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| STUDENT ASSESSMENT SUBMISSION TEMPLATE |

Qualification & Unit Details

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| **Unit Code & Title** | SITXHRM009 Lead and manage people |
| **Qualification** | SIT40521 Certificate IV in Kitchen Management |

**Submission Details**

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| **Student Name** |  |
| **Student Number** |  |
| **Date of Submission** | Click or tap to enter a date. | **Assessor Name** |  |

**Assessment Details**

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| **Assessment Task Number** | Assessment Method (Written Task, Case study, Project, Role-play, presentation etc.) | **Date of Completion**(Actual date of each task completion. This must be three different days) |
| Task 1 | Written task - Questioning | Click or tap to enter a date. |
| Task 2 | Case study | Click or tap to enter a date. |

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| **Academic integrity definitions*** **Plagiarism and cheating:** Plagiarism is the presentation of an assignment by a student that has been copied in whole or in part from another student’s work, or from any other source (e.g., published books or periodicals or Internet sites) without due acknowledgement in the text or references. Cheating is the copying another student’s work or using mobile phone or any other electronic gadgets in class while working on assessment task.
* **Collusion:** Collusion is the presentation by a student of an assignment as their own work which is in fact the result in whole or part of unauthorised collaboration with another person/s.
* **Copy of work:** Please ensure that a copy of all work has been kept with you prior to submission. On rare occasions, assessments may be lost in the system and in such cases, you will be required to provide a second copy.
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| **Candidate (Student) declaration**I declare that: 1. Submitted work is my own work and does not involve plagiarism or cheating.
2. This submission is based on my own research and all sources used by me have been referenced.
3. This piece of work has not previously been submitted for assessment in this or any other subject.
4. I understand plagiarism and collusion obligation as outlined in the institute’s assessment policy.
5. I declare that I have kept copies of all my submitted work.

**Candidate (Student) Signature** ………………………………………………………………………… **Date** ………………………………… |

**Why you need to use this template?**

The template provides consistency across all submissions, and you will not miss any assessment activity. The purpose is to save your time preparing documents, increase efficiency, and reduce potential errors by giving candidates detailed instructions on how to perform any task or project using specific templates and space for answers and solutions.

This template provides the assessor to receive submissions with consistency and for compression of candidates’ submissions for plagiarism, collusion, and irregularities of educational submissions.

**ASSESSMENT GUIDELINES FOR WRITTEN TASKS**

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| **QUESTION TYPE** | **HOW LONG YOUR ANSWER SHOULD BE (LENGTH OF ANSWER)** |
| **Define** | Length approximately 4 typed lines = 50 words. |
| **Identify** | Write dot points of the number of items to identify according to the question. |
| **Outline** | Summarise in a line or set of lines the required number of items or develop appropriate meaningful answers according to the question but not in detail. |
| **Identify and briefly describe** | Identify in dot points and provide a description of each with a minimum of 4 typed lines = 50 words. |
| **Describe** | Provide a description with minimum 8 typed lines = 100 – 150 words or appropriately described to provide a meaningful answer with consistent knowledge application in length according to the question. |
| **Explain** | Explain the procedure with minimum 8 typed lines = 100 – 150 words or appropriately explain to provide a meaningful answer with consistent knowledge application in length according to the question. |
| **Distinguish / differentiate**  | Distinguish means recognise or treat (someone or something) as different. To differentiate is to show or find the difference between things which are compared. It simply means that they are not the same but does not qualify them as being unique and possibly not related. Length approximately 4 – 8 typed lines = 50 – 100 words for each question. |
| **What?**  | This is to assess your knowledge of something related to the subject area asking you to specify one or more things related to what is being asked in the question. This is generally asking for a short answer for which you need to provide a short description answering the question where the reader understands the answer to the question. Approx. 4 – 8 lines = 100 – 150 words. |
| **How?** | This method of question is to assess your ability to explain or describe the ways, methods, manner, procedure, or process of something related to the question being asked. You need to provide sufficient description of how (ways, methods, manner, procedure, or process) it can be performed for the reader to understand the ways or procedure. Approx. 4 – 8 lines = 100 – 150 words. |
| **Why?** | This question is to assess your knowledge of something and the purpose of it. You need to provide sufficient description of why (the purpose/objective or aim) it is used for the reader to understand the reason or purpose of it. Approx. 4 – 8 lines = 100 – 150 words. |

