OVERVIEW
There are 3 assessment tasks to be completed.

The purpose of the tasks is to support participants in the steps and disciplines required to manage effective leadership and management activities.

They have been designed as a way of capturing your Leadership and Management activity “in motion”. The very fact that you are in the Program at all means you have already satisfactorily demonstrated to us you have the background and the personal qualities required for leadership and management. Going through this Program will:
   a) Formally capture and recognise both your previous and current leadership experiences
   b) Provide a supportive and sympathetic environment for you to fill in whatever remaining gaps there are in order for your leadership to be properly acknowledged at a tertiary level

Leadership doesn’t take place in discrete ‘packets’ – it happens in the chaos and frenzy of everyday life. So these assessment tasks have been designed so that your leadership can be recognized in a holistic way.

Successful completion of the tasks will require:
   • Planning: thinking through in sequence what steps will be required to reach a successful outcome
   • Development: identifying stakeholders, establishing partnerships, recruiting and briefing team members, researching policies and procedures, gaining permissions, locating resources, creating timetables, establishing milestones, etc.
   • Implementation: Making the plan happen … and handling the challenges and obstacles that occur
   • Review: Reflecting on the whole process, seeking feedback from stakeholders, reporting to supporters

Media Formats
It is not necessary for your assessment tasks to be submitted in written form. Other acceptable formats can include:
   • Recorded voice
   • Video and / or still image with live or recorded narration
   • Verbal presentation
   • One-on-one interview

Remember the emphasis of these tasks is for you to demonstrate that you possess the necessary skills and / or knowledge. How you construct that demonstration is entirely up to you and your ingenuity.
<table>
<thead>
<tr>
<th>ASSESSMENT TASKS</th>
<th>TASK RELATED TO COMPETENCY</th>
<th>EVIDENCE TO BE COLLECTED FOR THIS ASSESSMENT TASK</th>
<th>ASSESSMENT TASK DUE BY DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK ONE:</td>
<td>All units and elements</td>
<td>• Written responses to questions (see assessment task questions below for details)</td>
<td>Saturday 3rd October 2009</td>
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<tr>
<td>RESPONSES TO FIVE UNDERPINNING KNOWLEDGE QUESTION</td>
<td>All units and elements</td>
<td>• Documentation of responses to the case study (See assessment task two case study)</td>
<td>Saturday 3rd October 2009</td>
</tr>
<tr>
<td>TASK TWO:</td>
<td>All units and elements</td>
<td>• Documentation of evidence as matched to the matrix table enclosed within this booklet/folder</td>
<td>Saturday 3rd October 2009</td>
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<tr>
<td>CASE STUDY</td>
<td>All units and elements</td>
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<tr>
<td>TASK THREE:</td>
<td>All units and elements</td>
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<td>A compilation of evidence examples of the students roles and responsibilities within the leadership program and of work undertaken within their own community</td>
<td>All units and elements</td>
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Learning and Assessment Tasks

Due 3 October 2009

1. Task questions –
   The object of this task is to provide responses to the 5 questions. The questions are structured to seek out knowledge in respect to the units covered in the program. Completing this task will also give students the opportunity to reflect on their own practice. Each task question requires a minimum 300 word response.

1. Identify the methods by which you can assist staff in your organisation to have input into the decision making process.

2. Discuss what procedures and strategies you and your organisation would use to resolve the tension between the rights of the organisation and the rights of staff. Use examples from your own work area.

3. Discuss why networking is an essential skill for managers and provide examples of strategies you have used to develop your professional network.

4. Provide an example of how you managed a complex staffing/team situation. Provide examples of strategies you needed to consider.

5. What does the term supervision mean within your workplace and how is it applied? Reflect on the effectiveness of supervision within your service.

Task 2 . Case Study:

Based on an Organisation/Agency workplace study

This will be a case study on people management issues that confront an organisation. The issues may be in respect to government policy, organisational systems reviews, human resource management.
Task 3. Portfolio of Evidence:
Students will need to develop a portfolio of evidence of their workplace practise and experience as matched to each unit of competency.
- see section ten for the examples student could refer to
- see the section for the units of competency

2009 RMIT/RMIT Lead Student Leadership program – Group/Stage 1 - Units of competency - evidence cues

Evidence Cues/examples to consider in the development of your evidence portfolio
These are examples only. Please refer to the evidence guide for each unit in this manual

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>BSBWOR501A: Manage Personal Work Priorities and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elements of Competency</td>
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<tr>
<td>1.1</td>
<td>Establish personal work goals</td>
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<td>1.2</td>
<td>Set and meet own work priorities</td>
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<td>1.3</td>
<td>Develop and maintain professional competence</td>
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<tr>
<th>Unit 2: BSBMGT502B: Manage People Performance</th>
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<tbody>
<tr>
<td>Elements of competency</td>
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<tr>
<td>1.1 Allocate work</td>
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<tr>
<td>1.2 Assess performance</td>
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<td>1.3 Provide feedback</td>
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<td>1.4 Manage follow up</td>
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