SITXMGT001 Monitor work operations

Assessor and Marking Guide

V1.0_October 2018

CONTENTS

UNIT OVERVIEW

SITXMGT001 Monitor work operations.

UNIT DESCRIPTION

This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work. It requires the ability to communicate effectively with team members, plan and organise operational functions, and solve problems.

The unit applies to all industry sectors, and to individuals operating at a team leading, supervisory or frontline management level.

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Monitor and improve workplace operations.	1.1. Monitor efficiency and service levels through close contact with day-to-day operations.
	1.2. Ensure workplace operations support overall organisational goals and quality assurance initiatives.
	1.3. Identify quality problems and issues and make appropriate adjustments to procedures and systems, with relevant approvals.
	1.4. Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations.
	1.5. Provide feedback to colleagues and management to inform future planning.
	1.6. Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation.
	1.7. Assess and respond to opportunities to improve sustainability of day-to-day operations.
2. Plan and organise workflow.	2.1. Assess current workloads, and schedule work to maximise efficiency and customer service quality within budget constraints.
	2.2. Delegate work according to principles of delegation.
	2.3. Assess workflow and progress against agreed objectives and timelines.
	2.4. Assist colleagues in prioritising workload through supportive feedback and coaching.
	2.5. Provide timely input to appropriate management regarding staffing needs.

3. Monitor and support team members.	3.1. Monitor team and individual performance against agreed goals and objectives.
	3.2. Proactively share information, knowledge and experiences with team members.
	3.3. Challenge and test ideas within the team in a positive and collaborative way.
	3.4. Provide feedback, coaching and support to team members.
	3.5. Complete and submit organisation records as required.
4. Solve problems and make decisions.	4.1. Identify and analyse workplace problems from an operational and customer service perspective.
	4.2. Initiate short-term actions to resolve immediate problems where appropriate.
	4.3. Analyse problems for long-term impact, and assess and action potential solutions in consultation with relevant colleagues.
	4.4. Where a team member raises a problem, encourage individual participation in solving it.
	4.5. Take follow-up action to monitor effectiveness of solutions.

ASSESSMENT EVIDENCE

PERFORMANCE EVIDENCE

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and organise workflow for a team operation or activity that takes into account at least six of the following contingencies:

    - delays and time difficulties
    - difficult customer service situations
    - equipment breakdown or technical failure
    - financial resources
    - staffing levels and skill profiles
    - rostering requirements
    - staff performance
    - procedural requirements
    - product development and marketing

- monitor and respond to team-based operational and service issues during the above operation or activity
- complete each of the following organisational records for the above operation or activity:

    - performance reports
    - staff records.

KNOWLEDGE EVIDENCE

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- work organisation and planning methods appropriate to the industry sector
- leadership and management roles and responsibilities in the relevant industry sector
- operational functions in the relevant industry sector
- procedures and systems to support work operations:

    - administration
    - health and safety
    - human resources
    - service standards
    - technology
    - work practices

- concepts of quality assurance and how it is managed and implemented in the workplace
- sustainability considerations for frontline operational management:

    - relationship between operational efficiency and financial sustainability
    - ways of minimising waste in the relevant work context
    - social responsibilities of the operation

- time management principles and their application to leaders and managers for planning own work and the work of others
- principles of effective delegation and delegation techniques in a frontline management context:

    - clear communication of what is required
    - gaining commitment
    - no undue interference
    - regular reporting
    - selecting the right person

- problem-solving and decision making processes and techniques and their application to typical workplace issues
- industrial or legislative issues that affect short-term work organisation appropriate to the industry sector:

    - relationship of relevant industrial awards to hours and conditions of work
    - ensuring systems and procedures meet work health and safety requirements.

ASSESSMENT CONDITIONS

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where conflicts occur. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational documents and templates:

    - o performance reports
    - o rosters
    - o staff reports

- a team for whom the individual can plan and organise workflow; this can be:

    - o teams in an industry workplace who are assisted by the individual during the assessment process; or
    - o individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

