2 ES 1-2, 6-7</p>

Has the candidate met the following criteria for Task 7
<p><i>The candidate's response will vary</i></p> <p>A document with the title “Resolving Conflict”.</p> <ul style="list-style-type: none"> <li>Each of the bulleted points above should be discussed in a short statement or paragraph.</li> <li>Prompt action is necessary to avoid an escalation of the problem. Ignoring the problem will condone negative behaviour.</li> <li>Techniques to define the issues should concentrate on facts and behaviour rather than personalities and emotions.</li> <li>A Win-Win outcome – there needs to be a negotiated solution where both parties give and take in order to reach a true negotiated agreement where both parties feel they have gained to some degree.</li> <li>Both points of view need to be fully explored giving equal time to both parties and keeping an open mind.</li> <li>The parties need to be brought together in a meeting, mediated by the manager. Assistance from HR experts may be appropriate.</li> <li>Agreement should be reached at the meeting on actions to take, rather than feelings or opinions to change. If necessary, document the agreement and both parties should sign. The meeting should also agree on a plan for follow-up and monitoring.</li> </ul>

Project Task	Mapping
<p><b>The overall project task:</b></p> <p>Compile all the above documents together. They will be assessed separately and then assessed for overall readability, which includes use of appropriate grammar and punctuation in sentences and paragraphs.</p>	ES 1, 8
<p><b>Has the candidate met the following criteria for the overall project task</b></p> <p>Reports display appropriate readability by using appropriate grammar and punctuation in sentences and paragraphs.</p>	

### Assessment checklist – Assessor Note

Please complete the assessment checklist in the Candidate Guide to record the assessment process and outcome.

The checklist contains a declaration by the candidate as follows:

- The purpose and outcomes of the assessment have been explained.
- I have received information about the unit of competency.
- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs

## Assessment 4: Project

*The following instructions have been provided to the candidate.*

### Instructions to Candidate

This activity is related to the unit of competency **BSBWOR502A: Ensure team effectiveness**. In particular, you will be required to demonstrate your skills and knowledge in relation to this unit of competency.

You may refer to your training materials and other research if required. The activity may be completed in the workplace or a simulated workplace.

Your assessor will use a checklist to record the assessment decision.

### Overview

Below are a number of practical tasks to be completed over a period of time in a real or simulated workplace where you will perform the duties of a **manager**. The times for completion of the tasks are to be negotiated between yourself and the assessor. The tasks will reflect your ability to:

Project: Describe methods for engaging with stakeholders and obtaining advice from outside the work team, to ensure the team is focussed and on track

Your assessor will provide you with instructions and complete a checklist on which they will record your satisfactory performance of workplace tasks.

The Project Tasks table below identifies the documents that you are required to prepare and submit in your evidence portfolio. They may be presented in printed format in a folder or as an electronic copy.

Ensure both your name and student number is clearly displayed.

## Instructions to Assessor

The following benchmarks are supplied for you (the assessor). Please ensure when marking the candidate's work that you adhere to the prescribed benchmarks which are intended as a guide to ensure consistency of assessment.

Project Tasks	Mapping
The following tasks may be completed as a workplace project based on your own organisation and job role, or as a simulated workplace project based on a fictitious organisation, or an organisation you are familiar with.	
<p>1. As a manager of a team within an organisation, you must have processes in place for regular and open communication with stakeholders in other areas of the organisation and externally where relevant.</p> <ul style="list-style-type: none"><li>• Refer to Assessment 2 Task 1 where you are a team manager and your team's role in promoting the objectives of the organisation. Provide a short report identifying:<ul style="list-style-type: none"><li>○ The stakeholders within the organisation that you would need to liaise with.</li><li>○ External stakeholders (such as government organisations or funding bodies) that you may need to liaise with. Explain why this is relevant or not relevant.</li><li>○ The information that you would communicate or report to the relevant stakeholders.</li><li>○ The methods of communication that you would use with each of the stakeholders that you have identified. (ie: The mechanism or process you would use to provide them with information.)</li></ul></li></ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"><li>• A document with the title "<b>Communication with Stakeholders</b>" containing the above information.</li></ul>	PC 4.1 CAE 2 RS 3 ES 1-2

**Has the candidate met the following criteria for Task 1**

*The candidate's response will vary*

A document with the title "Communicating with Stakeholders".