# Assessment Task 1

The following is a set of knowledge-based questions. Read the text section ‘introduction’ in the learner workbook, refer to training undertaken and provide your answer solutions to the following questions using your own words to demonstrate your consistent knowledge application.

**Note:**

1. Ensure you answer all the following questions using the length guidelines above and quantity requirements applicable for the following relevant questions.
2. Provide references and give credit to authors you have consulted for their ideas in writing your answers. It helps you to avoid plagiarism by making it clear which ideas are your own and which are someone else's and it shows your understanding of the topic, gives supporting evidence for your ideas, arguments, and opinions and allows others to identify the source you have used.
3. The space below does not indicate the size of the answer length. Follow above guidelines and **keep typing and the space will expand as you type**. If answers are recorded separate to this document, they must be attached at the back of this document.

**Questions**

**Question 1**

Briefly describe the following roles of and functions performed by supervisors and managers:

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| Decision making. |  |
| Delegation of tasks. |  |
| Monitoring performance. |  |
| Provision of feedback. |  |
| Motivation through recognition and rewards. |  |
| Planning and organising. |  |

**Question 2**

Briefly describe the roles of and functions performed by supervisors and managers providing following information:

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| Organisation performance. |  |
| Changes in organisational policies. |  |
| Marketing information and targets. |  |
| Overall organisational objectives. |  |
| Plans for new equipment. |  |
| Rationale for management decisions. |  |
| Technology updates. |  |
| Training developments. |  |

**Question 3**

Briefly describe the following expectations, roles, and responsibilities of team members:

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| Adhering to policies and procedures. |  |
| Cooperative and open communication. |  |
| Nature and scope of work. |  |
| Relationships with others in the workplace and interdependent areas of activity. |  |
| Reporting requirements. |  |

**Question 4**

Briefly describe the following considerations in the individual development of staff:

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| Change in job responsibilities. |  |
| External training and professional development. |  |
| Formal promotion. |  |
| Internal training and professional development. |  |
| Opportunity for greater autonomy or responsibility. |  |

**Question 5**

Identify and briefly describe features of at least three different leadership styles.

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**Question 6**

Briefly describe the features of open and supportive communication by leaders.

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**Question 7**

Outline characteristics of effective leadership.

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**Question 8**

Briefly describe the following:

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| Principles of teamwork. |  |
| Characteristics of effective teams. |  |
| Roles and attributes of team members. |  |
| Organisation of teams. |  |
| Potential team problems. |  |
| Benefits of effective teamwork. |  |

**Question 9**

Briefly describe the role and theories of motivation as they apply to the management of individuals and teams.

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**Question 10**

Briefly describe the role of group dynamics in successful team management.

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**Question 11**

Briefly describe the following forms of recognition and reward applicable to leading staff:

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| Acknowledging individual good performance to the whole team. |  |
| Incentive initiatives. |  |
| Informal acknowledgement. |  |
| Presenting awards. |  |
| Written reports to management. |  |

**Question 12**

Briefly describe the types of organisational plans and planning processes.

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---End of Written Task Activities---

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| **References**Provide references to education materials you have used to develop your answers. A reference list lists only the sources you refer to in your writing. The purpose of the reference list is to allow your sources to be found by your reader (assessor). It also gives credit to authors you have consulted for their ideas. It helps you to avoid plagiarism by making it clear which ideas are your own and which are someone else's, shows your understanding of the topic, gives supporting evidence for your ideas, arguments, and opinions. allows others to identify the sources you have used.  |

# Assessment Task 2

**Case Study** (Skills and Knowledge Application)

Using the simulated workplace and the scenario in the appendix, provide solutions to lead and manage people individually and in teams, and support and encourage their commitment to the organisation.

