



Assessment Tasks Candidate Guide

**BSB 40807
Certificate IV in Front Line Management**

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Assessment Information

This book contains all of the assessment tasks required for completion of **BSB40807 Certificate IV in Frontline Management**.

Prior to commencing the assessments your assessor will explain each assessment task to you.

You will be given the opportunity to ask questions and to seek clarification on any of the activities. Of course, your assessor will be available at other times to answer any of your questions.

The assessor will clarify the assessment requirements for **BSB40807 Certificate IV in Frontline Management** which include:

Assessment 1: Written	Short answer written responses to questions in workbook
Assessment 2: Project	Written report
Assessment 3A: Project	Written report
Assessment 3B: Practical	Observation/Demonstration
Assessment 3C: Practical	Observation/Demonstration
Assessment 4: Project	Written report
Assessment 5: Project	Written report

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 RTO 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.

Declaration by Candidate

I confirm that the evidence that I have presented is my own work and/or the result of my own research. It contains no material written by another person except where I have stated the source. I am aware that a false declaration may lead to withdrawal of a qualification.

CANDIDATE NAME (PLEASE PRINT)

CANDIDATE SIGNATURE

DATE

Unit Requirements:

BSBOHS407A: Monitor a safe workplace	
Element	Performance Criteria
1. Provide information to the workgroup about OHS policies and procedures	1.1 Accurately explain relevant provisions of OHS legislation and codes of practice to the workgroup 1.2 Provide information to the workgroup on the organisation's OHS policies, procedures and programs, ensuring it is readily accessible by the workgroup 1.3 Regularly provide and clearly explain information about identified hazards and the outcomes of risk assessment and control to the workgroup
2. Implement and monitor participative arrangements for the management of OHS	2.1 Explain the importance of effective consultative mechanisms in managing health and safety risks 2.2 Implement and monitor consultative procedures to facilitate participation of workgroup in management of work area hazards 2.3 Promptly deal with issues raised through consultation, in accordance with organisational consultation procedures 2.4 Promptly record and communicate to the workgroup the outcomes of consultation over OHS issues
3. Implement and monitor the organisation's procedures for providing OHS training	3.1 Systematically identify OHS training needs in line with organisational requirements 3.2 Make arrangements to meet OHS training needs of team members in consultation with relevant individuals 3.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate team and individual achievement of identified training needs 3.4 Identify and report to management the costs associated with providing training for work team, for inclusion in financial plans
4. Implement and monitor procedures for identifying hazards and assessing risks	4.1 Identify and report on hazards in work area in accordance with OHS policies and procedures 4.2 Promptly action team member hazard reports in accordance with organisational procedures
5. Implement and monitor the organisation's procedures for controlling risks	5.1 Implement procedures to control risks using the hierarchy of controls and organisational requirements 5.2 Identify and report inadequacies in existing risk control measures in accordance with the hierarchy of controls 5.3 Monitor outcomes of reported inadequacies, where appropriate, to ensure a prompt organisational response
6. Implement and monitor the organisation's procedures for maintaining OHS records for the team	6.1 Accurately complete and maintain OHS records of incidents of occupational injury and disease in work area in accordance with OHS legal requirements 6.2 Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area

BSBRSK401A: Identify risk and apply risk management processes	
Element	Performance Criteria
1. Identify risks	1.1 Identify the context for risk management 1.2 Identify risks using tools, ensuring all reasonable steps have been taken to identify all risks 1.3 Document identified risks in accordance with relevant policies, procedures and legislation
2. Analyse and evaluate risks	2.1 Analyse and document risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes
3. Treat risks	3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses 3.2 Identify control measures for all risks 3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4 Choose and implement control measures for own area of operation and/or responsibilities 3.5 Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1 Regularly review implemented treatment/s against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Provide assistance to auditing risk in own area of operation 4.4 Monitor and review management of risk in own area of operation

BSBMGT401A: Show leadership in the workplace	
Element	Performance Criteria
1. Model high standards of management performance and behaviour	1.1 Ensure management performance and behaviour meets the organisation's requirements 1.2 Ensure management performance and behaviour serves as a positive role model for others 1.3 Develop and implement performance plans in accordance with organisation's goals and objectives 1.4 Establish and use key performance indicators to meet organisation's goals and objectives
2. Enhance organisation's image	2.1 Use organisation's standards and values in conducting business 2.2 Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3 Ensure personal performance contributes to developing an organisation which has integrity and credibility

BSBMGT401A: Show leadership in the workplace	
Element	Performance Criteria
3. Make informed decisions	<p>3.1 Gather and organise information relevant to the issue/s under consideration</p> <p>3.2 Facilitate individuals and teams active participation in decision making processes</p> <p>3.3 Examine options and assess associated risks to determine preferred course/s of action</p> <p>3.4 Ensure decisions are timely and communicate them clearly to individuals and teams</p> <p>3.5 Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams</p> <p>3.6 Use feedback processes effectively to monitor the implementation and impact of decisions</p>

BSBLED401A: Develop teams and individuals	
Element	Performance Criteria
1. Determine development needs	<p>1.1 Systematically identify and implement learning and development needs in line with organisational requirements</p> <p>1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</p> <p>1.3 Encourage individuals to self-evaluate performance and identify areas for improvement</p> <p>1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs</p>
2. Develop individuals and teams	<p>2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry</p> <p>2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources</p> <p>2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies</p> <p>2.4 Create development opportunities that incorporates a range of activities and support materials appropriate to the achievement of identified competencies</p> <p>2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements</p>

BSBLED401A: Develop teams and individuals	
Element	Performance Criteria
3. Monitor and evaluate workplace learning	<p>3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements</p> <p>3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support</p> <p>3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning</p> <p>3.4 Document and maintain records and reports of competency according to organisational requirements</p>

BSBWOR402A: Promote team effectiveness	
Element	Performance Criteria
1. Plan to achieve team outcomes	<p>1.1 Identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members</p> <p>1.2 Support team members in meeting expected outcomes</p>
2. Develop team cohesion	<p>2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team</p> <p>2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities</p> <p>2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions</p> <p>2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required</p>
3. Participate in and facilitate work team	<p>3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes</p> <p>3.2 Give the team support to identify and resolve problems which impede its performance</p> <p>3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers</p>
4. Liaise with management	<p>4.1 Maintain open communication with line manager/management at all times</p> <p>4.2 Communicate information from line manager/management to the team</p> <p>4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken</p> <p>4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken</p>

BSBWOR404A: Develop work priorities	
Element	Performance Criteria
1. Plan and complete own work schedule	1.1 Prepare Workgroup plans which reflect consideration of resources, client needs and workgroup targets 1.2 Analyse and incorporate Work objectives and priorities into personal schedules and responsibilities 1.3 Identify Factors affecting the achievement of work objectives and establish contingencies and incorporate them into work plans 1.4 Efficiently and effectively use Business technology to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1 Identify and analysed personal performance standards through self-assessment and feedback from others on the achievement of work objectives 2.2 Seek and evaluate Feedback on performance from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements
3. Coordinate professional development	3.1 Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities 3.2 Research and plan for sources and opportunities for improvement in liaison with colleagues 3.3 Use Feedback to identify and develop ways to improve competence within available opportunities 3.4 Identify, access and complete new skills professional development activities to facilitate continuous learning and career development 3.5 Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements

BSBMGT402A: Implement operational plan	
Element	Performance Criteria
1. Implement operational plan	1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Implement operational plans to contribute to the achievement of organisation's performance/business plan 1.3 Identify and use key performance indicators (KPIs) to monitor operational performance 1.4 Undertake contingency planning and consultation processes 1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1 Recruit and induct employees within organisation's policies, practices and procedures 2.2 Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel

BSBMGT402A: Implement operational plan	
Element	Performance Criteria
3. Monitor operational performance	<p>3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets</p> <p>3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance</p> <p>3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies</p> <p>3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely</p> <p>3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval</p> <p>3.6 Implement systems, procedures and records associated with performance in accordance with organisation's requirements</p>

BSBWRT301A: Write simple documents	
Element	Performance Criteria
1. Plan document	<p>1.1 Determine audience and purpose for the document</p> <p>1.2 Determine format and structure</p> <p>1.3 Establish key points for inclusion</p> <p>1.4 Identify organisational requirements</p> <p>1.5 Establish method of communication</p> <p>1.6 Establish means of communication</p>
2. Draft document	<p>2.1 Develop draft document to communicate key points</p> <p>2.2 Obtain and include any required additional information</p>
3. Review document	<p>3.1 Check draft for suitability of tone for audience, purpose, format and communication style</p> <p>3.2 Check draft for readability, grammar, spelling, and sentence and paragraph construction</p> <p>3.3 Check draft for sequencing and structure</p> <p>3.4 Check draft to ensure it meets organisational requirements</p> <p>3.5 Ensure draft is proofread, where appropriate, by supervisor or colleague</p>
4. Write final document	<p>4.1 Make and proofread necessary changes</p> <p>4.2 Ensure document is sent to intended recipient</p> <p>4.3 File copy of document in accordance with organisational policies and procedures</p>

BSBWRT401A: Write complex documents	
Element	Performance Criteria
1. Plan documents	1.1 Determine the purposes of documents 1.2 Choose appropriate formats for documents 1.3 Establish means of communication 1.4 Determine requirements of documents 1.5 Determine categories and logical sequences of data, information and knowledge to achieve document objectives 1.6 Develop overview of structure and content of documents
2. Draft text	2.1 Review and organise available data, information and knowledge according to proposed structure and content 2.2 Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3 Include graphics as appropriate 2.4 Identify gaps in required data and information, and collect additional material from relevant enterprise personnel 2.5 Draft text according to document requirements and genre 2.6 Use language appropriate to the audience
3. Prepare final text	3.1 Review draft text to ensure document objectives are achieved and requirements are met 3.2 Check grammar, spelling and style for accuracy and punctuation 3.3 Ensure draft text is approved by relevant enterprise personnel 3.4 Process text amendments as required
4. Produce document	4.1 Choose basic design elements for documents appropriate to audience and purpose 4.2 Use word processing software to apply basic design elements to text 4.3 Check documents to ensure all requirements are met

BSBCMM401A: Make a presentation	
Element	Performance Criteria
1. Prepare a presentation	1.1 Plan and document presentation approach and intended outcomes 1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed 1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5 Select techniques to evaluate presentation effectiveness

BSBCMM401A: Make a presentation	
Element	Performance Criteria
2. Deliver a presentation	2.1 Explain and discuss desired outcomes of the presentation with the target audience 2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4 Use persuasive communication techniques to secure audience interest 2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1 Implement techniques to review the effectiveness of the presentation 3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Candidates targeting **BSB40807 Certificate IV in Frontline Management** need to complete all assessment tasks required for this course.

If at any stage of the assessments your assessor believes that the safety of anyone is in jeopardy, the assessment will be stopped.

Assessment Plan

Assessment Plan:				
BSB40807 Certificate IV in Frontline Management				
Candidate's name				
Candidate's location				
Assessment Activity	Date commenced	Date completed	Assessor sign once completed	
Assessment 1: Written				
Assessment 2: Project				
Assessment 3A: Project				
Assessment 3B: Practical				
Assessment 3C: Practical				
Assessment 4: Project				
Assessment 5: Project				
Action			Y	N
	Language / Literacy / Numeracy support required			
	Appeals process explained			
	Overview on assessment procedure explained			
Questions asked by candidate and responses given by assessor				
Candidate's signature			Date	
Assessor's signature			Date	

Assessment 1 - Written: Instructions to Candidate

You are required to complete a short answer written test. The questions relate the following units of competency. In particular you will need to show your knowledge and understanding of the following topics:

BSBOHS407A: Monitor a safe workplace

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - OHS
- legal responsibilities of employers, supervisors and employees in the workplace
- hazards and associated risks which exist in the workplace
- organisational policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
- relevance of consultation as a key mechanism for improving workplace culture.

BSBRSK401A: Identify risk and apply risk management processes

- Australian and international standards for risk management
- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety
- organisational policies and procedures relating to risk management processes and strategies
- auditing requirements relating to risk management.

BSBMGT401A: Show leadership in the workplace

- basic theory of group behaviour
- leadership styles and concepts.

BSBLED401A: Develop teams and individuals

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- facilitation techniques to encourage team development and improvement
- organisational policies, plans and procedures
- career paths and competency standards relevant to the industry.

