

Diploma of Management BSB51107

Phase A

Assessment Workbook

Includes the following units of competency:

| Code | Competency |
|------------|--|
| BSBWOR502A | Ensure team effectiveness |
| BSBWOR401A | Establish effective workplace relationships |
| BSBWOR501A | Manage personal work priorities and professional development |
| BSBOHS509A | Ensure a safe workplace |



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Acknowledgments:

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| Diploma of Management | Phase A Assessment | 1.2 | 1 June 2009 | Leanne Walsh |

Introduction to this Phase

Welcome to your assessment for this phase of learning.

Collection of Evidence

This workbook is used to collect evidence of competency in the following ways:

Part A – Performance Criteria

Part A lists all of the units of competency and performance criteria against which you will be assessed. Your assessor will use this checklist to ensure that they have all the evidence required for your assessment. Your workplace supervisor will also be directed to these competencies to confirm you are able to demonstrate each element over a period of time.

Part B – Assessment Tasks

Part B comprises written work and verbal questioning that you will work through with your assessor. Your assessor will assess your written work and will ask further questions where further evidence or clarification is required. Where competency gaps exist, your Assessor will advise and/or coach you to develop the competencies required.

For each unit of competency in Part A, your assessor may also draw on **Further Assessment Evidence** including:

- **Examples of work samples, products and processes.** You should review this list and provide evidence as required.
- **Supplementary Evidence** – these are activities such as role-plays, hypothetical scenarios, case studies and portfolios.
- **Further Support Questions** - asked by your assessor, as required, at the time of the assessment.

Part C – Employability Skills

Part C assesses **employability skills**.

Part D – Phase Completion

Included in this section are:

- **Student Feedback Sheets**
- The **Assessment Sheet**, which must be signed by you, your assessor and your supervisor. As part of this process, your supervisor must confirm that you demonstrate the range of competencies over time at the workplace.

When is My Assessment Due?

Your Gow Assessor will contact you when your phase is due for assessment, to arrange a time to conduct the assessment.



Purpose of the Assessment

The purpose of this assessment is to determine your level of competency (knowledge, skills and attributes) in performing the units of competency for this phase. You will be assessed on your ability to successfully demonstrate all competencies, to the performance standard (criteria) outlined in Part A of this workbook.

Context of the Assessment

The phase that you are completing is **Phase A** of the **Diploma of Management** Program.

To obtain a qualification, you must complete **2 phases**. The competencies are outlined in Part A.

Completion of all phases (all units of competency) in this program results in achievement of this nationally recognised **Qualification** and a **Statement of Competencies** listing all competencies in the qualification. Partial completion of the program (ie. select units of competency) will result in a nationally recognised **Statement of Attainment** which will list the selected units of competency achieved.



All the best as you work this Assessment in order to develop and showcase your competencies. The team at Gow look forward to working with you to achieve your qualification. Please call your Gow assessor if you have any questions or wish to discuss any aspect of your assessment.

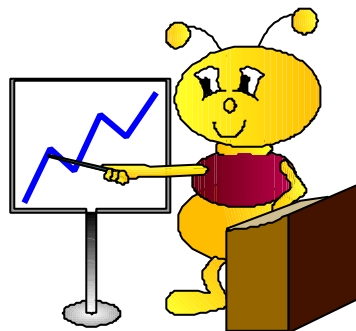
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Part A

Performance Criteria

Part A lists all of the competencies and performance criteria against which you will be assessed. Your assessor will use this checklist to ensure that he/she has all of the evidence required for your assessment.

Your performance will also be validated by your supervisor/manager to ensure that you are able to demonstrate competence in a consistent and repeated manner, in accordance with organisational standards.



Ensure Team Effectiveness BSBWOR502A

| Element | Performance Criteria |
|---|--|
| Establish team performance plan | <ul style="list-style-type: none"> Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives Develop performance plans to establish expected outcomes, outputs, key performance indicators and goals for work team Support team members in meeting expected performance outcomes |
| Develop and facilitate team cohesion | <ul style="list-style-type: none"> Develop strategies to ensure team members have input into planning, decision making and operational aspects of team Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities Provide feedback to team members to encourage, value and reward individual and team efforts and contributions Develop processes to ensure that issues, concerns and problems identified are recognised and addressed |
| Facilitate Teamwork | <ul style="list-style-type: none"> Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes Support the team in identifying and resolving work performance problems Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders |
| Liaise with stakeholders | <ul style="list-style-type: none"> Establish and maintain open communication processes with all stakeholders Communicate information from line manager/management to the team Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders |

Part B

Assessment Tasks

Part B focuses on collecting evidence by way of written activities, verbal questioning and assignment/project work.