**Your role**

You work as the kitchen manager who operate independently and are responsible for leading and motivating people and teams at My Kind of Kitchen & Restaurant (Case study in the appendix.

**Your Task**

Complete the following workplace activities demonstrating skills and knowledge to lead and manage people individually and in teams, and support and encourage their commitment to the organisation:

**A:** Model high standards of performance and behaviour.

1. Read the case study that includes your work role, your team, plans, goals, and objectives of the organisation including scenarios to undertake this task.

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1. Identify your role and determine how to act as a role model through your individual performance and note down in dot points.

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1. Write an email script to your work team in a positive and professional manner and show your support for and commitment to organisational goals in day-to-day work performance.

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B: Develop team commitment and cooperation.

1. Develop a work plan that includes:
	1. short, medium, and long-term plans and objectives.
	2. expectations, roles, and responsibilities of team members.
	3. innovative approaches to work.
	4. open and supportive communication within the team.
	5. information from the wider business environment to communicate to team members.
	6. team interests in the wider business environment.

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1. Develop guidelines for at least four (4) of the following to lead and manage people in a role-play session:
	1. Decision making.
	2. Delegation of tasks.
	3. Information provision.
	4. Monitoring performance.
	5. Provision of feedback.
	6. Motivation through recognition and rewards.
	7. Planning and organising.

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1. **Role-play activity 1. Read the role-play brief to undertake this task**. Meet with your team to establish team commitment and cooperation. During the meeting communicate the following:
	1. Organisational goals and policies
	2. Short, medium, and long-term plans and objectives consistent with organisational goals.
	3. Expectations, roles, and responsibilities of team members to encourage team members to take responsibility for own work.
	4. Present your innovative approaches to work and encourage team members to develop innovative approaches to work.
	5. Share information from the wider business environment with the team.
	6. Explain how you represent team interests in the wider business environment.
	7. Seek feedback from team members to implement changes.

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1. **Role-play activity 2. Read the role-play brief to undertake this task.** Meet with the team in a role-play and motivate individuals and teams to achieve optimum performance and:
	1. run amentoring and coaching session to support team members of at least four of the following areas to motivate:
		1. Decision making.
		2. Delegation of tasks.
		3. Information provision.
		4. Monitoring performance.
		5. Provision of feedback.
		6. Motivation through recognition and rewards.
		7. Planning and organising.

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C: Manage team performance.

1. Identify barriers to delegation in your team and determine how to overcome barriers to delegation.

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1. Develop a plan to delegate tasks and responsibilities to your team.

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1. Read the case study scenario and evaluate team member skills and determine what opportunities you need to provide for individual development.

**Skill Assessment and Development Plan for Mark**

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| **Skill Area** | **Assessment** | **Development Opportunities** |
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1. Develop a monitoring plan to monitor team performance to ensure progress towards achievement of goals.

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| **Monitoring Plan for Team Performance** | **Frequency** | **Responsible Person** | **Metrics/Indicators** | **Reporting Method** |
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**Role-play**

# Instructions

This part is a role-play where you must organise role-play settings as agreed and facilitated by your assessor for a consultation meeting including training room place, tables, chairs, a computer with Internet, papers, pens, and any other resources as required.