BSBWOR402A: Promote team effectiveness

- organisational goals, objectives and plans
- organisational policy and procedures framework
- organisational structure, including organisational chart
- principles and techniques associated with:
 - delegation and work allocation
 - goal setting
 - group dynamics and processes
 - individual behaviour and difference
 - leadership
 - motivation
 - negotiation
 - planning.

BSBWOR404A: Develop work priorities

- knowledge of relevant business technology applications to schedule tasks and plan work
- knowledge of techniques to prepare personal plans and establish priorities
- methods to identify and prioritise personal learning needs
- understanding of a range of professional development options
- understanding of methods to elicit, analyse and interpret feedback
- understanding of methods to evaluate own performance

BSBMGT402A: Implement operational plan

- principles and techniques associated with:
 - contingency planning
 - methods for monitoring and reporting on performance
 - monitoring and implementing operations and procedures
 - problem identification and methods of resolution
 - relevant budgeting and financial analysis, interpretation and reporting requirements
 - resource management systems at the tactical implementation level
 - resource planning and acquisition
 - tactical risk analysis including identification and reporting requirements.

BSBWRT301A: Write simple documents

- basic grammar, spelling and punctuation.
- communication protocols
- how audience, purpose and method of communication influence tone
- organisational policies and procedures for document production
- resources to assist in document production, such as dictionary, thesaurus, templates, style sheets.

BSBWRT401A: Write complex documents

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

BSBCMM401A: Make a presentation

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - occupational health and safety
- principles of effective communication
- a range of presentation aids and materials available to support presentations.

All answers should be written in the spaces provided in the workbook. You should use a blue or black pen to complete your answers. You may refer to your text and/or course notes to assist you in answering the questions.

Assessment 1 – Written Test

Short answer written test

Name of Candidate

Date of Assessment

- 1 Each State and Territory is responsible for its own OHS Act, regulations and codes of practice. Which two of these three are legally enforceable?

- 2 There is a number of Commonwealth, State and local government legislative requirements that an organisation needs to ensure forms part of their normal business operations. Name three legislative requirements that affect an organisation's business operation.

- 3 What are the two main aims of OHS legislation?

- 4 Name four legislated OHS responsibilities of an employer.

- 5 Name two legislated OHS responsibilities of a frontline manager (supervisor).
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- 6 Name three legislated OHS responsibilities of an employee.
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- 7 Name three items covered by the Environmental Protection Act.
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- 8 If an organization is in breach of the Environmental Protection Act, name two penalties other than prosecution.
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- 9 What is the purpose of the Anti-Discrimination Act?
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- 10 Name six grounds that are prohibited by the Anti-Discrimination Act.
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- 11 How can equal employment opportunity (EEO) affect an organisation?
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- 12 What is the annual turnover figure which separates organizations who must comply with the Privacy Act principles from those organizations that may be exempt?
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- 13 Which information processing guidelines are outlined in the Privacy Amendment Act 2000?
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- 14 Briefly explain why it is important that a frontline manager understands ethical principles and behaves in an ethical manner.
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- 15 Define the term hazard and explain what it can affect.
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- 16 Define the term risk.
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- 17 Unsafe acts can be a hazard. Name four common potentially hazardous actions.
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- 18 Your organisation's procedures for hazard and risk management would explain the use of the hierarchy of control. Which step in the hierarchy is the first one to try when managing a hazard?
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- 19 Your organisation's risk management procedure will generally follow a path such as:
- Identify the extent of the risks
 - Identify the risks
 - Examine and analyse the risks
 - Assess the risks
 - Control the risks
 - Observe and review the process.
- What is the advantage of having this cyclic process?
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-
- 20 Your organization will have procedures for staff to follow in the event of a fire, emergency or evacuation. Why are these procedures often shown as drawings or flowcharts?
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- 21 Your organization will have procedures detailing the processes for investigating and reporting on incidents (accidents). Why is it important that an incident (accident) be investigated and reported?
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- 22 Other than gathering information and feedback from employees through consultation mechanisms, name another benefit to the workgroup from the development of a consultative workplace culture?
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- 23 Why is it important to provide information on legislation and policies to the workgroup?
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- 24 Why should the workgroup be regularly updated on identified hazards and the outcomes of risk assessments?
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- 25 Why is it important to develop consultative mechanisms and procedures to encourage worker participation in the management of health and safety in the workplace?
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- 26 Why is it important that issues raised from worker consultations are dealt with promptly and resolved as well as records made on the outcomes which are then communicated to the workgroup?
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-
- 27 What two factors will assist identify the type of health and safety training required by a worker in order to work safely?
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-
- 28 Through consultations with other individuals who have a health and safety responsibility in the workplace, effective health and safety training programs for workers can be identified. Name one individual (other than management) that should be consulted on OHS training needs of team members.
-
-
- 29 Other than formal training, name two types of informal learning/training opportunities that may be provided in the workplace.
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- 30 The costs for health and safety formal training will vary. Name two variable categories that impact on the costs for providing training.
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-
- 31 Why is it important to have an OHS policy and procedure that covers identification and reporting on hazards in the workplace?
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-
- 32 Identify two items that need to be clearly defined in a risk control procedure to ensure the procedure is effective and will be used correctly?
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-
- 33 Why is it important to monitor outcomes of risk control measures?
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-
- 34 Generic project risk management techniques are described in AS/NZS ISO 31000:2009 'Risk management-Principles and guidelines'. Name the two Australian Standards used in the systems approach taken when managing OHS risks?
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-
- 35 A Risk Management Policy requires management of strategic and operational risks. Risk management is a core component an organisation's internal control systems.
Describe 2 reasons for an organization to implement a Risk Management Policy?
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- 36 A risk management system includes regular audits of the system. Give two reasons for conducting an OHS management system audit. Your response should mention AS/NZS: 2001 4801 and AS4804.
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- 37 Most groups have five (5) process stages in their development. Name the stages.
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- 38 Select two (2) group process stages and in a few words explain what is happening with the group at that stage.
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- 39 People will change their role in a group when they are faced with different tasks. Why is it important for a leader to understand group behaviour?
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- 40 Name two (2) different leadership styles.
For each style identified, describe one (1) positive and one (1) negative when using this style of leadership?
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- 41 A leader may change his/her leadership style depending on certain circumstances. Name three (3) of these circumstances.
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- 42 The Managerial Grid is a tool to identify leadership styles. What two (2) factors will influence a change in leadership style and therefore a change in the position on the Managerial Grid?
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-

43

Behavioural characteristics of a functional team include: participation, trust, communication, roles, quality, taking risks, and social/business balance.

Explain why each of these characteristics is important when encouraging team members to develop into an effective functional team.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

44

Describe five leadership behaviours that can facilitate and encourage team development and improvement.

[illegible]

- 45 Organisations develop policies and procedures to assist individuals, teams, and departments comply with legislative requirements and ensure consistency of decision making and processes throughout the organisation.
- a) Describe the purpose of an organizational policy. Provide two examples of policies to illustrate your answer
- b) Describe the purpose of an organisational procedure. Provide two examples to illustrate your answer.

- 46 It is important for a supervisor/team leader to understand the goals, objectives and plans of the organisation.
- a) Why does a supervisor/team leader need to explain to teams and team members the goals, objectives and plans of the organization?
- b) How do the goals, objectives and plans of the organization affect the planning process and team action plans?

- 47 It is important for a manager to be aware of the industry competency standards and career paths available for his/her team members. Explain how a manager can use this information to identify individual team member development areas and career paths?

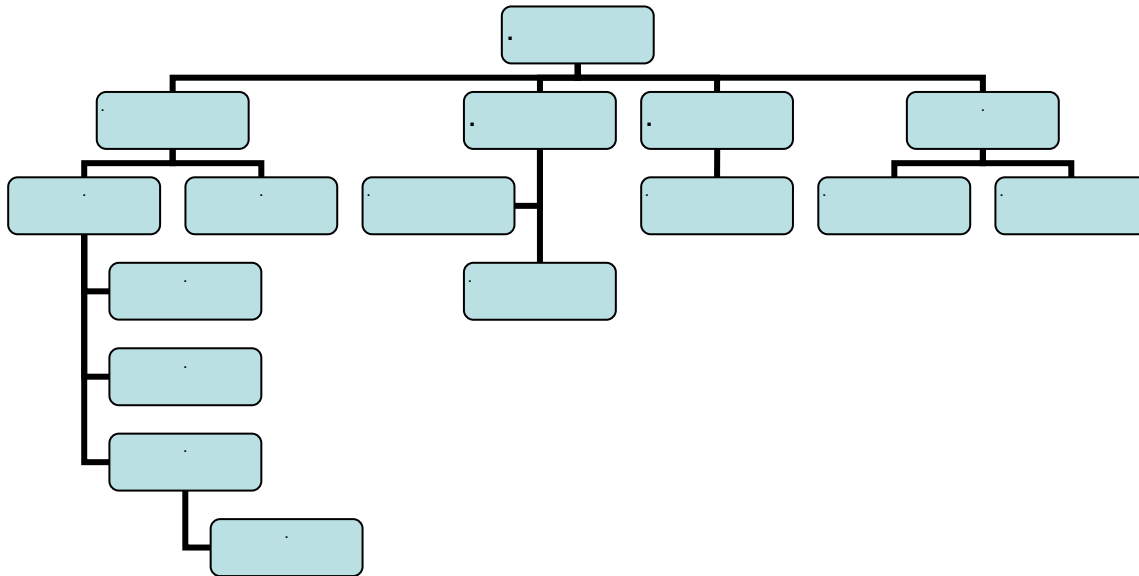
- 48 An organizational chart shows the organization structure, the chain of command, authority levels and responsibility areas. Name the common

organisational chart structures.

49

Organisational charts vary in detail.

- a) Label an organisational chart that shows one general manager, four department managers divided by function (marketing, administration, production, finance), a production supervisor, and a total of ten work teams.
b) On the organisational chart identify two reporting relationships (lower and higher)



50

Describe the process of delegation. Explain who is responsible for the delegated task.

51

Before a supervisor allocates a work task, what type of matching process and discussion should occur?

52

Goals can be long term or short term. Explain why a team needs both long term goals and short term goals.

53

Describe two benefits of goal setting for a team.

54

In a team structure, effective and ineffective individual behaviours can appear. In the table below describe five individual behaviours which can have a positive or negative effect on a team. At the top of the table use the headings- Effective characteristics, Ineffective characteristics.

55

When creating teams, why is it a good idea to have a diverse mix of behavioural traits, perspectives, thinking approaches, and work styles in your team?

56 Identify and explain five functions of a team leader.

57 A negotiator needs to be good communicator and problem solver. Explain this statement.

58 Name the four factors which significantly influence employee motivation.

59 Maslow believed that people were motivated by their desire to satisfy their needs. Once the lower primary needs (food and safety) were met people would look towards their secondary needs. Describe the factors of the secondary needs.

60 According to Vroom's Expectancy theory certain thoughts or perceptions of individuals will de-motivate them. Name the three thought statements that can de-motivate individuals.