ASSESSMENT MAPPING

SITXMGT001 Monitor work operations				
			Assessment Tasks	
Element		**Performance Criteria**	**1. Case Study / Scenario / Role Play**	**2. Test**
1. Monitor and improve workplace operations.	1.1	Monitor efficiency and service levels through close contact with day-to-day operations.	**Step 1** **Step 8** **Step 9**	**PART A** Q. 1,2,4,5,10, 23,27 **PART B** Q.1,2
	1.2	Ensure workplace operations support overall organisational goals and quality assurance initiatives.	**Step 1** **Step 3** **Step 5** **Step 7** **Step 8** **Step 9**	**PART A** Q.3,21,27 **PART B** Q.3,4
	1.3	Identify quality problems and issues and make appropriate adjustments to procedures and systems, with relevant approvals.	**Step 2** **Step 8** **Step 9**	**PART A** Q.1,2,3,5,7,11, 27 **PART B** Q.5
	1.4	Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations.	**Step 3** **Step 7**	**PART A** Q.10 **PART B** Q.6
	1.5	Provide feedback to colleagues and management to inform future planning.	**Step 3** **Step 4** **Step 7**	**PART A** Q.6,17,23,27 **PART B** Q.13,24
	1.6	Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation.	**Step 3**	**PART A** Q.10 **PART B** Q.7
	1.7	Assess and respond to opportunities to improve	**Step 2** **Step 3**	**PART B**

		sustainability of day-to-day operations.	**Step 4** **Step 7** **Step 8** **Step 9**	Q.8
2. Plan and organise workflow.	2.1	Assess current workloads, and schedule work to maximise efficiency and customer service quality within budget constraints.	**Step 2** **Step 4** **Step 5**	**PART A** Q.12,13,14,27 **PART B** Q.9,10
	2.2	Delegate work according to principles of delegation.	**Step 5** **Step 7**	**PART A** Q.14,15 **PART B** Q.11
	2.3	Assess workflow and progress against agreed objectives and timelines.	**Step 9**	**PART A** Q.10,11,13,18, 21 **PART B** Q.12
	2.4	Assist colleagues in prioritising workload through supportive feedback and coaching.	**Step 7**	**PART A** Q.12,13,14 **PART B** Q.13,14
	2.5	Provide timely input to appropriate management regarding staffing needs.	**Step 4** **Step 6**	**PART A** Q.13,27 **PART B** Q.15
3. Monitor and support team members.	3.1	Monitor team and individual performance against agreed goals and objectives.	**Step 8** **Step 9**	**PART A** Q.1,2,5,19,23 **PART B** Q.16,17
	3.2	Proactively share information, knowledge and experiences with team members.	**Step 3** **Step 7**	**PART A** Q.17,22 **PART B** Q.18,19
	3.3	Challenge and test ideas within the team in a positive and collaborative way.	**Step 3** **Step 7**	**PART A** Q.22 **PART B** Q.19
	3.4	Provide feedback, coaching and support to team members.	**Step 7**	**PART A** Q.14,23 **PART B**

				Q.13,14
	3.5	Complete and submit organisation records as required.	**Step 2** **Step 5** **Step 7**	**PART A** Q.16,17 **PART B** Q.20
4. Solve problems and make decisions.	4.1	Identify and analyse workplace problems from an operational and customer service perspective.	**Step 3** **Step 7**	**PART A** Q.6,22,24,25 **PART B** Q.21,22
	4.2	Initiate short-term actions to resolve immediate problems where appropriate.	**Step 3** **Step 7**	**PART A** Q.24,25 **PART B** Q.23
	4.3	Analyse problems for long-term impact, and assess and action potential solutions in consultation with relevant colleagues.	**Step 9**	**PART A** Q.24,25,26 **PART B** Q.24
	4.4	Where a team member raises a problem, encourage individual participation in solving it.	**Step 7**	**PART A** Q.22 **PART B** Q.25,26
	4.5	Take follow-up action to monitor effectiveness of solutions.	**Step 8** **Step 9**	**PART A** Q.25,27 **PART B** Q.27
Performance evidence	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:			
	• plan and organise workflow for a team operation or activity that takes into account at least six of the following contingencies:			
	o delays and time difficulties		**Step 5** **Step 7**	
	o difficult customer service situations			
	o equipment breakdown or technical failure		**Step 5** **Step 7**	
	o financial resources		**Step 5** **Step 7**	
	o staffing levels and skill profiles		**Step 5** **Step 7**	
	o rostering requirements		**Step 5**	