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| **Details of the task being observed** | You undertake the active part of the task participating and using oral communication skills in a consultation meeting with relevant managers. |
| **Assumptions to be made** | Fellow learner chosen for the role-play play the role of kitchen staff team members. |
| **Persons involved** | You, and any at least three of other learners chosen by your assessor.  |
| **Involvement and contribution from role-play participants.** | Respond to the role-player with responses according to case study information and task activity of the unit of competency. Play the role of team members of the simulated kitchen and contribute to the consultation of role-player for short, medium, and long-term plans and objectives. Assessor is to observe the role-play. |
| **Timing for the role-play:** | 7 – 10 minutes per candidate plus your assessor will decide any additional time required based on your participation behaviour and ability to perform |
| **Conditions under which the observation is conducted** | Skills in this assessment are demonstrated by the candidate and observed by assessor in a simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to:* Workplace or simulated workplace policies and procedures
* relevant legislation, regulations, standards, and codes

workplace documentation and resources relevant to required performance evidence. |
| **Observation to be conducted** | In this role play you must portray an assigned role as a way of experiencing that role by performing the following assessment task activities. While you are portraying the assigned roles, assessor will observe and analyse application of skills and the performance behaviour and mark competency accordingly. |
| **Foundation skills and observable application of skills.** | * Take the lead role and communicate effectively.
* Discuss goals and objectives for work teams.
* Explain expectations, roles, and responsibilities of team members.
* Present your innovative approaches to work.
* Encourage team t to achieve optimum performance.
* Provide mentoring and coaching.
* Seek and respond to feedback.
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**Role-play Brief for role-play 1**

**Establishing Team Commitment and Cooperation**

Role: Restaurant Manager/Team Leader (You)

**Scenario**

You are a team leader at My Kind of Kitchen & Restaurant (MKKR), a fine-dining restaurant located in St Kilda, Melbourne. Your role is to foster team commitment and cooperation among your team members to achieve organizational goals. Today, you will be conducting a team meeting to communicate important information and encourage a sense of ownership and innovation within the team.

**Objective**

The objective of this role-play is to effectively communicate organizational goals, policies, and plans, establish clear expectations and roles for team members, encourage innovation, share information from the wider business environment, and seek feedback to implement changes.

**Instructions:**

1. Gather your team members in a suitable meeting space where you can conduct the role-play without distractions.
2. Begin the meeting by welcoming everyone and expressing your appreciation for their attendance and commitment to the team.
3. Clearly communicate the organizational goals and policies that guide the team's work, emphasizing the importance of aligning individual efforts with the overall objectives of MKKR.
4. Present the short, medium, and long-term plans and objectives that have been established to support the organizational goals. Explain how these plans contribute to the success of the team and the restaurant.
5. Discuss the expectations, roles, and responsibilities of team members, emphasizing the importance of taking ownership of their work and contributing to the overall team success.
6. Share your innovative approaches to work and encourage team members to develop their own innovative approaches. Emphasize the value of creativity and problem-solving in improving efficiency and customer satisfaction.
7. Provide updates and share relevant information from the wider business environment that may impact the team's work. This could include industry trends, customer feedback, or changes in regulations.
8. Explain how you represent the team's interests in the wider business environment, such as in meetings with management or other departments. Highlight the importance of effective communication and collaboration in advocating for the team.
9. Encourage open and honest feedback from team members, creating a safe space for them to share their thoughts, ideas, and concerns. Listen actively and demonstrate your willingness to implement changes based on their feedback.
10. Conclude the meeting by thanking everyone for their active participation and commitment to the team. Reinforce your confidence in their abilities and encourage them to continue working together towards the shared goals of MKKR.

Note: During the role-play, maintain a positive and inclusive tone, encourage active participation from team members, and foster a supportive and collaborative environment.

**Role-play Brief for role-play 2**

**Motivating Individuals and Teams for Optimum Performance**

Role: Restaurant Manager/Team Leader (You)

**Scenario**

You are a team leader at My Kind of Kitchen & Restaurant (MKKR), a fine-dining restaurant located in St Kilda, Melbourne. Your role is to motivate individuals and teams to achieve optimum performance by providing mentoring and coaching support. Today, you will be conducting a mentoring and coaching session with team members to enhance their motivation and effectiveness in various areas.