You are required to answer each question, either orally or in writing as agreed with your assessor. If you require more space, attach additional pages. Written responses may be recorded in the spaces/templates provided or entered in a separate word processed document and attached.

Please work through Part B prior to the assessment from your Gow Assessor as it will make it much easier to assess your evidence and showcase your competence.

Please also come prepared with any **examples of work samples, products and processes** relevant to each unit of competency.



Assessment 1

Ensure Team Effectiveness

Activity 1.1

Resolving Work Performance Problems

This assessment task is to be based on a real problem/difficulty. The selection of a problem should be a real work performance problem you are currently faced with in the workplace (and/or have recently solved). Complete a report that outlines how you will identify and address this work performance problem. Your problem should be solved in line with organisational requirements/processes. In addition to any organisation-specific requirements/processes/format, your report should address at least the following 6 steps:

1. Identify and define the problem clearly
2. Define the desired outcome
3. Brainstorm possible solutions
4. Select the most suitable solution(s) to address this problem
5. Develop a detailed action plan for implementing the chosen solution
6. Indicate how you will evaluate the effectiveness of the implemented strategy

Activity 1.2

Planning and Facilitating Teamwork

1. Think about a **plan** you need to develop for a team project or task (or one that you have recently developed). Describe this plan.
2. Prepare a report for your manager explaining the **planning and development implementation process** that you went through to develop your plan.

Draw up your report outlining the planning and development implementation cycle that you followed. Your report can be formatted in any manner you choose however you should ensure it addresses at least the following six (6) steps:

| | |
|--|---|
| Step 1: Define the purpose of the plan | <ul style="list-style-type: none"> ▪ <i>What was the purpose of your plan?</i> ▪ <i>Why did the project need to be completed?</i> |
| Step 2: Collect relevant information | <ul style="list-style-type: none"> ▪ <i>How did you collect the background and other necessary information you needed to plan the project?</i> ▪ <i>What stakeholders were involved and how did you liaise with them?</i> ▪ <i>How did you use business technology to access, organise and monitor information?</i> |
| Step 3: Involve the team | <ul style="list-style-type: none"> ▪ <i>How did you encourage ownership and responsibility?</i> ▪ <i>What strategies were developed to ensure team members had input into the planning, decision making and operational aspects of the project?</i> ▪ <i>How did you communicate roles, responsibilities and accountabilities in accordance with your plans and objectives?</i> ▪ <i>What business technology was used to communicate effectively?</i> ▪ <i>What other communication processes were used to develop and facilitate team cohesion?</i> ▪ <i>What processes were developed to ensure any issues/concerns of team members were recognised and addressed?</i> |
| Step 4: Write the plan | <ul style="list-style-type: none"> ▪ <i>Did your plan establish expected outcomes, outputs, key performance indicators/targets and goals for the work team? How did you decide on these outcomes?</i> ▪ <i>How did you prioritise and allocate tasks?</i> |
| Step 5: Implement the plan | <ul style="list-style-type: none"> ▪ <i>How did you turn your plan into action?</i> ▪ <i>How did you support team members in meeting expected performance outcomes?</i> |
| Step 6: Monitor progress and conduct a final review | <ul style="list-style-type: none"> ▪ <i>How did you monitor progress and performance and ensure everything was going according to plan?</i> ▪ <i>How did you provide feedback in order to encourage, value and reward individual and team efforts and contributions?</i> |

Further Assessment Evidence

This page is to be completed by your Assessor.

Examples of work samples, products and processes submitted by the student

| Examples of work samples, products & processes brought to the assessment by the student | Items included in the Assessment | Competent? | |
|---|----------------------------------|--------------------------|--------------------------|
| | | Yes | No |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |

Supplementary Evidence (Completed in addition to Activities in Part B)

| Supplementary evidence included in the assessment | Included in the Assessment? | Competent? | |
|---|-----------------------------|--------------------------|--------------------------|
| | | Yes | No |
| • Role plays | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Hypothetical scenarios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Case studies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Further Support Questions

Your assessor may ask further verbal questions to validate your assessment.

| Question | Student's Response | Competent? | |
|----------------------------|--------------------|--------------------------|--------------------------|
| | | Yes | No |
| What would you do if | | <input type="checkbox"/> | <input type="checkbox"/> |
| How do you | | <input type="checkbox"/> | <input type="checkbox"/> |
| What are | | <input type="checkbox"/> | <input type="checkbox"/> |
| Why did you | | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | | <input type="checkbox"/> | <input type="checkbox"/> |

ASSESSMENT SHEET

This page is to be kept by Gow Learning International as a Record of Assessment.