- 61 The process of developing an action plan requires the team to first agree with the team's purpose, goals, and objectives.
a) Why is this agreement important?
b) What is outlined in the action plan for the team?
-
-
-
-
- 62 Name one type of software that you would use to design a Gantt chart for scheduling tasks and planning work.
-
- 63 In the workplace personal goal setting is a technique used to prepare plans. Name three advantages of personal goal setting
-
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-
-
- 64 Why is it important when developing personal plans to identify tasks and allocate priorities?
-
-
-
-
- 65 Describe the three steps in creating a prioritised 'to-do list'.
-
-
-
-
- 66 Identify a business tool or technique that can be used to identify and prioritise personal learning needs and areas of personal strength and weakness.
-
- 67 Name a very effective method to gather information to assist you identify your personal learning needs.
-
-
-

- 68 Name three factors that would influence how you would prioritise your learning needs.
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-
- 69 Self development for a manager should be an on-going activity. There are a number of formal and informal options for a manager to improve their skills and knowledge. Explain the difference between formal and informal self- development.
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-
- 70 Feedback from colleagues, staff and management may be gathered informally and formally including performance review feedback. Why is it important to analyse and interpret all feedback?
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- 71 Other than performance reviews, list three techniques to evaluate your own performance.
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-
- 72 The principal purpose of contingency planning is the preparation of an alternative plan to rectify or replace the original plan. Name the plan that is often developed after using techniques known as contingency analysis and sensitivity analysis.
-

- 73 The key principle with monitoring and reporting on operational plans is to check and report on the progress of the plan. Describe a technique used to monitor and confirm the effectiveness of the plan.
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-
- 74 When an operational plan is implemented and monitored, the operational procedures may need to be adjusted due to changes in the planned processes to ensure the standards of product or service quality are maintained. Total Quality Management, ISO9000, and Balanced Scorecard are examples of principles and techniques that are aimed at achieving operational quality. Which operational and procedural areas are involved with ensuring quality project outcomes?
-
-
- 75 There are a number of principles and techniques associated with operational problem identification and resolution. The fish-bone or 'cause and effect' technique is a common diagnosis tool. Describe how the fish-bone is used to identify a problem.
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-
-
- 76 An operational plan needs financial monitoring to ensure purchases, labour and overheads follow the operational management plan. Describe the principle technique used by a manager to monitor the project's finances and financial reports.
-
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-

- 77 The management of human and physical resources is important in the implementation of operational plans at the tactical level. After a review of resource requirements, managers often use the resource levelling technique to allocate the organisation's resources. Explain the principle behind this technique.
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- 78 In order to effectively resource an operational plan, management may need to gain approval before acquiring the resources. Identify two reporting techniques a manager may use to confirm and validate the plan's resource requirements.
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-
- 79 There are a number of principles and techniques to use with tactical risk analysis to identify and report on possible risk areas. Identify and describe one risk analysis technique.
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- 80 How is a document affected when basic grammar, spelling and punctuation are not used correctly?
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- 81 Most organizations have communication protocols or preferred methods of communication. Why is it important for an organisation to establish and maintain communication protocols?
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- 82 The audience, purpose and method of communication will influence the tone of the communication. If you needed to communicate negative material in a procedure, explain the consequences of not using the appropriate tone.
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- 83 An organization may have a policy and procedure which outlines the style requirements of various company documents and communications. This is called the enterprise style guide or the house style guide. Name four items that are outlined in these guides.
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-
- 84 List two resources that will assist in the production of documents that comply with the organisation's style guide.
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- 85 Styles of formatting can impact on readability, the document format and appearance. Provide three formatting examples that would improve the format of a document.
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-
- 86 It is a legal requirement for organizations to instigate health and safety processes. These processes relate to workplace ergonomics, work periods and breaks. Explain three consequences if these processes are not followed.
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-

- 87 Many organizations have initiated resource conservation techniques to encourage staff to be more environmentally aware. List two computer related resource conservation processes.
- _____
- _____
- _____
- 88 There are rules and conventions for correct English writing. These spelling, word usage and grammar rules and conventions need to be followed in order to produce well written documents. List two common sentence mistakes in English document writing.
- _____
- _____
- _____
- _____
- 89 Name two methods to collect data that can be used during a presentation to review the effectiveness of a presentation.
- _____
- _____
- _____
- 90 The content of a presentation needs to provide information on the industry, product or service that your audience needs to know about. Give a reason why is it important to research the content and be prepared for questions from your audience?
- _____
- _____
- 91 Feedback is an important principle for effective communication. Who is responsible for feedback- the message sender or message receiver?
- _____
- _____
- 92 There are a number of presentation aids and materials available to support a presentation. After identifying which aids to select, what else should be taken into consideration and planned?
- _____
- _____
- _____

Total Questions 92	Result
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ASSESSOR'S COMMENTS

Satisfactory		Unsatisfactory	
Student's signature		Date	
Assessor's signature		Date	

Assessment 1 Checklist			
Candidate name			Student Number
Assessor name			
Candidate Assessment Declaration <i>(tick the relevant box)</i>			
The purpose and outcomes of the assessment were explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I received information about the unit of competency		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I understood the type of evidence to be collected		Yes <input type="checkbox"/>	No <input type="checkbox"/>
The appeals system was explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I informed my assessor of any special needs that may need to be considered during the assessment		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Candidate signature		Date	
Assessor comments <i>(tick the relevant box)</i>			
RPL / accelerated progression required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Language / Literacy / Numeracy support required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Any other special needs <i>(describe in the space below)</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assessor signature		Date	
Result of assessment - Assessment 1: Written Test			
Attempt No 1: S <input type="checkbox"/> NYS <input type="checkbox"/>		Attempt No 2: S <input type="checkbox"/> NYS <input type="checkbox"/>	
Attempt No 3: S <input type="checkbox"/> NYS <input type="checkbox"/>			
The candidate's overall performance was		Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/>	
Feedback to candidate on overall performance			
Assessor signature		Date	
I intend to lodge an appeal on the above decision		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Candidate signature		Date	

Assessment 2 – Written Project: Instructions to Candidate

Professional development learning plan		
Name of Candidate		
Date of Assessment		

You are required to prepare a number of **written reports** which are based on your findings from the following three tasks. The following criteria are to be addressed:

- Learning skills to recognise and develop new and necessary skills and knowledge
- Seeking and acting on feedback from clients and colleagues
- Reviewing own work performance against achievements through self-assessment
- Accessing learning opportunities to extend own personal work competencies
- Selected elements and performance criteria of BSBWOR404A Develop work priorities.

Aim of assessment tasks

This project relates to your career path and the professional development activities you will undertake.

Task 1: Pre-workshop

To be an effective supervisor and role model, a manager needs to continually improve his/her own knowledge, skills and capabilities. This requires a self analysis, gathering of feedback from peers, colleagues and clients, identification of gaps, and access to formal and informal professional development improvement opportunities to facilitate movement towards his/her career path goal.

Step 1: Self-assess and document skills and knowledge performance gaps and improvement needs.

Conduct a self analysis to identify your career goals and knowledge and skills gaps.

- Table 1-Create a table (Word or Excel) with 4 columns and 10 rows. Add more rows if necessary.
- Use the following table headings – Role/Function/Responsibility, Skills/Knowledge, Yes/No, Comments.
- List your current roles, functions and responsibility areas (tasks that you complete)
- List the knowledge and skills required to perform those tasks
- Identify by Yes or No, if you currently possess those knowledge and skills requirements
- In the Comments column, briefly describe the professional development you would need to undertake to gain those capabilities.

Step 2: Seek and evaluate feedback from peers, colleagues and clients.

Gather feedback from peers, colleagues and clients on gaps in your knowledge and skills and any opportunities they may see which would improve your capabilities. You may wish to use 360° feedback mechanisms to gather information.

- Table 2- Create a table (Word or Excel) with 4 columns and 10 rows. Use the following table headings – Role/Function/Responsibility, Skills/Knowledge, Yes/No, Comments.
- List the current roles, functions and responsibility areas that relate to the feedback (tasks that you complete or should undertake) from peers, colleagues and clients
- List the knowledge and skills required to perform those tasks
- Identify by Yes or No, if you currently possess those knowledge and skills requirements
- In the Comments column, briefly describe the professional development you would need to undertake to gain those capabilities.

Step 3: Identify your career path knowledge and skills requirements

Identify the roles, skills and functions you wish to perform in 5 years time.

- Table 3- Create a table (Word or Excel) with 5 columns and 10 rows. Add more rows if necessary.
- Use the following table headings – Career Goal, Role/Function/Responsibility, Skills/Knowledge, Yes/No, Comments. You can identify more than one career goal.
- List the roles, functions and responsibility areas (tasks) that are performed by the position you identified as your career goal
- List the knowledge and skills required to perform those tasks
- Identify by Yes or No, if you currently possess those knowledge and skills requirements
- In the Comments column, briefly describe the professional development you would need to undertake to gain those capabilities.

You are required to provide your assessor with the following document:

- A short report containing three tables which have analysed your current and future career path knowledge and skills requirements, knowledge and skills gaps and professional development improvement opportunities.

Task 2: During Workshop

A manager needs to reflect on the organisation's requirements and the organisation's knowledge and skills benchmarks to determine his/her professional development needs and priorities.

Step 1: Compare identified knowledge and skill requirements against organisational requirements and benchmark standards.

- Using Table 1 and Table 3 from Task 1, compare the information you receive from the workshop with your knowledge and skills lists.
- Identify items that are similar and different. Update your tables with items that you may not have previously considered.

Step 2: Prioritise your professional development lists.

- Using 3 different colours, highlight and prioritise the professional development areas into: within 3 months, within 6 months, and within 12 months.

Step 3: Schedule your professional development activities

- Make a list of your professional development needs into their 3 priority timeframes.
- Reflect and adjust your professional development schedule so the goals reflect the SMART formula (Specific, Measurable, Achievable, Realistic and Timely)

You are required to provide your assessor with the following document:

- A schedule of professional development goals in 3 priority timeframes (within 3 months, within 6 months, and within 12 months).

Task 3: Post-workshop

There are a number of formal and informal opportunities for professional development. A manager should be open to ideas from others and be able to accept that knowledge and skills can be gained through a variety of ways.

Step 1: Creating a professional development plan

- Gather information from colleagues on sources and opportunities for improvement.
- Refer to your schedule of professional development goals and develop a Personal Professional Development Plan by:
 - Researching the most appropriate development methods for each identified knowledge and skills area. Make a note of the preferred development strategy against each knowledge and skills goal.

Professional development methods may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- personal study
- work experience/exchange/opportunities
- Discuss your feedback on performance and improvement development strategies and opportunities with supervisors, peers and colleagues

Feedback on performance may include:

- formal/informal performance appraisals
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery.
- In a table (Word/Excel) create a Personal Professional Development Plan which details:

- Your professional development goals
- Your knowledge and skills goals
- Your preferred development strategy
- Your personal KPIs to be used to monitor your achievement.

Step 2: Undertake the activities in your Personal Professional Development Plan

- Commence your professional development activities detailed in your Personal Professional Development Plan
- Monitor your KPIs to ensure you are on track towards your goals
- Make a note of any necessary adjustments to the schedule in your Personal Professional Development Plan.
- Complete your Personal Professional Development Plan activities or note the reason for not achieving your Personal Professional Development Plan goal.

Step 3: Report on monitoring and completing the activities in your Personal Professional Development Plan

In a short report:

- List the professional development activities that were completed
- Explain:
 - The process you used to monitor your progress
 - The activities in your Personal Professional Development Plan that were varied and the reasons they were adjusted
 - The knowledge, skills, qualifications, recognition and rewards that were achieved from completing the activities in your Personal Professional Development Plan.

Step 4: Update and store documents and records on your Personal Professional Development Plan

- Gather all evidence to confirm completion of your activities in your Personal Professional Development Plan
- Ensure your personal records are updated with the details of your accomplishments and copies of your achievement and assessment documents
- In a short report explain the process and organisational requirements to record and maintain details of your professional development.

You are required to provide your assessor with the following documents:

- A Personal Professional Development Plan
- A short report on monitoring and completing the activities in your Personal Professional Development Plan
- A short report on organisational processes to record and maintain details on professional development.

Submitting your reports:

The above documents and reports may be presented in printed format in a folder or as an electronic copy. Ensure both your name and location is clearly displayed.