- Stakeholders may include:
  - Board members
  - Business or government contacts
  - Funding bodies
  - Union/employee groups and representatives
  - Work team
  - Chief executive officer
  - Direct superior
  - Other management representatives (eg: HR experts)
- Examples of the types of information may include:
  - Achievement of performance standards and quality standards.
  - How the team is meeting organisational objectives
  - Compliance with organisational policies and procedures
  - Compliance with legislative requirements
  - Implementation of safety standards (OHS).
- Examples of methods of communication may include:
  - Documented reports (monthly or another period)
  - Spreadsheets and charts.
  - Presentations possibly using PowerPoint or other methods
  - Attending meetings
  - Networking – attending seminars, discussion groups etc.
  - Telephone, fax, email etc
  - Face to face communication

Project Tasks	Mapping
<p>2. As the team manager in an organisation, you need to ensure that your team members have all relevant information about management decisions that may affect them.</p> <ul style="list-style-type: none"> <li>Provide an example of a situation where management has made a decision to implement a change that affects the work of the team. This may be installation of new technology, a change in location or any other relevant strategic change. <ul style="list-style-type: none"> <li>Identify the methods that you would use to communicate the management decision to the team.</li> <li>Identify the methods you would use to ensure the team understood the change and how it will affect them.</li> <li>Produce a short checklist of the key points that you would include in a presentation to the team, explaining the change.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title “<b>Communicating Decisions to the Team</b>” containing the above information.</li> </ul>	<p>PC 4.2 RS 2 ES 1-2, 5</p>

Has the candidate met the following criteria for Task 2
<p><i>The candidate's response will vary</i></p> <p>A document with the title “Communicating Decisions to the Team”.</p> <ul style="list-style-type: none"> <li>The candidate should describe a situation involving change, such as installation of new technology, relocating premises, change in production, marketing, retail or administration procedures.</li> <li>Methods of communication to the team will vary depending upon the identified team. They may include: <ul style="list-style-type: none"> <li>Team meetings</li> <li>Written communication, notices, email etc</li> <li>Informal discussion and seeking feedback from the team.</li> </ul> </li> <li>Methods of ensuring that the change and its effects are understood may include: <ul style="list-style-type: none"> <li>Describing scenarios and questioning as to relevant actions.</li> <li>Observation and monitoring during the implementation phase</li> <li>Discussion groups, meetings and feedback sessions</li> <li>Amendment of job descriptions with input from individual team members.</li> <li>Practical activities and demonstrations</li> <li>Brainstorming sessions and “what if” analysis</li> </ul> </li> <li>The candidate should provide a short checklist of the key points to explain to the team, based upon the change that they have identified. This may be bullet points and keywords, or other relevant format.</li> </ul>

Project Tasks	Mapping
<p>3. As a team manager in an organisation, you need ensure that any issues, concerns or problems raised by your team are resolved. Where you are unable to resolve the issue yourself, you will need to escalate the problem by communicating and following up with management.</p> <ul style="list-style-type: none"> <li>Consider a situation where a strategic management decision has been made to review the pay structure for staff. Your team members are concerned that this will disadvantage them.</li> <li>Using the team you described in Assessment 2 Task 1, write a report to management outlining: <ul style="list-style-type: none"> <li>The current pay structure, hours of work and overtime pay and leave arrangements for your team.</li> <li>The key points of the proposed change to the pay structure, hours of work, leave and overtime.</li> <li>The issues and concerns that your team have raised concerning the change.</li> <li>Your recommendation to management.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>"Team Concerns"</b> containing the above information.</li> </ul>	PC 4.3 CAE 2 RS 2-3 ES 2-3