Student Name: _____ **Number:** _____

PHASE A: BSB51107 Diploma of Management

The student named above has successfully completed the following units of competency:

| Code | Competency |
|------------|--|
| BSBWOR502A | Ensure team effectiveness |
| BSBWOR401A | Establish effective workplace relationships |
| BSBWOR501A | Manage personal work priorities and professional development |
| BSBOHS509A | Ensure a safe workplace |

PLAGIARISM

Plagiarism is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (eg published books or websites), without due acknowledgement in the text.

COLLUSION

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or part of unauthorised collaboration with another person or persons.

Declaration

By signing below, I declare that this assignment is my own work and does not involve plagiarism or collusion.

Student Signature: _____

As the student's advisor, I confirm that the employee is able to demonstrate the above units of competence in the workplace.

Advisor's Name: _____ **Signature:** _____

Gow Assessor:

I confirm that the student has demonstrated the units of competence to my satisfaction and is deemed competent at this AQF level. The evidence presented is valid, sufficient, authentic and current. In addition, I have completed a *Language, Literacy & Numeracy Assessment* as per the guidelines following, to facilitate valid, reliable and fair assessment. I also verify that the student has demonstrated the employability skills outlined in this workbook.

Signature: _____ **Date:** _____

| PROCESS | WAT | ADMIN | PROCESS | ADMIN |
|--------------------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|
| Course and Course Code is correct | <input type="checkbox"/> | <input type="checkbox"/> | Phase Entered Passed | <input type="checkbox"/> |
| All signatures recorded | <input type="checkbox"/> | | Next Phase Given/Sent Entered | <input type="checkbox"/> |
| Completed Workbook Attached | <input type="checkbox"/> | | Training Maps Updated (if applic) | <input type="checkbox"/> |
| Completed Evaluation Attached | <input type="checkbox"/> | | Visit/Contact Entered | <input type="checkbox"/> |
| Phase given recorded | <input type="checkbox"/> | | | |

Language, Literacy and Numeracy Assessment Guidelines

| Guideline | Action |
|--|--|
| An assessment task is only valid, fair and reliable if the language, literacy and numeracy requirements are typical of normal workplace conditions | <p>I have:</p> <ul style="list-style-type: none"> ▪ Made sure that my instructions are spoken as well as print based. ▪ Checked that any written responses reflect what the assessee is required to do as part of their job. ▪ Made sure that if an assessee does need to fill in any paperwork, I have allowed reasonable time (and support if needed) to do so. |
| When using verbal questioning, it is important that the questions are unambiguous and open to encourage more than a yes/no response | <p>I have:</p> <ul style="list-style-type: none"> ▪ Structured my questions to allow maximum response by the assessee. This includes asking why, how, when, what would you do if, who, what, where, can type questions. ▪ Included strategies to check that the assessee understands the question(s). |
| Ensure that the assessee has access to supports that are normally available/used in the everyday conduct of their work | <p>I have:</p> <ul style="list-style-type: none"> ▪ Checked what supports are normally used as part of the job and that they are available to be used during the assessment. <p>I am aware how:</p> <ul style="list-style-type: none"> ▪ Signs and non-verbal communication can be used to provide information. |
| Give the assessee time to reflect on and clarify the assessment requirements | <p>I have:</p> <ul style="list-style-type: none"> ▪ Made sure that the assessment activities allow for on-going feedback between assessor and assessee. ▪ Included strategies to ensure the assessee understands the requirements and outcomes. e.g., asked to repeat back their understanding of what will be happening |
| Ensure that time available to complete the assessment, whilst meeting enterprise requirements, takes account of specific needs | <p>I have:</p> <ul style="list-style-type: none"> ▪ Liaised with relevant personnel & the assessee to discuss guidelines on what is a reasonable time to complete the assessment. ▪ Checked that the assessee has participated in decision making about the time to be taken for the assessment. |
| If the assessment is simulated, ensure that the language, literacy and numeracy demands do not exceed the task | <p>I have:</p> <ul style="list-style-type: none"> ▪ Checked that any simulated activities mirror the real task. ▪ Designed alternative strategies rather than just relying on written assessment such as verbal questioning, discussing diagrams and photos, demonstration etc. |

Adapted from Delivering the Goods (DETYA 1999), © Commonwealth of Australia