Assessor's comments

Satisfactory		Unsatisfactory	
Re-assessment required			
Assessor's signature			
Candidate's signature			
Date			

Assessment 2 Checklist			
Candidate name			Student Number
Assessor name			
Candidate Assessment Declaration <i>(tick the relevant box)</i>			
The purpose and outcomes of the assessment were explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I received information about the unit of competency		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I understood the type of evidence to be collected		Yes <input type="checkbox"/>	No <input type="checkbox"/>
The appeals system was explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I informed my assessor of any special needs that may need to be considered during the assessment		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Candidate signature		Date	
Assessor comments <i>(tick the relevant box)</i>			
RPL / accelerated progression required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Language / Literacy / Numeracy support required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Any other special needs <i>(describe in the space below)</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assessor signature		Date	
Result of assessment - Assessment 2: Written Project			
Attempt No 1: S <input type="checkbox"/> NYS <input type="checkbox"/>		Attempt No 2: S <input type="checkbox"/> NYS <input type="checkbox"/>	
Attempt No 3: S <input type="checkbox"/> NYS <input type="checkbox"/>			
The candidate's overall performance was		Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/>	
Feedback to candidate on overall performance			
Assessor signature		Date	
I intend to lodge an appeal on the above decision		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Candidate signature		Date	

Assessment 3A – Written Project: Instructions to Candidate

OHS and job safety in the workplace		
Name of Candidate		
Date of Assessment		

You are required to prepare a number of **written reports** which are based on your findings from the following three tasks. The following criteria are to be addressed:

- Supervisory skills to implement, monitor and guide others on the organisation's occupational health and safety (OHS) policies, procedures and programs in the relevant work area to meet legislative requirements.
- Analytical skills to identify hazards, assess risks and review incident (accident) and environmental data and assess the effectiveness of risk control measures
- Management skills to identify, analyse, monitor, evaluate risks and apply established risk management processes within own work responsibilities and area of operation
- Research, data collection and problem solving skills
- Leading, planning, organising teams and promotion of team work involvement
- Coaching and mentoring, communication and presentation skills
- Document development and writing skills using company templates and style guides in Word, Excel and Powerpoint programs
- Elements, skills, knowledge and critical aspects relating to the following units:
 - BSBOHS407A Monitor a safe workplace
 - BSBRISK401A Identify risk and apply risk management processes
 - BSBCMM401A Make a presentation
 - BSBWRT301A Write simple documents
 - BSBWRT401A Write complex documents
 - BSBWOR402A Promote team effectiveness.

Aim of assessment tasks

The following components form the aims of this project:

- Delivering a presentation to the work team on OHS legislation, hazards and risk controls
- Conducting a workplace risk assessment
- Delivering a presentation to the work team on the risks and outcomes of the risk assessment.

Task 1: A presentation to the work team on OHS legislation, hazards and risk controls

A supervisor needs to be able to provide OHS information and present ideas to his/her team. In this task you will need to demonstrate that you can gather relevant OHS information, effectively plan a presentation and communicate the ideas to your team in an informative manner while encouraging team involvement.

Part 1 Plan the OHS presentation

To plan the OHS presentation you will need to:

- Conduct an audience analysis
- Identify the key and important points. (These need to be logically grouped and sequenced)
- Develop presentation and handout materials
- Ensure the organisation's document requirements (logos, templates) are met
- Communicate your message appropriately to your audience e.g. formal or informal meeting
- Use Powerpoint, Word, and Excel programs

Step 1. An audience analysis is essential to ensure you develop a presentation that is appropriate and interesting. Some questions to ask when conducting a brief audience analysis are:

- How many people will be attending the presentation?
- Who will be attending the presentation- their roles, functions, length of time in team?
- What is their current knowledge and skills background with OHS?

In a short report, undertake an audience analysis by making a **list of the characteristics of your audience**. The list may include responses to the above questions as well as other important and relevant audience details e.g. learning preferences.

Characteristics may include:

- Age
- Cultural and language background
- Educational background or general knowledge
- Gender
- Language, literacy and numeracy needs
- Physical ability
- Previous experience with the topic

Print a copy of the audience analysis report to be provided to your assessor.

Step 2. An OHS presentation needs to be planned to ensure all the important information has been discussed and the audience leaves with knowledge and skills that will assist them in the workplace.

- Gather the information on OHS legislation, codes of practice, organisational policies, procedures and programs
 - The OHS legislation & codes of practice may include:
 - Common law duties to meet the general duty of care requirements
 - Health and safety representatives and health and safety committees
 - Prompt resolution of health and safety issues
 - Provision of information, induction and training
 - Regulations and approved codes of practice relating to hazards present in work area
 - Relevant state/territory legislation
 - Requirements for the maintenance and confidentiality of records of occupational injury and disease

- The organisational policies, procedures and programs may include:
 - Consultative arrangements for employees in work area
 - Dangerous goods transport and storage
 - Emergency and evacuation procedures
 - First aid provision/medical practitioner contact and attention
 - Hazard reporting procedures
 - Hazardous substances use and storage
 - Incident (accident) investigation
 - OHS arrangements for on site contractors, visitors and members of public
 - OHS audits and safety inspections
 - Plant and equipment maintenance and use
 - Procedures for hazard identification
 - Procedures for risk assessment, selection and implementation of risk control measures
 - Purchasing policy and procedures
 - Safe operating procedures/instructions
 - Site access
 - Use and care of personal protective equipment
- Gather documents on OHS hazards, risks and OHS hierarchy of control
- Identify the key and important points on OHS to be presented to and discussed with your team

Step 3. Develop **handout materials** in Word

From the OHS information you gathered, identify the information that should be given to the team as handouts.

- Develop the document drafts.
 - Identify any additional information that should be included.
 - Review and organise the information and document structure.

It is important to ensure:

 - The document purpose and objectives are met

Purpose may include:

 - Conveying research findings
 - Documenting policies, procedures and processes
 - Influencing attitudes, opinions, beliefs
 - Meeting legal requirements
 - Meeting other data, information or knowledge needs of an audience
 - Proposing recommendations, options and actions
 - The information is presented logically and is easy to understand
 - Logos, graphics and pictures are included where appropriate
 - The document layout (or template) and language are appropriate and in accordance with company protocols and requirements
- Review drafts and request a colleague to review and proof read to ensure objectives are achieved
- Check the document is suitable in tone, purpose, format, communication style, readability, grammar, spelling, sentence and paragraph structure, sequencing, document structure, and meets the organisation's requirements including inclusive and non-discriminatory language
- Update the documents with any changes from the reviews
- Gain management approval where required
- File a copy of the document and where appropriate, send a copy to be maintained in the OHS training records.

Print a copy of the documents to be provided to your assessor. At least 2 handout examples will be required.

Step 4. Develop a **session plan** in Word or Excel. The session plan needs to identify and describe:

- Session outcomes
- Delivery approach and strategies suitable for the type of presentation (formal or informal)
Presentation strategies may include:
 - Case studies
 - Demonstration
 - Discussion
 - Group and/or pair work
 - Oral presentations
 - Questioning
 - Simulations and role-play
- Sequencing of the information being presented
- Types of activities
- Information handouts
- Training aids
Aids may include:
 - Computer simulations and presentations
 - Diagrams, charts and posters
 - Models
 - Overhead projector
 - Paper-based materials
 - Video and audio recordings
 - Whiteboard
- Identification of guest speakers or subject matter experts and their role in the presentation
- Mechanisms to evaluate audience understanding and participation e.g. questioning, body language, activities completed, oral comments, etc.
- Mechanisms to gather feedback on value of presentation e.g. feedback questionnaire, comments sheet, interviews with attendees or others involved in the session, etc

Print a copy of the session plan to be provided to your assessor.

Step 5. Develop **presentation slides** in Powerpoint.

From the OHS information you gathered and the session plan, identify the information and number of slides for the presentation.

- Develop the draft slides.
 - Identify any additional information that should be included.
 - Review and organise the information and slide structure.
It is important to ensure:
 - The slide presentation purpose and objectives are met
 - The information is presented logically and is easy to understand
 - Logos, graphics and pictures are included where appropriate
 - The slide layout (or template) and language are appropriate
- Review slide drafts and request a colleague to review and proof read to ensure objectives are achieved
- Check the slides are suitable in tone, purpose, format, communication style, readability, grammar, spelling, sequencing, slide structure, and meets the organisation's requirements
- Update the slides with any changes from the reviews
- Gain management approval where required
- File a copy of the slides and where appropriate, send a copy to be maintained in the OHS training records.

Print a copy of the slides (6 slides per page) to be provided to your assessor.

Step 6 Develop a **budget** on the OHS presentation

Each presentation creates a cost to the company. The budget should reflect the productivity time that is lost when you and your staff are not completing normal duties. The budget does not need to be accurate but give a reasonable indication of the financial and human resource requirements.

Calculate a budget on the OHS presentation costs using Excel. The budget should include:

- Staff down time while attending the presentation
- Equipment rental costs (if required)
- Presentation development time (i.e. preparation time)
- Fees for guest speakers or subject matter experts
- Stationery and printing costs

Print a copy of the budget to be provided to your assessor.

You are required to provide your assessor with the following documents:

- A short report listing the characteristics of your audience
- A sample of at least 2 OHS handouts
- An OHS presentation session plan
- The OHS presentation slides (6 slides per page)
- The OHS presentation budget

Part 2 *Deliver an OHS presentation.*

Step 1 It is important to practice your presentation before delivery. Your assessor will **observe** your presentation as Assessment 3B.

Part 3 *Reflect on the effectiveness of your presentation*

Step 1 After your session is delivered, it is important to reflect on your presentation. In a **report** using examples where possible to illustrate your comment, explain:

- How the session plan assisted in presentation delivery
- The techniques you used to monitor verbal and non-verbal actions and why
- What techniques or strategies you used to be persuasive and make the presentation interesting
- What techniques or strategies you used to demonstrate effective questioning and active listening
- If you needed to adjust the presentation and how it was adjusted to ensure the session outcomes were achieved
- The processes and mechanisms used to record attendance at the OHS presentation and update the team's HR files
- What tools, activities, strategies or techniques you used to provide OHS information to the workgroup so as to:
 - Accurately explain relevant OHS legislation and codes of practice
 - Provide and explain information on OHS policies, procedures and programs
 - Advise the workgroup where and how to access OHS policies, procedures & programs
 - Explain information on hazards, risks and hierarchy of controls
 - Explain the importance of effective consultative mechanisms in managing health and safety risks
 - Discuss and gain agreement on regular meeting times to provide updates to the work group
 - Encourage the team to contribute towards planning, decision making and operational aspects of OHS and the workplace
 - Encourage the team to take responsibility for their own work and assist others
- The process you used to review the effectiveness of your presentation. Explain the processes you used to gather and discuss feedback to make improvements in future presentations. Describe where improvements could be made and how you will ensure future presentations are improved.

Print a copy of the report to be provided to your assessor.

Step 2 In a **report** explain:

- The processes you will use to schedule regular meeting times and ensure team attendance for updates on OHS
Organisational consultations may include:
 - Attendance of health and safety representatives at management and OHS planning meetings
 - Counselling/disciplinary processes
 - Early response to employee suggestions, requests, reports and concerns put forward to management
 - Election of health and safety representatives in accordance with legislative requirements
 - Formal and informal meetings
 - Health and safety committees
 - Other committees, for example, planning and purchasing
- The mechanisms you will use to update the team on hazards, risks, risk controls and outcomes of risk assessments.

Print a copy of the report to be provided to your assessor.

You are required to provide your assessor with the following documents:

- A short report on your presentation reflections and proposed improvements
- A short report on the processes and mechanisms to update the team on OHS hazards, risks, risk controls and outcomes of risk assessments.

Task 2: A workplace risk assessment conducted by the supervisor

Monitoring safety in the workplace is an important activity performed by supervisors and managers. The most effective and efficient methods are by regularly performing internal OHS audits, gathering feedback from the team, and monitoring incidents and accidents. In Task 1 you reminded your team about safety in the workplace, hazards, risks and the hierarchy of controls.

Part 1 Team consultation

Gathering information from the work team will help identify areas of potential hazards and risk.

Step 1 Consult with the work team and discuss and identify potential hazards and risks in the work area. These may include:

- Human behaviour
- Individual activities
- Management activities and controls
- Health and safety issues related to a single or number of workplace projects

Take notes of the issues identified and discuss with your team options to control or eliminate the hazard or risk. Decide on the most preferred options from the hierarchy of controls.

Step 2 In a short **report** describe:

- The areas identified as hazards, potential hazards or risks
- The controls that will be used to control or eliminate the hazard or risk
- The date for implementation of the control
- The responsible authority (position not name) that will authorise implementation of the control.
- If contact with another person or organization is required before implementation of the control i.e. equipment or specialised services need to be purchased

At least 5 items should be listed. A table in Word or Excel may be used.

In your report explain the organisational procedures for reporting and actioning team member hazard reports. A flow chart may be used.

Print a copy of the report to be provided to your assessor.

You are required to provide your assessor with the following document:

- A short report on the identified hazards and risks, and the organisational procedures for reporting and actioning hazard reports.

Part 2 Conduct, report and implement risk controls

Step 1 Conduct a risk assessment

Using the organisation's procedures and **risk assessment checklist**, conduct a risk assessment of the work area. As well as workplace health and safety issues, risks may also include:

- Commercial and legal relationships
- Economic circumstances and scenarios
- Human behaviour
- Individual activities
- Management activities and controls
- Natural events
- Political circumstances
- Positive risk
- Technology - technological issues

A copy of the risk assessment checklist is to be provided to your assessor.