		Step 7	
	o staff performance	**Step 5** **Step 7**	
	o procedural requirements		
	o product development and marketing		
	• monitor and respond to team-based operational and service issues during the above operation or activity	**Step 1** **Step 5**	
	• complete each of the following organisational records for the above operation or activity:		
	o performance reports	**Step 5**	
	o staff records.	**Step 5**	
Knowledge evidence	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:		
	• work organisation and planning methods appropriate to the industry sector		**PART A** Q.2,4,5,11,13, 21 **PART B** Q.1-5,8-13, 16-20,27-29
	• leadership and management roles and responsibilities in the relevant industry sector		**PART A** Q.1,7,20,23 **PART B** Q.30
	• operational functions in the relevant industry sector		**PART A** Q.1,14 **PART B** Q.7,20,22,23,24 ,28,30
	procedures and systems to support work operations:		
	o administration		
	o health and safety		
	o human resources		**PART A** Q.10,11,12,13
	o service standards		
	o technology		
	o work practices		

	• concepts of quality assurance and how it is managed and implemented in the workplace			**PART A** Q.1,5,7,27 **PART B** Q.1-5,16,17, 20-24,27
	• sustainability considerations for frontline operational management:			
		o relationship between operational efficiency and financial sustainability		**PART A** Q.8,9,10,11,19 **PART B** Q.8
		o ways of minimising waste in the relevant work context		
		o social responsibilities of the operation		
	• time management principles and their application to leaders and managers for planning own work and the work of others			**PART A** Q.18
	• principles of effective delegation and delegation techniques in a frontline management context:			
		o clear communication of what is required		**PART A** Q.14,15 **PART B** Q.11
		o gaining commitment		
		o no undue interference		
		o regular reporting		
		o selecting the right person		
	• problem-solving and decision making processes and techniques and their application to typical workplace issues			**PART A** Q.6,15,22,24,25,27 **PART B** Q.5,17,21-27
	• industrial or legislative issues that affect short-term work organisation appropriate to the industry sector:			
		o relationship of relevant industrial awards to hours and conditions of work		**PART A** Q.10 **PART B** Q.28,29
		o ensuring systems and procedures meet work health and safety requirements.		

Assessment Conditions	Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where conflicts occur. This can be:		
	• an industry workplace	-	-
	• a simulated industry environment.	✓	-
	Assessment must ensure access to:		
	• organisational documents and templates:		-
	o performance reports	✓	-
	o rosters	✓	-
	o staff reports	✓	-
	• a team for whom the individual can plan and organise workflow; this can be:		-
	o teams in an industry workplace who are assisted by the individual during the assessment process; or	-	-
	o individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.	✓	-

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<tr>
<td colspan="4" align="center">SITXMGT001 Monitor work operations</td>
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<tr>
<td></td>
<td></td>
<td colspan="2" align="center">Assessment Tasks</td>
</tr>
<tr>
<td align="center">Skill</td>
<td align="center">Description</td>
<td align="center">1.
Case Study /
Scenario / Role
Play</td>
<td align="center">2.
Test</td>
</tr>
<tr>
<td>Reading skills to:</td>
<td>• interpret varied and wide ranging information of an operational nature.</td>
<td align="center">Step 2
Step 4
Step 5</td>
<td align="center">-</td>
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<tr>
<td>Numeracy skills to:</td>
<td>• develop schedules and timelines for team activities.</td>
<td align="center">Step 5</td>
<td align="center">-</td>
</tr>
<tr>
<td rowspan="2">Problem-solving skills to:</td>
<td>• evaluate internal and external business information</td>
<td align="center">Step 2
Step 3
Step 4</td>
<td align="center">-</td>
</tr>
<tr>
<td>• anticipate and respond to unpredictable operational problems and situations at a frontline management level.</td>
<td align="center">Step 5
Step 7</td>
<td align="center">-</td>
</tr>
<tr>
<td>Planning and organising skills to:</td>
<td>• coordinate multiple and potentially competing operational priorities.</td>
<td align="center">Step 5
Step 6
Step 7</td>
<td align="center">-</td>
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IMPORTANT ASSESSMENT INFORMATION

ASSESSMENT GUIDELINES

The assessment activities in this assessor and marking guide assess all the elements, performance criteria, performance and knowledge evidence, foundation skills and assessment conditions of the unit of competency **SITXMGT001 Monitor work operations**.

This booklet is to be used in conjunction with the unit's Student Assessment Guide.

THE ASSESSMENT PROCESS

This Assessor and Marking Guide provides you with information regarding the assessment tasks for the unit **SITXMGT001 Monitor work operations.**

Assessment tasks are due at the date you specify to the students and in accordance with the College's Policies and related procedures.

Student responses to the assessment activities may be drawn from:
- The theory/ information contained in the workbook
- Additional reading and research
- Practical experience

As part of the assessment process, all Students must abide by any relevant assessment policies as provided to them. If the student feels they are not yet ready to be assessed or this assessment is unfair, they should be offered the opportunity to discuss all options that are available to them to complete the assessment.

