**BSBLED401**

**Develop teams and individuals**

**Learner Assessment**

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# Candidate Details

### Assessment – BSBLED401: Develop teams and individuals

Please complete the following activities and hand in to your trainer/assessor for marking. This forms part of your assessment for BSBLED401: Develop teams and individuals.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Declaration**

I declare that no part of this assessment has been copied from another person’s work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person. I also understand the assessment instructions and requirements and consent to being assessed.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**If activities have been completed as part of a small group or in pairs, details of the learners involved should be provided below:**

This activity workbook has been completed by the following persons and we acknowledge that it was a fair team effort where everyone contributed equally to the work completed. We declare that no part of this assessment has been copied from another person’s work with the exception of where we have listed or referenced documents or work and that no part of this assessment has been written for us by another person.

Learner 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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### Question 1

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| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to systematically identify and implement learning and development needs in line with organisational requirements. |
|  | 1. Why is it important to take organisational requirements into account when identifying learning and development needs?
2. What methods can be used to identify training and development needs?
3. Give examples of how two of the following can impact on the training and development needs of your organisation:
* Anti-discrimination legislation
* Ethical principles
* Codes of practice
* Privacy laws
* Work Health and Safety (WHS).
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### Question 2

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| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented. |
|  | 1. Why is it important to develop learning plans collaboratively with teams and individuals?
2. Imagine your team are customer service advisors and they need to develop their skills and knowledge in anti-discrimination policies as a result of several complaints about their occasionally inappropriate choice of language when speaking to customers.
* How are you going to gain the team’s support for the plan?
* What might the learning plan look like?
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### Question 3

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| **Estimated Time** | **25 Minutes** |
| **Objective** | To provide you with an opportunity to collect feedback on performance of team members from relevant sources and compare with established team learning needs. |
|  | 1. From where can you collect feedback about team members’ performances?
2. Imagine that you are planning to have a discussion with Stella about her development needs for the next period. Stella is a machinist in your manufacturing organisation making soft toys for children. She is a steady worker, reliable and the quality of her work is usually good. She is one of your most experienced machinists and, in the longer term, you’d like her to become involved in training the new employees. What information would you need, and from whom, before you sit down to have this conversation with Stella?
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### Question 4

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| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources. |
|  | 1. Tina has a learning objective to improve her knowledge of admin procedures within the department. She works part time. There is no budget for this training. She prefers to learn at her own pace.

What might be an appropriate learning delivery method?1. Mas has a learning objective to increase his confidence when delivering sales presentations to clients. He has previously attended a course which gave him some basic techniques. He is a lively character who gets bored easily. He needs practice more than anything.

What might be an appropriate learning delivery method?1. Bryn has a learning objective to competently operate XYZ equipment. No-one else in the company has this expertise. There is a limited budget available for his training. He likes to understand the theory behind the way things work.

What might be an appropriate learning delivery method? |

### Question 5

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| **Estimated Time** | **15 Minutes** |
| **Objective** | To provide you with an opportunity to identify and approve resources and time lines required for learning activities in accordance with organisational requirements. |
|  | 1. What resources may be required to support the achievement of learning objectives?
2. What factors may influence the time lines in connection with development activities?
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### Question 6

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| **Estimated Time** | **20 Minutes** |
| **Objective** | To provide you with an opportunity to use feedback from individuals or teams to identify and implement improvements in future learning arrangements. |
|  | 1. Imagine that two of your team members have participated in a learning event delivered by an external training consultant. It was a half-day session on the topic of assertiveness. Both your team members felt that the session wasn’t long enough, as there wasn’t enough time to practise the new skills. They also thought that the group size of 24 was too big for a session of this nature. They didn’t like the training venue – it was awkward to reach using public transport and it was very grubby and hot. They felt the trainer was excellent – very knowledgeable and professional. One of your team members felt that the trainer made them feel foolish during an activity though. What action might you take as a result of this feedback?
2. What types of improvements might be made to learning arrangements as a result of feedback from those who participate in them?
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### Question 7

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| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support. |
|  | 1. What methods can be used to formally or informally assess performance after a period of training?
2. Imagine that one of your team members has just completed a period of training to enable them to deliver better customer service. Their feedback about the training course was that it wasn’t really relevant to them and the trainer gave irrelevant examples. The training was also highly theoretical – the trainer spoke a lot but your team member didn’t have the chance to apply anything in practice.

You have informally assessed them by observing them dealing with customers directly and you have asked them ‘what would you do if?’ questions to test their understanding. You have found that, although they seem to be more attentive to customers, and are more polite than they were previously, you are not satisfied with some of the non-verbal communication that they display. Their subtle body language suggests impatience when dealing with some customers, their eye contact is not good, and they rarely smile. What do your findings tell you about the effectiveness of the training? What action might you take to develop this individual? |