Step 2 Reporting on a risk assessment

In a **report** explain the procedures for conducting and reporting on a workplace risk assessment. Mention should be made of the frequency for conducting and reporting on workplace risk assessments and the legislative requirements that are required to be complied with.

Print a copy of the report to be provided to your assessor.

Step 3 Analyse and evaluate risks

Using the organisation's procedures and forms, analyse and evaluate the workplace risks identified in Step 3. You will need to categorise the risks including the impacts and likelihood of them occurring. You may need to consult with other staff or organizations (contractors, other teams, financial managers, other area managers) to evaluate the risk category and likelihood.

The process of risk categorisation should include identification of:

- Likelihood of risks:
 - Almost certain
 - Likely
 - Possible
 - Unlikely
 - Rare
- Consequences of risks:
 - Insignificant
 - Minor
 - Moderate
 - Major
 - Catastrophic
 - Current control measures
- Levels of risk:
 - Low, treated with routine procedures
 - Moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented
 - High, requiring action, as it has potential to be damaging to the organisation or project
 - Extreme, requiring immediate action, as it has potential to be devastating to the organisation or project

Step 4 Documenting analysis process

In a **report** list the risks, identify the likelihood of each risk, consequence categories of each risk and level of risk (low to extreme). A table may be used.

Print a copy of the report to be provided to your assessor.

Step 5 Identify risk treatment

In a **report** or table, determine the appropriate control measures using the hierarchy of risk controls and the hierarchy of OHS controls. These may include:

- Reduction in likelihood of risks
- Reduction of consequences of risks
- Retention of risks
- Risk aversion
- Transfer of responsibility of risks

In a few words (or bullet points), identify the strengths and weaknesses of the control measures. Highlight the most appropriate control measure that will be implemented. Identify the responsible person (position not name) who will authorise the risk treatment and if it is outside of your responsibility area i.e. affects the whole organization or is managed by another person.

Print a copy of the report to be provided to your assessor.

Step 6 Implement risk control treatment plan

Select 1 risk that is within your responsibility area and in a **report**, explain the type of risk, likelihood, consequence and level of risk. Describe the risk control that will be (or has been) implemented. Explain why the current OHS procedures were not controlling the risk.

From observation (or using your imagination), monitor the implementation of the risk control and explain the effectiveness of the control measure. Describe the process steps required to effectively and efficiently implement the risk control i.e. what equipment is needed, what needs to be done by whom and by when. Provide examples to illustrate why the implementation plan was effective or ineffective. Mention should be made of any inadequacies in the control mechanism.

Print a copy of the report to be provided to your assessor.

Step 7 Review the effectiveness of the risk treatment

Using the following success measures, explain in a **report** the effectiveness of the risk control from Step 8. You may use actual evidence or your imagination to illustrate your response with examples.

Risk treatment success measures include:

- Costs
- Reductions in impact
- Reductions in likelihood
- Reductions in occurrence

Print a copy of the report to be provided to your assessor.

You are required to provide your assessor with the following documents:

- A risk assessment checklist
- A short report on conducting and reporting on workplace risk reports
- A short report on the analysis of risks
- A short report on a risk, the treatment plan, risk control implementation and review on the effectiveness of the risk control.

Part 3 Maintain OHS risk controls and records

In a **report** respond to the following:

- How can the results from a review of risk control treatments be used to improve future risk situations?
- In what ways do you provide, monitor and maintain risk audits of your own responsibility area?
- What techniques or strategies do you use to continually monitor and review the management of risks in your responsibility area?
- How do you ensure OHS records of occupational injury and disease in your work area are accurately completed and maintained in accordance with the organization's OHS legal requirements?
- How can the information and data from workplace records on injury and incidents be used to identify workplace OHS hazards and monitor risk control procedures?

You are required to provide your assessor with the following document:

- A short report on maintenance and use of OHS workplace records.

Task 3: A presentation to the work team on hazards, risks, risk controls and outcomes of the risk assessment

A supervisor needs to be able to provide information and update his/her team on hazards, risks, risk controls and outcomes of risk assessments. In this task you will need to demonstrate that you can gather relevant information on hazards, risks, risk controls and outcomes of the risk assessment, effectively plan a presentation and communicate the ideas to your team in an informative manner while encouraging team involvement.

Part 1 Plan the OHS presentation

To plan the OHS presentation you will need to:

- Conduct an audience analysis
- Identify the key and important points. (These need to be logically grouped and sequenced)
- Develop presentation and handout materials
- Ensure the organisation's document requirements (logos, templates) are met
- Communicate your message appropriately to your audience e.g. formal or informal meeting
- Use Powerpoint, Word, and Excel programs

Step 1. An audience analysis is essential to ensure you develop a presentation that is appropriate and interesting. Some questions to ask when conducting a brief audience analysis are:

- How many people will be attending the presentation?
- Who will be attending the presentation- their roles, functions, length of time in team?
- What is their current knowledge and skills background with OHS hazards, risks, risk controls and outcomes of the risk assessment?

In a short report, undertake an audience analysis by making a **list of the characteristics of your audience**. The list may include responses to the above questions as well as other important and relevant audience details e.g. learning preferences.

Characteristics may include:

- Age
- Cultural and language background
- Educational background or general knowledge
- Gender
- Language, literacy and numeracy needs
- Physical ability
- Previous experience with the topic

Step 2. An OHS presentation needs to be planned to ensure all the important information has been discussed and the audience leaves with knowledge and skills that will assist them in the workplace.

- Gather the information on OHS hazards, risks, risk controls and outcomes of the risk assessment
- Identify the key and important points on OHS to be presented to and discussed with your team

Step 3. Develop handout materials in Word

From the OHS information you gathered, identify the information that should be given to the team as handouts.

- Develop the document drafts.
 - Identify any additional information that should be included.
 - Review and organise the information and document structure.It is important to ensure:
 - The document purpose and objectives are metPurpose may include:
 - Conveying research findings
 - Documenting policies, procedures and processes

- Influencing attitudes, opinions, beliefs
 - Meeting legal requirements
 - Meeting other data, information or knowledge needs of an audience
 - Proposing recommendations, options and actions
- The information is presented logically and is easy to understand
- Logos, graphics and pictures are included where appropriate
- The document layout (or template) and language are appropriate and in accordance with company protocols and requirements
- Review drafts and request a colleague to review and proof read to ensure objectives are achieved
- Check the document is suitable in tone, purpose, format, communication style, readability, grammar, spelling, sentence and paragraph structure, sequencing, document structure, and meets the organisation's requirements including inclusive and non-discriminatory language
- Update the documents with any changes from the reviews
- Gain management approval where required
- File a copy of the document and where appropriate, send a copy to be maintained in the OHS training records.

Print a copy of the documents to be provided to your assessor. At least 2 handout examples will be required.

Step 4. Develop a **session plan** in Word or Excel. The session plan needs to identify and describe:

- Session outcomes
 - Delivery approach and strategies suitable for the type of presentation (formal or informal)
- Presentation strategies may include:
- Case studies
 - Demonstration
 - Discussion
 - Group and/or pair work
 - Oral presentations
 - Questioning
 - Simulations and role-play
- Sequencing of the information being presented
 - Types of activities
 - Information handouts
 - Training aids
- Aids may include:
- Computer simulations and presentations
 - Diagrams, charts and posters
 - Models
 - Overhead projector
 - Paper-based materials
 - Video and audio recordings
 - Whiteboard
- Identification of guest speakers or subject matter experts and their role in the presentation
 - Mechanisms to evaluate audience understanding and participation e.g. questioning, body language, activities completed, oral comments, etc.
 - Mechanisms to gather feedback on value of presentation e.g. feedback questionnaire, comments sheet, interviews with attendees or others involved in the session, etc

Print a copy of the session plan to be provided to your assessor.

Step 5. Develop **presentation slides** in Powerpoint.

From the OHS information you gathered and the session plan, identify the information and number of slides for the presentation.

- Develop the draft slides.
 - Identify any additional information that should be included.
 - Review and organise the information and slide structure.It is important to ensure:
 - The slide presentation purpose and objectives are met
 - The information is presented logically and is easy to understand
 - Logos, graphics and pictures are included where appropriate
 - The slide layout (or template) and language are appropriate
- Review slide drafts and request a colleague to review and proof read to ensure objectives are achieved
- Check the slides are suitable in tone, purpose, format, communication style, readability, grammar, spelling, sequencing, slide structure, and meets the organisation's requirements
- Update the slides with any changes from the reviews
- Gain management approval where required
- File a copy of the slides and where appropriate, send a copy to be maintained in the OHS training records.

Print a copy of the slides (6 slides per page) to be provided to your assessor.

Step 6 Develop a **budget** on the OHS presentation

Each presentation creates a cost to the company. The budget should reflect the productivity time that is lost when you and your staff are not completing normal duties. The budget does not need to be accurate but give a reasonable indication of the financial and human resource requirements.

Calculate a budget on the OHS presentation costs using Excel. The budget should include:

- Staff down time while attending the presentation
- Equipment rental costs (if required)
- Presentation development time (i.e. preparation time)
- Fees for guest speakers or subject matter experts
- Stationery and printing costs

Print a copy of the budget to be provided to your assessor.

You are required to provide your assessor with the following documents:

- A short report listing the characteristics of your audience
- A sample of at least 2 OHS handouts
- An OHS presentation session plan
- The OHS presentation slides (6 slides per page)
- The OHS presentation budget

Part 2 *Deliver an OHS presentation.*

Step 1 It is important to practice your presentation before delivery.
Your assessor will **observe** your presentation as Assessment 3C.

Part 3 *Reflect on the effectiveness of your presentation*

After your session is delivered, it is important to reflect on your presentation. In a **report** using examples where possible to illustrate your comment, explain:

- How the session plan assisted in presentation delivery
- The techniques you used to monitor verbal and non-verbal actions and why
- What techniques or strategies you used to be persuasive and make the presentation interesting
- What techniques or strategies you used to demonstrate effective questioning and active listening
- If you needed to adjust the presentation and how it was adjusted to ensure the session outcomes were achieved

- The processes and mechanisms used to record attendance at the OHS presentation and update the team's HR files
- What tools, activities, strategies or techniques you used to provide OHS information to the workgroup so as to:
 - Accurately explain relevant OHS hazards, risks, risk controls and outcomes of the risk assessment
 - Explain the importance of effective consultative mechanisms in managing health and safety risks
 - Encourage the team to contribute towards planning, decision making and operational aspects of OHS and the workplace
 - Encourage the team to take responsibility for their own work and assist others
- The process you used to review the effectiveness of your presentation. Explain the processes you used to gather and discuss feedback to make improvements in future presentations. Describe where improvements could be made and how you will ensure future presentations are improved.

Print a copy of the report to be provided to your assessor.

You are required to provide your assessor with the following documents:

- A short report on your presentation reflections and proposed improvements

Submitting your reports:

The above documents and reports may be presented in printed format in a folder or as an electronic copy. Ensure both your name and location is clearly displayed.

Assessor's comments

Satisfactory		Unsatisfactory	
Re-assessment required			
Assessor's signature			
Candidate's signature			
Date			

Assessment 3B Practical –Observation: Instructions to Candidate

OHS and job safety in the workplace Observation / Demonstration Assessment	
Name of Candidate	
Date of Assessment	
Unit Code	BSBCMM401A
Unit Name	Make a presentation
Trainer/Assessor	

This activity is related to the unit of competency **BSBCMM401A Make a presentation**. In particular, you will be required to **demonstrate practical skills to competently perform the following task**:

Provide a presentation on OHS legislation, codes of practice, organisational policies, procedures, programs, OHS hazards, risks and OHS hierarchy of control

As well as display evidence of competency by:

- Preparing and delivering a presentation
- Gathering feedback to evaluate the effectiveness of a presentation
- Using culturally appropriate communication skills
- Using facilitation and presentation skills to communicate central ideas in an informative and engaging manner
- Using verbal and non-verbal techniques to sustain participant engagement
- Prepare presentation information in a range of styles to meet audience needs.
- Using the principles of effective communication.

Overview

You will be observed providing a presentation. You will need to plan, prepare, deliver and evaluate the workplace presentation. You will need to provide a session plan with an introduction, body and conclusion which is followed or adjusted during the presentation. You will need to engage the audience, use suitable and available resources and presentation aids, monitor and adjust the presentation to ensure audience understanding of the topic, and use effective questioning and listening skills.