COMPETENCY ASSESSMENT

To be assessed as competent students must, under the guidance of qualified Trainer/Assessors, provide evidence which demonstrates that they can perform to the necessary standard. An assessment of competence requires students to consistently and over time demonstrate the skills, attitude and knowledge that enable confident completion of workplace tasks in a variety of situations.

In judging evidence, the Trainer/Assessor must ensure that the evidence is:

- **Authentic:** the student's own work and the declaration of authenticity is signed
- **Valid:** directly related to the unit of competency

- **Reliable:** is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
- **Current:** reflects the student's current capacity
- **Sufficient:** Students are required to complete both written assessments and practical tasks. Assessments require, according to the specifications in the unit, that evidence is captured over a period of time and in a variety of different means. The assessment mapping ensures that all aspects of competency have been satisfied.

AQF SPECIFICATIONS FOR ASSESSMENTS

This assessment is set in accordance with the criteria for AQF Level 5. As stated in the AQF specification for the Diploma qualifications must be designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the level 5 criteria and the Diploma descriptor.

Students at this level will have specialised knowledge and skills for skilled/para-professional work and/or further learning.

KNOWLEDGE
Students at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning.

SKILLS
Students at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:
- analyse information to complete a range of activities
- provide and transmit solutions to sometimes complex problems
- transmit information and skills to others

APPLICATION
Students at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined knowledge responsibility in known or changing contexts and within broad but established parameters

ACSF SPECIFICATIONS AND FOUNDATION SKILLS

The term 'Foundation Skills' is currently used to include the core skills defined in the Australian Core Skills Framework (ACSF) as well as the employability skills identified by employers as critical for effective performance in the workplace. The core skills of the ACSF include reading, writing, oral communication, numeracy and learning.

Foundation skills encompass the core skills of reading, writing, oral communication, numeracy and learning as described by the Australian Core Skills Framework (ACSF), and the Employability Skills/Core Skills for Work. They exist on a continuum from very basic skills to highly-developed and specialist skills. The foundation skills have been addressed in the assessment as part of the performance criteria for this unit.

MARKING ASSESSMENTS

To ensure a reliable and consistent marking of all assessments please use this marking guide to provide you with guidance about what you should expect in a competent answer.

However, there may be other information in the student's assessment tasks that would allow it to be marked as a competent answer. Should this happen please discuss with the Academic Manager BEFORE returning the assessment to the student as the Academic Manager will arrange for the assessment to be reviewed.

ASSESSMENT REQUIREMENTS

To demonstrate competence in this unit, students must undertake all tasks in this assessment booklet and complete them satisfactorily and in addition, also satisfactorily complete the role play assessment, including demonstrating communication skills during the practical activities. If the student does not answer some questions or perform some tasks satisfactorily and therefore is deemed to be 'Not Competent', they may be asked supplementary questions or given alternative activities to determine competence. After the student has demonstrated consistency in performance, the student is to be awarded this unit.

Should the student still be deemed 'Not Competent', the student should be offered the opportunity to undertake a supplementary assessment or appeal the result.

SUBMITTING ASSESSMENTS

Students should submit assessment tasks with the provided cover sheet.

Assessments should be submitted on or before their due date. Extensions for individual assessment tasks may be negotiated in specific circumstances. Consultation on this must occur prior to the due date and extensions due to illness will require a medical certificate. Extensions must be confirmed by the Academic Manager in writing.

ASSESSMENT 1 – STEP 3 - ROLE PLAY

You will need to participate in The Naja Group of Colleges case study and role play by <u>undertaking the role of a Bus Driver for **NGC Travel and Tourism** division.</u> This is to create a simulated workplace including lines of reporting and responsibility.