**Objective**

The objective of this role-play is to run a mentoring and coaching session to support team members in decision making, delegation of tasks, information provision, monitoring performance, provision of feedback, motivation through recognition and rewards, and planning and organizing. Your goal is to empower team members, improve their skills and confidence, and foster a high-performing and motivated team.

**Instructions:**

1. Schedule a one-on-one mentoring and coaching session with each team member individually or in small groups, depending on their availability and preferences.
2. Start the session by creating a supportive and encouraging atmosphere. Emphasize that the purpose of the session is to enhance their skills, boost motivation, and help them achieve their best performance.
3. For each of the areas mentioned (decision making, delegation of tasks, information provision, monitoring performance, provision of feedback, motivation through recognition and rewards, planning and organizing), discuss the importance and impact it has on their individual and team performance.
4. Identify specific challenges or areas of improvement related to each area and guide team members on strategies to overcome those challenges and improve their skills.
5. Provide practical examples and scenarios to illustrate effective approaches and techniques for each area. Encourage team members to share their own experiences and provide guidance based on their individual roles and responsibilities.
6. Help team members identify their strengths and areas for improvement within each area. Offer constructive feedback and guidance on how they can further develop their skills and capabilities.
7. Discuss the importance of recognizing and rewarding individual and team achievements. Brainstorm together on creative ways to motivate and reward team members for their hard work and contribution.
8. Encourage team members to set personal goals and develop action plans for improvement in the identified areas. Support them in defining clear objectives and creating a roadmap to achieve their goals.
9. Provide ongoing support and guidance, emphasizing your availability as a mentor and coach. Encourage open communication and create a safe space for team members to seek advice or share their concerns.
10. Conclude the session by expressing your confidence in their abilities and commitment to their growth and development. Reinforce the importance of continuous improvement and teamwork in achieving optimum performance.

Note: During the role-play, demonstrate active listening, empathy, and patience. Tailor your coaching approach to the individual needs and learning styles of each team member. Encourage open dialogue, offer constructive feedback, and inspire a positive and supportive environment.

---End of Case Study Task Activities---

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| **Self-Assessment Checklist** |

**Note:** The following checklist is for you to confirm your work completion as well as performance and demonstration of skills. Ensure you carefully check, and tick as completed and performed before submitting written evidence and while demonstrating skills during performing the task.