The times for the observation are to be negotiated between yourself and the assessor.

The following information may be useful.

Delivery strategies may include:

- case studies
- demonstration
- discussion
- group and/or pair work
- oral presentations
- questioning
- simulations and role-play

Suitable format may include:

- individual presentation
- team presentation
- verbal presentation

Presentation aids may include:

- diagrams, charts and posters
- models
- overhead projector
- paper-based materials
- whiteboard

Presentation techniques may include:

- live action
- use of a guest speaker
- use of black and white
- use of colour
- use of humour

Your assessor will provide you with instructions and complete an observation checklist on which they will record your satisfactory demonstration of the workplace presentation.

Assessment 3B Practical –Observation: Instructions to Assessor

OHS and job safety in the workplace Observation / Demonstration Assessment

Candidates will be asked to prepare, deliver and gather feedback on a presentation associated with **BSBCMM401A Make a presentation**. For this activity candidates will be required to plan, prepare, deliver and evaluate a workplace presentation. Candidates will need to provide a session plan to be followed or adjusted during the presentation. Candidates are to observe OHS procedures, and complete the task according to workplace procedures. Candidates have access to equipment/resources that are required to complete each activity. The candidates will then demonstrate the tasks and the assessor will complete the following checklist.

Name of candidate	
Name of assessor/observer	
Location	
Date & Time of observation	
Unit of competency	BSBCMM401A Make a presentation
Instructions for the candidate	
<ol style="list-style-type: none"> 1. Candidates are required to plan, prepare, deliver and evaluate the workplace presentation on OHS legislation, codes of practice, organisational policies, procedures, programs, OHS hazards, risks and OHS hierarchy of control. 2. Candidates are required to provide a session plan to be followed or adjusted during the presentation 	
Equipment and materials provided may include <ul style="list-style-type: none"> • Data projector • Computer • Appropriate location with tables and chairs • Whiteboard • Other equipment or resources identified by the candidate required for the presentation 	Job/ Task to be completed Deliver a presentation.

Did the Candidate.....	Observation Checklist & Comments
<ol style="list-style-type: none"> 1. Select and use presentation strategies that engaged the audience 2. Provide a session format that was suitable for the topic, the audience and the available resources 3. Use presentation aids and other materials to communicate and enhance the topic 4. Use presentation techniques that enhanced audience understanding of key concepts and central ideas 5. Provide a session introduction that explained the outcomes of the presentation 6. Used effective questioning and active listening to monitor audience understanding of key concepts 7. Monitored and noted audience body language to signal the presentation was effective or an adjustment to session delivery was required 8. Used culturally appropriate communication and language skills to accommodate audience diverse backgrounds and abilities 9. Used a variety of verbal and non-verbal techniques to sustain audience engagement 10. Provided information in the body of the session that addressed the needs of the audience and allowed for a range of audience learning styles 11.Used body language and vocal tone to ensure important key concepts were understood 12. Provided opportunities for the audience to ask questions to gain clarification on key concepts 13. Provided a summary of key areas at times during the presentation to ensure audience understanding 14. Provided a session close which summarised the session topics and advised audience of any follow-up activities 15. Gathered feedback from the audience on the effectiveness of the session. 	

Assessor Comments - Observed/Demonstrated		
Strengths		
Improvements needed		
General comments		
Candidate's comments		
Overall did the candidate present an information session suitable for the audience and the topic?	YES	NO

Assessor Comments - Overall Performance			
Attempt	1	2	3
The candidate's overall performance was		S	NYS
Feedback to candidate on overall performance			
Signed by the assessor/observer: Date:			
I intend to lodge an appeal on the above decision		YES	NO
Signed by the candidate:		Date:	

Assessment 3C Practical–Observation: Instructions to Candidate

OHS and job safety in the workplace Observation / Demonstration Assessment	
Name of Candidate	
Date of Assessment	
Unit Code	BSBCMM401A
Unit Name	Make a presentation
Trainer/Assessor	

This activity is related to the unit of competency **BSBCMM401A Make a presentation**. In particular, you will be required to **demonstrate practical skills to competently perform the following task**:

Provide a presentation on hazards, risks, risk controls and outcomes of the risk assessment

As well as display evidence of competency by:

- Preparing and delivering a presentation
- Gathering feedback to evaluate the effectiveness of a presentation
- Using culturally appropriate communication skills
- Using facilitation and presentation skills to communicate central ideas in an informative and engaging manner
- Using verbal and non-verbal techniques to sustain participant engagement
- Prepare presentation information in a range of styles to meet audience needs.
- Using the principles of effective communication.

Overview

You will be observed providing a presentation. You will need to plan, prepare, deliver and evaluate the workplace presentation. You will need to provide a session plan with an introduction, body and conclusion which is followed or adjusted during the presentation. You will need to engage the audience, use suitable and available resources and presentation aids, monitor and adjust the presentation to ensure audience understanding of the topic, and use effective questioning and listening skills.

The times for the observation are to be negotiated between yourself and the assessor.

The following information may be useful.

Delivery strategies may include:

- case studies
- demonstration
- discussion
- group and/or pair work
- oral presentations
- questioning
- simulations and role-play

Suitable format may include:

- individual presentation
- team presentation
- verbal presentation

Presentation aids may include:

- diagrams, charts and posters
- models
- overhead projector
- paper-based materials
- whiteboard

Presentation techniques may include:

- live action
- use of a guest speaker
- use of black and white
- use of colour
- use of humour

Your assessor will provide you with instructions and complete an observation checklist on which they will record your satisfactory demonstration of the workplace presentation.

Assessment 3C Practical –Observation: Instructions to Assessor

OHS and job safety in the workplace Observation / Demonstration Assessment

Candidates will be asked to prepare, deliver and gather feedback on a presentation associated with **BSBCMM401A Make a presentation**. For this activity candidates will be required to plan, prepare, deliver and evaluate a workplace presentation. Candidates will need to provide a session plan to be followed or adjusted during the presentation. Candidates are to observe OHS procedures, and complete the task according to workplace procedures. Candidates have access to equipment/resources that are required to complete each activity. The candidates will then demonstrate the tasks and the assessor will complete the following checklist.

Name of candidate	
Name of assessor/observer	
Location	
Date & Time of observation	
Unit of competency	BSBCMM401A Make a presentation
Instructions for the candidate	
<ol style="list-style-type: none"> 1. Candidates are required to plan, prepare, deliver and evaluate the workplace presentation on hazards, risks, risk controls and outcomes of the risk assessment. 2. Candidates are required to provide a session plan to be followed or adjusted during the presentation 	
Equipment and materials provided may include <ul style="list-style-type: none"> • Data projector • Computer • Appropriate location with tables and chairs • Whiteboard • Other equipment or resources identified by the candidate required for the presentation 	Job/ Task to be completed Deliver a presentation.

Did the Candidate.....	Observation Checklist & Comments
<ol style="list-style-type: none"> 1. Select and use presentation strategies that engaged the audience 2. Provide a session format that was suitable for the topic, the audience and the available resources 3. Use presentation aids and other materials to communicate and enhance the topic 4. Use presentation techniques that enhanced audience understanding of key concepts and central ideas 5. Provide a session introduction that explained the outcomes of the presentation 6. Used effective questioning and active listening to monitor audience understanding of key concepts 7. Monitored and noted audience body language to signal the presentation was effective or an adjustment to session delivery was required 8. Used culturally appropriate communication and language skills to accommodate audience diverse backgrounds and abilities 9. Used a variety of verbal and non-verbal techniques to sustain audience engagement 10. Provided information in the body of the session that addressed the needs of the audience and allowed for a range of audience learning styles 11.Used body language and vocal tone to ensure important key concepts were understood 12. Provided opportunities for the audience to ask questions to gain clarification on key concepts 13. Provided a summary of key areas at times during the presentation to ensure audience understanding 14. Provided a session close which summarised the session topics and advised audience of any follow-up activities 15. Gathered feedback from the audience on the effectiveness of the session. 	

Assessor Comments - Observed/Demonstrated		
Strengths		
Improvements needed		
General comments		
Candidate's comments		
Overall did the candidate present an information session suitable for the audience and the topic?	YES	NO

Assessor Comments - Overall Performance			
Attempt	1	2	3
The candidate's overall performance was		S	NYS
Feedback to candidate on overall performance			
Signed by the assessor/observer: Date:			
I intend to lodge an appeal on the above decision		YES	NO
Signed by the candidate:		Date:	

Assessment 3 Checklist			
Candidate name		Student Number	
Assessor name			
Candidate Assessment Declaration <i>(tick the relevant box)</i>			
The purpose and outcomes of the assessment were explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I received information about the unit of competency		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I understood the type of evidence to be collected		Yes <input type="checkbox"/>	No <input type="checkbox"/>
The appeals system was explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I informed my assessor of any special needs that may need to be considered during the assessment		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Candidate signature		Date	
Assessor comments <i>(tick the relevant box)</i>			
RPL / accelerated progression required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Language / Literacy / Numeracy support required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Any other special needs <i>(describe in the space below)</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assessor signature		Date	
Result of assessment - Assessment 3: Written Project and Observations			
Attempt No 1: S <input type="checkbox"/> NYS <input type="checkbox"/>		Attempt No 2: S <input type="checkbox"/> NYS <input type="checkbox"/>	
Attempt No 3: S <input type="checkbox"/> NYS <input type="checkbox"/>			
The candidate's overall performance was		Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/>	
Feedback to candidate on overall performance			
Assessor signature		Date	
I intend to lodge an appeal on the above decision		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Candidate signature		Date	

Assessment 4 – Written Project: Instructions to Candidate

Develop a workgroup project plan	
Name of Candidate	
Date of Assessment	

You are required to prepare a number of **written reports** which are based on your findings from the following three tasks. The following criteria are to be addressed:

- Management skills to develop an operational plan in line with measurable and stated organisational objectives
- Management and leadership skills to implement and evaluate an operational plan by monitoring and adjusting self and team performance, producing short term plans for the team, planning and acquiring resources, developing contingency plans, adjusting performance and providing reports on performance
- Management skills to identify and develop work team skills in line with the operational plan requirements, identify and monitor risks, analyse situations and identify solutions
- Elements, skills, knowledge and critical aspects relating to the following units:
 - BSBWOR402A
 - BSBWOR404A
 - BSBMGT402A
 - BSBRSK401A
 - BSBOHS407A

Aim of assessment tasks

The following components form the aims of this project:

- Develop workgroup project plans to include resources, client needs and workgroup targets in line with organisational goals, objectives and the business plan
- Open communication at all times with upper management/line manager including:
 - Communication of information from line manager to team
 - Communication of unresolved issues, concerns and problems to line manager
 - Communication to the team on issues raised by line manager that relate to the team
- Issues, concerns and problems raised by team and the manager are followed up

Task 1: Develop workgroup project plan

A major part of a manager's role relates to planning and decision making in relation to work plans. This task requires you to identify a work plan that is in line with the organisation's goals and objectives. The organisation's business plan will indicate organisation's goals and objectives.

Step 1: Identify and gain approval to implement a workgroup project

Research the organisation's goals and objectives. Identify a project that will involve:

- Gathering of resources (human and physical).
Human resources may include your current team, another existing team, or additional members to be added to a team
- Project outcomes that will meet (internal or external) client needs
- Development of workgroup and individual targets

You may need to have more than 1 project option when you discuss the project with your supervising manager so as to gain approval.

Step 2: Workgroup project plans

Now the project is approved you need to analyse and identify the workgroup project requirements. In a **report** list and describe:

- The type or scope of the project to be implemented. Describe the organisational goals and objectives that the project aligns with and the project outcome deliverables.
- The physical, human and financial resource requirements. You may need to consult with colleagues and specialist resource managers, supervisors, and other employees.
 - Identify the human resource requirements.
Identify the number of members in the required team, their roles and responsibilities, and if they are currently a member of the team or need to be recruited. A table may be used for this information.
 - Identify the physical resource requirements.
These may include goods and services to be ordered and purchased, current stock and existing or specialised equipment requirements
 - Identify the financial resource requirements. Calculate a **budget** using Excel to include all identified human and physical resources. Identify if the project is a non-repeatable project or will be repeated in the future. If repeated, explain the resource alterations or additions to the budget. If non-repeated, identify which resources will be recycled or re-allocated.