- ▪ The student is to role play Stanley Evans, the Operations Manager at The Naja Group of Colleges, conducting a meeting with the staff at NGC Travel and Tourism division to discuss:

  - o The issues identified earlier in Step 2
  - o Aligning processes to organisational Goals / Objectives / Vision / Mission / Values
  - o Adjustments to policies, procedures and processes
  - o Findings of research, including:
    - – Growth in market
    - – What the growth means to NGC Travel and Tourism
  - o Training
  - o New services
  - o Possible use of new technologies to address identified issues
  - o Updates in technologies used by NGC Travel and Tourism

The student is to submit:

- • A bullet list of items discussed in the meeting, including:

  - o The issues identified earlier in Step 2
  - o Aligning processes to organisational Goals / Objectives / Vision / Mission / Values
  - o Adjustments to policies, procedures and processes
  - o Findings of research, including:
    - – Growth in market
    - – What the growth means to NGC Travel and Tourism
  - o Training
  - o New services
  - o Possible use of new technologies to address identified issues
  - o Updates in technologies used by NGC Travel and Tourism

ASSESSMENT 1 – STEP 7 - ROLE PLAY

You will need to participate in The Naja Group of Colleges case study and role play by <u>undertaking the role of a staff member at **NGC Travel and Tourism** division.</u> This is to create a simulated workplace including lines of reporting and responsibility.

- The student is to role play Stanley Evans, the Operations Manager at The Naja Group of Colleges, conducting a training / information session to:

    - Inform the staff of the new schedule,
    - Delegate the tasks (determined in Step 5 above)
    - Provide coaching and support as needed
    - Address issues staff members may have with new work flow
    - Inform staff what is expected of them

The student is to submit:

- Evidence of conducting a training / information session as in the instructions for the task. Students may use the "Training / Information Session Outline" template (**See Attachment 12**), or they may use a template of their own, however the student must ensure to include all information as specified in the instructions for the task.

REQUIRED RESOURCES:

- The Naja Group of Colleges case study, including:

    - Background information
    - Organisational structure
    - Vision, Mission and Objectives
    - Scenarios

- NGC Incident Report Register – September 2017
- NGC Incident Report Register – November 2017
- NGC Objectives Vs Issues Template
- Travel and Tourism Industry Report (Not Attached to this document)
- NGC Weekend Roster
- NGC Travel and Tourism Bus Driver Appraisal
- NGC Weekly Roster Template
- NGC Task Prioritising Template
- NGC Work Delegation Template
- NGC Training / Information Session Outline Template

ASSESSMENT TASK OUTLINE

For Assessment Task 1 - students will be assessed on their ability to perform tasks outlined in the Elements and Performance Criteria of this unit and:

- plan and organise workflow for a team operation or activity that takes into account at least six of the following contingencies:

    o delays and time difficulties
    o difficult customer service situations
    o equipment breakdown or technical failure
    o financial resources
    o staffing levels and skill profiles
    o rostering requirements
    o staff performance
    o procedural requirements
    o product development and marketing

- monitor and respond to team-based operational and service issues during the above operation or activity
- complete each of the following organisational records for the above operation or activity:

    o performance reports
    o staff records.

STUDENT ASSESSMENT INSTRUCTIONS

To demonstrate your competency in this unit you must successfully complete both theory and practical assessment tasks. The practical assessments will be conducted at a date and place to be advised by your Trainer/Assessor.

All questions must be answered correctly for each assessment task to be completed satisfactorily. There is no restriction on the length of the question responses, or time restriction in completing the assessment, unless it is specified.

You must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

TRAINER INSTRUCTIONS:

Students must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

You are to:

- o Clearly inform the student that they will be assessed.
- o Administer the tasks when you are confident the student is ready.
- o Prior to commencing the tasks, explain the instructions. Ensure the student fully understands them.
- o If the student has any special needs or requirements, adjust assessment methodology and processes accordingly and document student file
- o You may explain and/or clarify the context of the tasks and instructions.
- o The learner is allowed to make some grammar or spelling mistakes, but these errors must not interfere with the intended meaning.

The student can give answers that are different to the model answers contained in this assessor guide. The answers must be similar in nature and content to the model answers and comply with the instructions in each task.

Where appropriate, students must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

Note: Any variations to this arrangement must be approved in writing by your Assessor, however, any submissions relating to this assessment task will **NOT BE ACCEPTED** 07 days after the completion of this unit. Please see the course timetable for the start and finish date.

Submit your document(s) with any required evidence attached. See specifications below for details.

Performance Objective: In this assessment task students will monitor and assess the performance a team based on customer satisfaction survey results.

Submission details

- The Assessment Task is due on the date specified by your trainer. Any variations to this arrangement must be approved in writing by your trainer.

- See the task specification below for details.

- There are nine (9) steps in this assessment task. You must successfully complete **ALL** steps to be deemed competent in Assessment Task1.

- The Trainer/Assessor may further prompt and question in order to receive answers of appropriate quality or if further clarification is required and to validate authenticity of your submitted work.

- Fill out and attach the Assessment Submission form below to the documents you are submitting to be marked.