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|  | **Assessment Task Activity**  | Completed as required. |
|  | A: Model high standards of performance and behaviour. | **Yes** | **No** |
| 1 | Read the case study that includes your work role, your team, plans, goals, and objectives of the organisation including scenarios to undertake this task. | [ ]  | [ ]  |
| 2 | Identify your role and determine how to act as a role model through your individual performance and note down in dot points.  | [ ]  | [ ]  |
| 3 | Write an email script to your work team in a positive and professional manner and show your support for and commitment to organisational goals in day-to-day work performance. | [ ]  | [ ]  |
|  | **B: Develop team commitment and cooperation.** |  |  |
| 4 | Develop a work plan that includes: * 1. short, medium, and long-term plans and objectives.
	2. expectations, roles, and responsibilities of team members.
	3. innovative approaches to work.
	4. open and supportive communication within the team.
	5. information from the wider business environment to communicate to team members.
	6. team interests in the wider business environment.
 | [ ]  | [ ]  |
| 5 | Develop guidelines for at least four (4) of the following to lead and manage people in a role-play session:* 1. Decision making.
	2. Delegation of tasks.
	3. Information provision.
	4. Monitoring performance.
	5. Provision of feedback.
	6. Motivation through recognition and rewards.
	7. Planning and organising.
 | [ ]  | [ ]  |
| 6 | **Role-play activity 1. Read the role-play brief to undertake this task**. Meet with your team to establish team commitment and cooperation. During the meeting communicate the following:* 1. organisational goals and policies
	2. short, medium, and long-term plans and objectives consistent with organisational goals.
	3. expectations, roles, and responsibilities of team members to encourage team members to take responsibility for own work.
	4. Present your innovative approaches to work and encourage team members to develop innovative approaches to work.
	5. share information from the wider business environment with the team.
	6. Explain how you represent team interests in the wider business environment.
	7. Seek feedback from team members to implement changes and respond to feedback.
	8. Seek feedback and respond to feedback about organisational goals and policies including performance of work, communication effectiveness, and efficiency or deficiency in workplace practices.
 | [ ]  | [ ]  |
| 7 | **Role-play activity 2. Read the role-play brief to undertake this task.** Meet with the team in a role-play and motivate individuals and teams to achieve optimum performance and:* 1. run amentoring and coaching session to support team members of at least four of the following areas to motivate:
		1. Decision making.
		2. Delegation of tasks.
		3. Information provision.
		4. Monitoring performance.
		5. Provision of feedback.
		6. Motivation through recognition and rewards.
		7. Planning and organising.
	2. Seek and respond to feedback of above requirement of optimum performance and coaching session including:
		1. allocation or performance of work.
		2. effectiveness of communication within team, between other teams or within organisation.
		3. efficiency or deficiency in workplace practices.
 | [ ]  | [ ]  |
|  | Identify barriers to delegation in your team and determine how to overcome barriers to delegation. | [ ]  | [ ]  |
| 8 | Develop a plan to delegate tasks and responsibilities to your team. | [ ]  | [ ]  |
| 9 | Read the case study scenario and evaluate team member skills and determine what opportunities you need to provide for individual development. | [ ]  | [ ]  |
| 10 | Develop a monitoring plan to monitor team performance to ensure progress towards achievement of goals. | [ ]  | [ ]  |
| 11 | Identify barriers to delegation in your team and determine how to overcome barriers to delegation. | [ ]  | [ ]  |

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| **References**(For task 1, 2 & 3)A reference list lists only the sources you refer to in your writing. The purpose of the reference list is to allow your sources to be found by your reader (assessor). It also gives credit to authors you have consulted for their ideas. It helps you to avoid plagiarism by making it clear which ideas are your own and which are someone else's, shows your understanding of the topic, gives supporting evidence for your ideas, arguments, and opinions. allows others to identify the sources you have used. For example, you can use any of the following styles,**Harvard Style**1. **Website with an author** - Author surname, initials (Year), article title, website name, Available at: http://website url.com.au/article, accessed 10 March 2021.
2. **Website without author and no date** - Article title (n.d.), website name, Available at: http://website url.com.au/article, accessed 10 March 2021.
3. **Book with no author** - Title of book, edition (edn), Volume number or number of volumes, Publisher, Place of publication, page number(s) if applicable.
4. **Book with one author** - Author, A (Year), Title of book, Publisher, Place of publication.
5. **Book with two or three authors** - Authors, AA, Author, BB & Author, CC (Year), Title of book, Publisher, Place of publication.

**APA Style**1. **Website with an author** – Murray, G. (2005). A duty of care to children and young people in Western Australia: Report on the quality assurance and review of unsubstantiated allegations of abuse in care: 1 April 2004 to 12 September 2005. Western Australia, Department of Child Protection. http://www.community.wa.gov.au/NR/rdonlyres/
2. **Website without author and with date** - Australia. Department of Health and Aged Care. (2000). National youth suicide prevention strategy. http://www.health.gov.au/hsdd/mentalhe/sp/nysps/about.htm/.
3. **Whole Internet Site** - Goldberg, I. (2000). Dr. Ivan's depression central. http://www.psycom.net/depression.central.html/.
4. **Book with an author** - Wells, A. (2009). Metacognitive therapy for anxiety and depression in psychology. Guilford Press.
5. **Book with no author** - The Blackwell dictionary of cognitive psychology. (1991). Blackwell.
 |
| List all references used for assessment task 1, 2 and 3 below (if any) |