Has the candidate met the following criteria for Task 3
<p><i>The candidate's response will vary</i></p> <p>A document with the title "Team Concerns".</p> <ul style="list-style-type: none"> <li>The candidate's report should identify the current structure for remuneration and leave entitlements. This may be based upon a fictitious situation but should include: <ul style="list-style-type: none"> <li>Whether the team receives a weekly / monthly / fortnightly salary or a wage based on an hourly rate.</li> <li>The current daily or weekly hours of work for the team, including whether they have a flex-time arrangement if relevant.</li> <li>The current method of calculating overtime pay if relevant. This may include awards, enterprise or contractual agreements.</li> <li>The current leave arrangements (annual leave, public holidays, sick leave and long service leave).</li> </ul> </li> <li>The report should identify the key points of the change to one or more of the above.</li> <li>The report should identify at least one concern that the team has raised about the new arrangements.</li> <li>The report should conclude with a short recommendation to management which ensures that the team are not disadvantaged financially or otherwise by the change.</li> </ul>



Project Tasks	Mapping
<p>4. As the team manager, you are responsible for the team achieving its goals and promoting the goals of the organisation as a whole.</p> <ul style="list-style-type: none"> <li>Consider a situation where a client or customer has raised an issue of concern about the service they have received from your team. The issue should be related to the team's activities as a whole, rather than one individual team member. This may be an internal or an external customer.</li> <li>Develop a summary of points that you will put to your team in a team meeting, in order to make them aware of the issue raised and instruct them on the required action to resolve the issue. Your checklist should: <ul style="list-style-type: none"> <li>Describe the unresolved issue that was raised by the client or customer.</li> <li>Explain the actions that were taken, and how those actions caused the unresolved issue.</li> <li>Explain the actions that need to be taken in order to ensure that the issue is resolved, either in the current instance or for future situations.</li> </ul> </li> </ul> <p>You are required to provide your assessor with the following document:</p> <ul style="list-style-type: none"> <li>A document with the title <b>"Resolving a Customer Complaint"</b> containing the above information.</li> </ul>	<p>PC 4.4 CAE 1, 3 RS 1 ES 1-2, 6</p>

Has the candidate met the following criteria for Task 4
<p><i>The candidate's response will vary</i></p> <p>A document with the title "Resolving a Customer Complaint".</p> <ul style="list-style-type: none"> <li>The customer or client may be external or internal (within the organisation).</li> <li>The summary of points should identify: <ul style="list-style-type: none"> <li>The problem or issue (the customer complaint) relating to customer service. This could relate to product knowledge or availability, failure to provide service on time, discrimination, failure to actively listen and assess customer needs, failure to respond to a customer request, lack of expertise, lack of communication within the team or any other complaint that requires rectification.</li> <li>The team actions that caused the customer to complain. This should be described in terms of facts and behaviour, rather than any discussion of personalities, feelings or emotion.</li> <li>The candidate should select a problem that is appropriate for resolution in a team meeting. It therefore should not be a problem related to only one individual team member.</li> <li>The actions or behaviour that the manager requires should be clearly stated. This may be stated in terms of correcting the specific problem or in terms of correcting the behaviour for the future, so that the problem is not repeated.</li> </ul> </li> </ul>

Project Task	Mapping
<p><b>The overall project task:</b></p> <p>Compile all the above documents together. They will be assessed separately and then assessed for overall readability, which includes use of appropriate grammar and punctuation in sentences and paragraphs.</p>	ES 1, 8
<p><b>Has the candidate met the following criteria for the overall project task</b></p> <p>Reports display appropriate readability by using appropriate grammar and punctuation in sentences and paragraphs.</p>	

### Assessment checklist – Assessor Note

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- I understand the type of evidence to be collected.
- The appeals system has been explained to me.
- I have notified my assessor of any special needs that may need to be considered during the assessment.

The checklist contains a section for the assessor to record the following:

- Whether RPL / Accelerated progression is required
- Whether Language / Literacy / Numeracy support is required
- Any other special needs