<u>Assessment Description:</u>

<u>Procedure:</u>

- Read the provided information in the case study based on The Naja Group of Colleges– **See Attachment 1.**
- Read all related Organisational documents - **See Attachment 2 and Attachment 3**
- Read "NGC Incident Report Register – Sep. 2017" **– See Attachment 4**
- Read "NGC Incident Report Register – Nov. 2017" **– See Attachment 5**
- Read "Travel and Tourism Industry Report" **– Not attached to this document. To be provided by your Trainer / Assessor as a separate document).**
- Read "NGC Weekend Roster" – **See Attachment 7**
- Read "NGC Travel and Tourism Bus Driver Appraisal" – **See Attachment 8**
- Review "NGC Weekly Roster Template " **– See Attachment 9**
- Review "NGC Task Prioritising Template" **– See Attachment 10**
- Review "NGC Work Delegation Template" **– See Attachment 11**
- Review "NGC Training / Information Session Outline Template" – **See Attachment 12.**

STEP 1 TASK: MONITOR EFFICENCY AND SERVICE LEVELS

Task specification

The situation

You are Stanley Evans, the Operations Manager for the Naja Group of Colleges.

You were part of the team that put forward the idea of creating a travel agency internal to the organisation. So, this division of The Naja Group of Colleges is close to your heart as you saw this idea develop into a successful operation.

However, you have been noticing a steady decline in revenue for *NGC Travel and Tourism,* so you raised this decline to the Board of Directors during last month's meeting by giving them some financial reports to look over and decide what actions to take.

It has been a week since the meeting, and you receive the following email from the board of directors:

> Dear Stanley,
>
> Thank you for pointing out the issue of the decline in revenue for NGC Travel and Tourism division.
>
> Having reviewed your preliminary report, we are as alarmed as you are with this decline.
>
> The Board of Directors commend you for spotting this decline quickly.
>
> We need you to investigate further and determine the cause or causes for the decline and take all necessary actions to rectify the issues as a high priority.
>
> Please let the Board of Directors know if you require any assistance in resolving those issue.
>
> Best regards,
>
> The Board of Directors
> The Naja Group of Colleges.

TRAINER INSTRUCTIONS:

For this <u>Step 1</u>, the student is required to monitor work operations by collecting relevant evidences to determine work efficiency and identify any issues that need to be addressed.

The student is to request any relevant information they see fit to determine the possible cause or causes of the decline in revenue. As a minimum, the student is to request information and data pertaining to:

- *Incidents*
- *Staffing Arrangements / Rosters*
- *Staff reports / appraisals*

The student is to submit:

- *Evidence of contacting Sarah Quin for the reasons specified in the instructions for the task above. This may be in the form of an email or any other means reasonable for the given situation.*

ASSESSMENT SUBMISSION FORM

Complete this form, attach it to your assessment and submit to your assessor for grading.
It is recommended that you keep a copy of your assessment and your assessment submission for.

Candidate Name	
Student Number	
Email	
Course Title	
Unit Code and Title	**SITXMGT001 Monitor work operations**
Assessment Task No. / Title	☐ 1. Case Study / Scenario / Role Play
	☐ 2. Test
Instructor Name	

DECLARATION

☐	I hold a copy of this work which can be produced if the original is lost / damaged.
☐	This work is my original work and no part of it has been copied from any other student's work or from another source except where due acknowledgement is made.
☐	No part of this work has been written for me by any other person except where such collaboration has been authorised by the instructor / teacher concerned.
☐	I have not previously submitted this work for this or any other course / unit.
☐	I give permission for this work to be reproduced, communicated, compared and archived for the purpose of detecting plagiarism.
☐	I give permission for a copy of my marked work to be retained by the college for review and comparison, including review by external examiners.
☐	I understand that: ▪ Plagiarism is the presentation of the work, idea or creation of another person as though it is my/our own. It is a form of cheating and is a very serious academic offence that may lead to exclusion from the college. Plagiarised material can be drawn from, and presented in, written, graphic and visual form, including electronic data and oral presentations. Plagiarism occurs when the origin of the material used is not appropriately cited. ▪ Plagiarism includes the act of assisting or allowing another person to plagiarise or to copy my/our work.

Candidate Signature

I declare that I have read and understood the above declaration.