Step 3 Develop KPIs for workgroup project plan

A project needs to be monitored to ensure milestones are met, financials are within approved budget guidelines, and the team are performing to the required standards to ensure project outcomes and timeframes are met.

In a **report** identify the project KPIs including:

- Commencement date (may be real or in the future)
- Scheduled milestones (A Gantt chart may be used)
 - Include individual team member tasks to be commenced and completed
- Expected completion date (may be real or in the future)
- Identify the factors that can be used to define and measure the project's progress e.g. use of consumables, budget targets, reduction in time to complete tasks, reduced wastage, etc.

Step 4: Gathering project resources

Using the workgroup project plan and the organisation's procedures, put forward the required resource proposal requests for allocation of the project's physical and human resources. In a **report** explain:

- The process, forms and procedures required to request the physical and human resources
- The barriers that you encountered (including time delays) or may encounter and the project resource readjustments necessary to overcome these barriers
- The strategies and techniques you would use to recruit and induct your team. Induction should include OHS project issues and organisational policies, procedures and practices.

Organisational policies, procedures and practices may include:

- Organisational culture
- Standard Operating Procedures
- Organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources
- Undocumented practices in line with organisational operations

Step 5: Project contingency plan

In consultation with your work team (which may be real or imaginary), discuss and gather input on the project outcomes, timeframes, project KPIs, roles and responsibilities, and any other matter that is relevant to the project. Part of the consultation process should include feedback from your team on any issues, problems or possible project risks. Using the team's feedback, develop a contingency project plan.

In a **report** identify:

- The consultation strategy and format used to gather input and feedback
- The issues that have been identified and the contingency plans that could be implemented to readjust the original project plan to ensure the project's outcomes and milestones are achieved. A table may be used.

Consultation formats may include meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans.

Contingency plans may include:

- Contracting out or outsourcing human resources and other functions or tasks
- Diversification of outcomes
- Finding cheaper or lower quality raw materials and consumables
- Recycling and re-use
- Rental, hire purchase or alternative means of procurement of required materials, equipment and stock
- Risk identification, assessment and management processes
- Seeking further funding
- Strategies for reducing costs, wastage, stock or consumables
- Succession planning

Step 6: Project OHS consultations

Before a project is implemented it is important for the team to discuss OHS issues and management of workplace hazards. In a **report** explain:

- The strategies you used to gather input and feedback from the team (which may be real or imaginary) on OHS issues, potential OHS hazards and OHS risks.
- The project OHS issues, potential OHS hazards and OHS risks that were discussed (which may be real or imaginary)
- The actions you took to promptly deal with the OHS issues raised by individuals and the team (which may be real or imaginary)
- The actions and processes required to record OHS issues. A flowchart may be used.
- The processes used to communicate to the workgroup the outcomes of OHS issues raised during team consultations

Consultation formats may include meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans.

Step 7 Implement and monitor workgroup project plan

Once the project is resourced and planned, it is time to implement the project and monitor the project operations to ensure the outcomes and targets are achieved. The implementation phase and monitoring may be real or imaginary.

In a **report** explain:

- The processes you would use to measure the performance of the project against the project KPIs (refer Step 3) and the success or failure factors evidenced
- The performance systems that evidence achievement and progress towards the project's outcomes and targets. What was evidenced and why.
- The performance of the budget when actual productivity financial figures were compared with budgeted (accrued) figures. What was evidenced and why.

Performance, systems and processes may include:

- Informal systems used by frontline managers for the work team in the place of existing organisation-wide systems
- Formal processes within the organisation to measure performance, such as:
 - Feedback arrangements
 - Individual and teamwork plans
 - KPIs
 - Specified work outcomes

Step 8: Project plan adjustments

Very few projects progress according to the original plan. Monitoring of the plan identifies areas to be adjusted. From the (real or imaginary) monitoring issues described in Step 6, in a **report**:

- List the unsatisfactory performance areas.
- For each performance failure, identify the action steps to be taken to rectify the situation, ensuring organisational policies and procedures are followed.
- For team performance issues describe the strategies used to provide mentoring, coaching and supervision to support individuals and the teams in the effective, economical and safe use of resources
- Describe the adjustments required in the project plan and develop a short term strategy plan to rectify the situation.
- Identify the responsible person (position not name) to approve and authorise the project plan alterations

Step 9: Record project achievements

All stages of a project need to be monitored and outcomes recorded. In a **report** explain the organisational requirements to record progress and outcome achievements of your project. A flow chart may be used.

The organisation's systems, procedures and records may include:

- Databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements
- Individual and team performance plans
- Organisational policies and procedures relative to performance

You are required to provide your assessor with the following documents:

- A short report on developing project plans
- A project budget
- A short report on developing project KPIs
- A short report on gathering project resources
- A short report on project contingency plans
- A short report on OHS consultations
- A short report on the implementation and monitoring of the project plan
- A short report on project plan adjustments
- A short report on recording project plan achievements

Task 2: Project communication

A supervisor of a work team needs to be able to communicate upwards, across, as well as downwards- upwards to your supervising manager, across to colleagues and downwards to pass on instructions to your team.

In a **report** explain the strategies, methods, mechanisms and tools you have available and may use to communicate to your team and to your supervising manager or other appropriate managers. Build scenarios related to your workgroup project (real or imaginary) to illustrate your response to each of the following questions:

- How do you maintain open communication with your supervising manager?
- How do you communicate information from your supervising manager to the team?
- How do you assist, support and encourage your work team to identify and resolve problems that may affect their performance?
- How do you communicate unresolved issues, concerns and problems raised by the team and team members to the appropriate management person?
- How do you communicate unresolved issues, concerns and problems raised by the management team to the team and team members?

Communication may include:

- Face-to-face
- Formal/informal interaction
- Verbal, written or electronic communication

You are required to provide your assessor with the following document:

- A short report on the strategies, methods, mechanisms and tools you have available and may use to communicate to your team and appropriate managers.

Task 3: Follow up on project issues

As a leader and manager it is important to act as a role model and accept responsibility for your actions. Showing responsibility, also entails following up on actions taken which relate to issues, concerns and problems that have been raised and communicated to others.

In a **report** explain the strategies, methods, mechanisms and tools you have available and may use to follow up on issues, concerns and problems that were communicated to your team, your supervising manager or other appropriate managers. Build scenarios related to your workgroup project (real or imaginary) to illustrate your response to each of the following questions:

- How do you follow up to identify actions taken or required to resolve issues, concerns and problems raised by the team that were communicated to an appropriate management person?
- How do you follow up to identify actions taken or required to resolve issues, concerns and problems raised by the management team that were communicated to your team and team members?

You are required to provide your assessor with the following document:

- A short report on following up issues, concerns and problems communicated to the team and management.

Submitting your reports:

The above documents and reports may be presented in printed format in a folder or as an electronic copy. Ensure both your name and location is clearly displayed.

Assessor's comments

Satisfactory		Unsatisfactory	
Re-assessment required			
Assessor's signature			
Candidate's signature			
Date			

Assessment 4 Checklist			
Candidate name		Student Number	
Assessor name			
Candidate Assessment Declaration <i>(tick the relevant box)</i>			
The purpose and outcomes of the assessment were explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I received information about the unit of competency		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I understood the type of evidence to be collected		Yes <input type="checkbox"/>	No <input type="checkbox"/>
The appeals system was explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I informed my assessor of any special needs that may need to be considered during the assessment		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Candidate signature		Date	
Assessor comments <i>(tick the relevant box)</i>			
RPL / accelerated progression required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Language / Literacy / Numeracy support required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Any other special needs <i>(describe in the space below)</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assessor signature		Date	
Result of assessment - Assessment 4: Written Project			
Attempt No 1: S <input type="checkbox"/> NYS <input type="checkbox"/>		Attempt No 2: S <input type="checkbox"/> NYS <input type="checkbox"/>	
Attempt No 3: S <input type="checkbox"/> NYS <input type="checkbox"/>			
The candidate's overall performance was		Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/>	
Feedback to candidate on overall performance			
Assessor signature		Date	
I intend to lodge an appeal on the above decision		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Candidate signature		Date	

Assessment 5 – Written Project: Instructions to Candidate

A team effectiveness workplan		
Name of Candidate		
Date of Assessment		

You are required to prepare a number of **written reports** which are based on your findings from the following three tasks. The following criteria are to be addressed:

- Management and leadership skills to:
 - Develop cohesive, efficient and effective performing work teams
 - Determine individual and team development needs, develop learning plans and facilitate the development of individuals and the workgroup
 - Develop team plans, supervise and lead the work team, and proactively work with management to achieve organisational goals, objectives and plans
 - Design and monitor your own and the team's work schedules
 - Provide, seek and react to feedback on individual and team performance
 - Gain trust and confidence of clients and colleagues
 - Make decisions that demonstrate good judgement and follow through
 - Negotiate decisions to gain mutually accepted outcomes and positive changes for the team and the organization
 - Effectively communicate at all levels and 'manage up' as well as manage the team
 - Role model professional standards of conduct and influence others regarding work culture, values and ethics of the team and the organization
 - Effectively communicate and relate to people from diverse backgrounds and people with diverse abilities
 - Represent the organization, explain its work to others and articulate the organisation's values and expectations of behaviour
- Elements, skills, knowledge and critical aspects relating to the following units:
 - BSBWOR402A
 - BSBWOR404A
 - BSBMGT401A
 - BSBLED401A
 - BSBRSK401A
 - BSBOHS407A

Aim of assessment tasks

The following components form the aims of this project

- Develop a workgroup plan
- Develop and communicate team, self and individual performance plans including KPIs
- Use feedback processes to manage and monitor workgroup plan
- Gather, use and provide feedback on performance of self and others
- Ensure management performance and behaviour meets organisational requirements

Task 1: Develop a workgroup plan

A manager needs to be able to plan, schedule, and monitor individual and team activities as well as provide and act on feedback relating to the individual and team KPIs to improve the effectiveness of the team members, the team and the team's outcomes.

In this task you need to identify and plan a set of tasks for a workgroup that will have an output or outcome that is specific, measurable, attainable, realistic, and timely (SMART). You may select a set of tasks from the project described in Assessment 4 or select a different project.

Step 1 Identify the components of the workplan

Before developing a workplan you need to identify all the tasks, milestones and KPIs for the tasks in the workplan.

A workgroup plan may include:

- Budgetary plans
- Production plans
- Reporting plans
- Sales plans
- Team and individual learning goals
- Team participation
- Work schedules

In a **report** identify:

- The tasks, task resource requirements, responsibility and authority requirements, timelines, objectives and outputs. A table may be used.

Work objectives may include:

- Budgetary targets
- Production targets
- Reporting deadlines
- Sales targets
- Team and individual learning goals
- Team participation
- The team members allocated against each task.
- The activity/task milestones, team output KPIs, and workplan timelines. A Gantt chart may be used.

KPIs may refer to:

- Measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements
- The influencing factors or risks that may cause issues to arise in the workplan (at least 2 need to be identified) e.g. lack of team skills to complete the task/s, insufficient training on equipment, insufficient materials or supplies, etc.

Other risks may include

- OHS potential hazards
- Human behaviour
- Individual activities
- Management activities and controls
- Natural events
- Political circumstances
- Positive risk
- Technology - technological issues

Factors affecting work may include:

- Budget constraints
- Competing work demands
- Environmental factors such as time, weather, etc
- Personnel
- Resource and materials availability
- Technology/equipment breakdowns
- Unforeseen incidents

- The categories of risks into their likelihood, consequence, and levels using information or tools.

Information or tools may include:

- Documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence
- Standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures
- Tools to prioritise risks, including where relevant, numerical scoring systems for risks

Risk categories may include:

- Likelihood of risks:
 - almost certain
 - likely
 - possible
 - unlikely
 - rare
- Consequences of risks:
 - insignificant
 - minor
 - moderate
 - major
 - catastrophic
 - current control measures

Risk levels may include:

- Low, treated with routine procedures
- Moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented
- High, requiring action, as it has potential to be damaging to the organisation or project
- Extreme, requiring immediate action, as it has potential to be devastating to the organisation or project
- The risk control measures that may be used to reduce or diminish the workplan risk and the indicators that may be used to identify and measure the level of success in reducing or diminishing the risk

Risk control measures may include:

- Risk hierarchy of controls:
 - Reduction in likelihood of risks
 - Reduction of consequences of risks
 - Retention of risks
 - Risk aversion
 - Transfer of responsibility of risks
- OHS hierarchy of controls:
 - Elimination
 - Substitution
 - Engineering
 - Administration
 - PPE

Risk measures of success may include:

- Costs
 - Reductions in impact
 - Reductions in likelihood
 - Reductions in occurrence
- A contingency plan of action to be implemented if any of the influencing factors or risks eventuates i.e. if *this event* occurs then *this* action will be taken and the resulting success will be measured from *this* evidence. A table may be used.