Candidate Name:	Candidate Signature:	Date:

ASSESSMENT 1 – ASSESSOR CHECKLIST

This checklist is to be used when assessing the students in this task. This checklist is to be completed for each student. Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements

Please complete below

Student Name:	
Student ID No:	
Qualification:	
Unit of Competency:	**SITXMGT001 Monitor work operations**
Date:	

In undertaking Assessment Task 1, Step 1, did the student	Satisfactory	Comments
• Monitor efficiency and service levels through close contact with day-to-day operations.	❐ Yes ❐ No	
• Ensure workplace operations support overall organisational goals and quality assurance initiatives.	❐ Yes ❐ No	
• monitor and respond to team-based operational and service issues	❐ Yes ❐ No	
• Submit Evidence of contacting Sarah Quin to gather performance information and data	❐ Yes ❐ No	

In undertaking Assessment Task 1, Step 2, did the student	Satisfactory	Comments
• Identify quality problems and issues	❐ Yes ❐ No	
• Assess and respond to opportunities to improve sustainability of day-to-day operations.	❐ Yes ❐ No	
• Assess current workloads, and schedule work to maximise efficiency and customer service quality within budget constraints.	❐ Yes ❐ No	
• interpret varied and wide ranging information of an operational nature.	❐ Yes ❐ No	
• evaluate internal business information	❐ Yes ❐ No	
• Submit a list of issues aligned to Goals / Objectives / Vision / Mission / Values	❐ Yes ❐ No	

In undertaking Assessment Task 1, Step 3, did the student	Satisfactory	Comments
• Ensure workplace operations support overall organisational goals and quality assurance initiatives.	❒ Yes ❒ No	
• Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations.	❒ Yes ❒ No	
• Provide feedback to colleagues and management to inform future planning.	❒ Yes ❒ No	
• Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation.	❒ Yes ❒ No	
• Assess and respond to opportunities to improve sustainability of day-to-day operations.	❒ Yes ❒ No	
• Proactively share information, knowledge and experiences with team members.	❒ Yes ❒ No	
• Challenge and test ideas within the team in a positive and collaborative way.	❒ Yes ❒ No	
• Identify and analyse workplace problems from an operational and customer service perspective.	❒ Yes ❒ No	
• Initiate short-term actions to resolve immediate problems where appropriate.	❒ Yes ❒ No	
• evaluate internal **and external** business information	❒ Yes ❒ No	
• A list of the research findings, including: ☐ Growth in market ☐ What the growth means to NGC Travel and Tourism	❒ Yes ❒ No	
• Future plans, including: ☐ Amendments to policies ☐ Amendments to procedures ☐ Training ☐ New services ☐ Updates in technologies used by NGC Travel and Tourism	❒ Yes ❒ No	

In undertaking Assessment Task 1, Step 4, did the student	Satisfactory	Comments
• Provide feedback to colleagues and management to inform future planning.	❒ Yes ❒ No	
• Assess and respond to opportunities to improve sustainability of day-to-day operations.	❒ Yes ❒ No	
• Assess current workloads, and schedule work to maximise efficiency and customer service quality within budget constraints.	❒ Yes ❒ No	
• Provide timely input to appropriate management regarding staffing needs.	❒ Yes ❒ No	
• interpret varied and wide ranging information of an operational nature.	❒ Yes ❒ No	
• Submit evidence of contacting the Board of Directors to update them on progress	❒ Yes ❒ No	

In undertaking Assessment Task 1, Step 5, did the student	Satisfactory	Comments
• Assess current workloads, and schedule work to maximise efficiency and customer service quality within budget constraints.	❒ Yes ❒ No	
• Delegate work according to principles of delegation.	❒ Yes ❒ No	
• Ensure workplace operations support overall organisational goals and quality assurance initiatives.	❒ Yes ❒ No	
• interpret varied and wide ranging information of an operational nature.	❒ Yes ❒ No	
• develop schedules and timelines for team activities.	❒ Yes ❒ No	
• anticipate and respond to unpredictable operational problems and situations at a frontline management level.	❒ Yes ❒ No	
• coordinate multiple and potentially competing operational priorities.	❒ Yes ❒ No	
• respond to team-based operational and service issues during: ☐ delays and time difficulties ☐ equipment breakdown or technical failure ☐ financial resources ☐ staffing levels and skill profiles ☐ rostering requirements ☐ staff performance	❒ Yes ❒ No	
• complete each of the following organisational records for the above operation or activity: ☐ performance reports ☐ staff records.	❒ Yes ❒ No	
• Submit evidence of prioritising work	❒ Yes ❒ No	
• Submit evidence of scheduling work to maximise efficiency	❒ Yes ❒ No	
• Submit evidence of preparing to delegate work	❒ Yes ❒ No	