Contingency planning may include:

- Contracting out or outsourcing human resources and other functions or tasks
- Diversification of outcomes
- Finding cheaper or lower quality raw materials and consumables
- Increasing sales or production
- Recycling and re-use
- Rental, hire purchase or alternative means of procurement of required materials, equipment and stock
- Restructuring of organisation to reduce labour costs
- Risk identification, assessment and management processes
- Seeking further funding
- Strategies for reducing costs, wastage, stock or consumables
- Succession planning

Step 2 Meet with the team to discuss the workplan

After the workplan components are identified, a workplan can be developed for discussion with the team before implementation.

- Organise a team meeting to discuss the purpose of the workplan, the roles and responsibilities of the team and the team members, the individual and team plans, goals, objectives and KPIs.

Team consultations may include :

Meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans

- Present the workplan to the team and encourage discussion on the team and individual tasks, roles, responsibilities, goals, plans, objectives and KPIs. Discussion should also consider the identified influencing factors, risks and contingency plan actions.
- Record the decisions made by the team as **minutes** of the meeting. The minutes should confirm that the team and individual members of the team have made an agreement on team and individual goals, plans, tasks, roles, responsibilities, outputs/objectives, milestones, KPIs, potential risks, and preferred contingency actions.

Step 3 Communicate the workplan to the team

- Using the meeting minutes, develop a formal **workplan** of action for the team and individual plans for each team member setting out the goals, plans, tasks, roles, responsibilities, outputs/objectives, schedules, milestones, KPIs, potential risks, and preferred contingency actions. You will need to provide a copy of the team work plan and at least 1 team member's plan as well as your own plan to your assessor. A table may be used for each plan.
- In a **report** explain the process and techniques you used to communicate the team and individual workplans including the team and individual KPIs. You also need to explain the tools and strategies you used to communicate and relate to people from diverse backgrounds and with diverse abilities.
- In a **report** discuss how the workplans align with the overall goals, objectives, standards and values of the organization as well as comply with the organisation's policies and legal (legislated) requirements.

You are required to provide your assessor with the following documents:

- A short report on the components of the workplan, the related risks and contingency actions.
- Minutes of a team meeting to confirm the workplans
- 1 team and 2 individual workplans setting out the goals, plans, tasks, roles, responsibilities, outputs/objectives, schedules, milestones, KPIs, potential risks, and preferred contingency actions
- A short report explaining the communication mechanisms used when providing the team and individual's their workplans
- A short report explaining the alignment with the overall goals, objectives, standards and values, policies and legal requirements of the organization

Task 2: Develop and communicate team, self and individual performance plans including KPIs

As the supervising manager you will need to develop, discuss and confirm individual performance plans.

Step 1 Develop individual and team performance plans

Using the workplans and other feedback documents, develop team and individual performance plans. It is important that team and individual performance plans are discussed and an agreement is made on their key points, the KPIs, and the monitoring and review procedures to be established.

At times a team or an individual may not be performing to meet organisational requirements and standard. These situations need to be addressed immediately as they could be damaging for the team and the organization.

In a report:

- Describe a scenario relating to a team performance situation relating to team culture or conduct (real or imaginary) where you needed to address the standards and values of the team as their current performance would have been considered damaging to the organization.
- Explain the organisational communication mechanisms, channels, procedures and processes you have available to address this inappropriate team performance.
- Explain the consultation processes and strategies that you would use to develop and confirm performance plans including monitoring, measuring and reviews to address the required behaviour improvements of the team.

Performance systems and processes may refer to:

- Informal systems used by frontline managers for the work team in the place of existing organisation-wide systems
- Formal processes within the organisation to measure performance, such as:
 - Feedback arrangements
 - Individual and teamwork plans
 - KPIs
 - Specified work outcomes.

Step 2 As a manager it is important to supervise and support the development of team members as well as the team. In a **report**, explain:

- The systematic processes, tools and strategies you use to identify learning and development needs of the team and team members that align with organisational requirements. Provide an example of a learning need to illustrate your response.
- The processes you use and approvals required to provide training, mentoring, and coaching for the team or team members so that resources are used effectively, economically and safely by team members and teams. Provide an example of a training, mentoring, and coaching need to illustrate your response.
- An example of a situation where the team and team members would require an update in their OHS knowledge and skills. Explain the procedures, practices and approvals required to update teams and individuals on OHS matters
- The processes you use to encourage teams and team members to self evaluate their learning and development needs

Step 3 As a manager you need to ensure professional self-development for individuals and the team is organised and is appropriate for the individual, the team and the organization.

Professional development activities may include:

- Career planning/development
- Coaching, mentoring and/or supervision
- Formal/informal learning programs
- Internal/external training provision
- Performance appraisals
- Personal study
- Recognition of prior learning
- Work experience/exchange/opportunities
- Workplace skills assessment

In a **report**, explain the process to develop individual and team learning plans. You will need to discuss:

- The consultation process to identify the learning and development goals and objectives, ensuring a match to the specific knowledge and skill requirements of the competency standards relevant to the industry. Use an example to illustrate your response identifying the relevant competency standards.
- The types of learning and development activities and support materials available to assist in the achievement of the identified competencies. Use an example to illustrate your response.
- The criteria used to ensure the learning and development methods are appropriate for the learning goals, meet the learning style of participants, and the equipment and resources available. Use an example to illustrate your response.

Learning and development methods may include:

- Conference and seminar attendance
- Formal course participation
- Induction
- Involvement in professional networks
- On-the-job coaching or mentoring
- Presentations/demonstrations
- Problem-solving
- Work experience
- The criteria used to identify appropriate opportunities for informal workplace learning, mentoring and coaching, to facilitate individual and team achievement of competencies. Use an example to illustrate your response.

Coaching and mentoring assistance may include:

- Fair and ethical practice
- Non-discriminatory processes and activities
- Presenting and promoting a positive image of the collective group
- Problem-solving
- Providing encouragement
- Providing feedback to another team member
- Respecting the contribution of all participants and giving credit for achievements
- The process to identify and approve resources and time lines required for learning activities ensuring the organisation's requirements are maintained. Use an example to illustrate your response.

Equipment and resources may include:

- Facilities
- Funding
- Guest speakers
- Technological tools and equipment
- Time
- Training equipment such as whiteboards and audio-visual equipment

Step 4 Design and implement a team member's individual learning plan.

In a **report**:

- Develop a learning plan for a team member. A table may be used. The headings should be date, learning requirement, facilitated by (college, in-house), fees/resources required, time required, competencies (skills/knowledge) gained, qualification/evidenced by, approved by.
- Complete the learning plan (real or imaginary) with at least 3 workplace learning activities. Explain the steps and strategies used to implement and monitor the team member's learning plan.
- Evaluate the workplace learning through:
 - Gathering feedback on the performance of the learning program for review of the learning plan with the individual. Use an example (real or imaginary) to illustrate your response.
 - Gather feedback from individuals or teams to identify and implement improvements in future learning arrangements. Explain any additional support mechanisms that may be employed to improve future programs. Use an example (real or imaginary) to illustrate your response.
- Explain the criteria to assess the effectiveness and outcomes of the learning program and individual performance improvements. Use an example (real or imaginary) to illustrate your response.
- Explain the computer processes used and organisational procedures and requirements to document, as well as maintain records and reports on individual competencies achieved.
- Explain the negotiations that would be undertaken between yourself and the individual team member if a modification to the learning plan was required to improve the efficiency and effectiveness of learning. Use an example (real or imaginary) to illustrate your response.

Step 5 Encouraging and supporting self-reliant teams

A manager needs to establish and encourage teams to be self-managed, make decisions and take responsibility for their own activities.

In a **report**, respond to the following. Use an example (real or imaginary) to illustrate your responses.

- How do you encourage team members to be responsible for their own work and assist others with their roles, responsibilities and work requirements?
- How do you encourage team members to participate in and take responsibility for the team's activities and communication processes?
- How do you support the team to identify and resolve problems which may impede their performance?
- How do you provide feedback to team members to encourage, value and reward individual and team efforts and contributions?
- How do you recognise and address issues, concerns and problems identified by team members? Provide 3 situations where another relevant person would need to be informed of the situation.
Relevant person may be:
 - Colleagues
 - Direct superior or other management representatives
 - OHS committees and other people with specialist responsibilities

You are required to provide your assessor with the following documents:

- A short report on inappropriate team performance
- A short report on supervising and supporting the development of team members as well as the team
- A short report on professional self-development for individuals and the team
- A short report on a team member's individual learning plan
- A short report on the encouraging and supporting self-reliant teams.

Task 3: Use feedback, reflection and technology to manage and monitor performance

A manager uses many tools, techniques and strategies to gather feedback on the performance of themselves, team members and the team.

Feedback on performance may include:

- Formal/informal performance appraisals
- Obtaining comments from clients
- Obtaining comments from supervisors and colleagues
- Personal, reflective behaviour strategies
- Routine organisational methods for monitoring service delivery

In a **report**, using examples where appropriate to illustrate your response, explain:

- How you can use feedback to manage and monitor team and individual workgroup plans and work tasks to assess and evaluate the impact of decisions?
- The type of technology available to manage and monitor workgroup plans.
- The type of technology available to monitor your own self-development as part of the team.
- The processes and procedures that you can use to gather, use and provide feedback on your own performance and the performance of others.
- The processes and procedures that you can use to identify and report on variations and improvements with your own and other's service and performance.
- The mechanisms available to you to enable you align performance KPIs with organisational policies, goals and objectives.
- How your own personal performance contributes towards developing integrity and credibility within the organization?
- How your own management performance is a positive role model for team?
- How your own contribution to the team acts as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers?

You are required to provide your assessor with the following documents:

- A short report on using feedback, reflection and technology to manage and monitor performance.

Submitting your reports:

The above documents and reports may be presented in printed format in a folder or as an electronic copy. Ensure both your name and location is clearly displayed.

Assessor's comments

Satisfactory		Unsatisfactory	
Re-assessment required			
Assessor's signature			
Candidate's signature			
Date			

Assessment 5 Checklist			
Candidate name			Student Number
Assessor name			
Candidate Assessment Declaration <i>(tick the relevant box)</i>			
The purpose and outcomes of the assessment were explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I received information about the unit of competency		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I understood the type of evidence to be collected		Yes <input type="checkbox"/>	No <input type="checkbox"/>
The appeals system was explained to me		Yes <input type="checkbox"/>	No <input type="checkbox"/>
I informed my assessor of any special needs that may need to be considered during the assessment		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Candidate signature		Date	
Assessor comments <i>(tick the relevant box)</i>			
RPL / accelerated progression required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Language / Literacy / Numeracy support required		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Any other special needs <i>(describe in the space below)</i>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assessor signature		Date	
Result of assessment - Assessment 5: Written Project			
Attempt No 1: S <input type="checkbox"/> NYS <input type="checkbox"/>		Attempt No 2: S <input type="checkbox"/> NYS <input type="checkbox"/>	
Attempt No 3: S <input type="checkbox"/> NYS <input type="checkbox"/>			
The candidate's overall performance was		Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/>	
Feedback to candidate on overall performance			
Assessor signature		Date	
I intend to lodge an appeal on the above decision		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Candidate signature		Date	

Summative Assessment Record

BSB 40807 Certificate IV in Front Line Management			
Candidate's name			
	Date of assessment	Signature of Assessor	S US
Written: Assessment 1			
Project: Assessment 2			
Project: Assessment 3A			
Project: Assessment 3B			
Project: Assessment 3C			
Project: Assessment 4			
Project: Assessment 5			
Assessor's comments:			
Competent		Not yet competent	
Assessor's name			
Assessor's signature			
Candidate's signature			
Date			