In undertaking Assessment Task 1, Step 6, did the student	Satisfactory	Comments
• Provide timely input to appropriate management regarding staffing needs.	❒ Yes ❒ No	
• coordinate multiple and potentially competing operational priorities.	❒ Yes ❒ No	
• Submit evidence of contacting Sarah Quin to inform her of the planned training / information session	❒ Yes ❒ No	

In undertaking Assessment Task 1, Step 7, did the student	Satisfactory	Comments
• Ensure workplace operations support overall organisational goals and quality assurance initiatives.	❐ Yes ❐ No	
• Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations.	❐ Yes ❐ No	
• Provide feedback to colleagues and management to inform future planning.	❐ Yes ❐ No	
• Assess and respond to opportunities to improve sustainability of day-to-day operations.	❐ Yes ❐ No	
• Delegate work according to principles of delegation.	❐ Yes ❐ No	
• Assist colleagues in prioritising workload through supportive feedback and coaching.	❐ Yes ❐ No	
• Proactively share information, knowledge and experiences with team members.	❐ Yes ❐ No	
• Challenge and test ideas within the team in a positive and collaborative way.	❐ Yes ❐ No	
• Provide feedback, coaching and support to team members.	❐ Yes ❐ No	
• Identify and analyse workplace problems from an operational and customer service perspective.	❐ Yes ❐ No	
• Initiate short-term actions to resolve immediate problems where appropriate.	❐ Yes ❐ No	
• Where a team member raises a problem, encourage individual participation in solving it.	❐ Yes ❐ No	
• anticipate and respond to unpredictable operational problems and situations at a frontline management level.	❐ Yes ❐ No	
• coordinate multiple and potentially competing operational priorities.	❐ Yes ❐ No	

• plan and organise workflow for a team operation or activity that takes into account the following contingencies:
 	
    ☐ delays and time difficulties
    ☐ equipment breakdown or technical failure
    ☐ financial resources
    ☐ staffing levels and skill profiles
    ☐ rostering requirements
    ☐ staff performance
	❒ Yes ❒ No	

• Submit evidence of conducting a training / information session	❒ Yes ❒ No	

In undertaking Assessment Task 1, Step 8, did the student	Satisfactory	Comments
• Monitor efficiency and service levels through close contact with day-to-day operations.	❑ Yes ❑ No	
• Ensure workplace operations support overall organisational goals and quality assurance initiatives.	❑ Yes ❑ No	
• Identify quality problems and issues and make appropriate adjustments to procedures and systems, with relevant approvals.	❑ Yes ❑ No	
• Assess and respond to opportunities to improve sustainability of day-to-day operations.	❑ Yes ❑ No	
• Monitor team and individual performance against agreed goals and objectives.	❑ Yes ❑ No	
• Take follow-up action to monitor effectiveness of solutions.	❑ Yes ❑ No	
• Submit evidence of contacting Sarah Quin to request information and data.	❑ Yes ❑ No	

In undertaking Assessment Task 1, Step 9, did the student	Satisfactory	Comments
• Monitor efficiency and service levels through close contact with day-to-day operations.	❒ Yes ❒ No	
• Ensure workplace operations support overall organisational goals and quality assurance initiatives.	❒ Yes ❒ No	
• Identify quality problems and issues and make appropriate adjustments to procedures and systems, with relevant approvals.	❒ Yes ❒ No	
• Assess and respond to opportunities to improve sustainability of day-to-day operations.	❒ Yes ❒ No	
• Assess workflow and progress against agreed objectives and timelines.	❒ Yes ❒ No	
• Monitor team and individual performance against agreed goals and objectives.	❒ Yes ❒ No	
• Take follow-up action to monitor effectiveness of solutions.	❒ Yes ❒ No	
• Submit evidence of contacting The Naja Group of Colleges' Board of Directors to brief the Board on current performance	❒ Yes ❒ No	

Comments

Result: Satisfactory | Not Satisfactory | Not Assessed

Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.	Name: _____ Signature: _____ Date: ____/_____/_____

Assessor: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback	Name: _____ Signature: _____ Date: ____/_____/_____

ASSESSMENT 1, Step 3 – ROLE PLAY DETAILS

This checklist is to be used when assessing the students in the associated task. This checklist is to be completed for each student.
Please refer to separate mapping document for specific details relating to alignment of this task to the unit requirements.

Please complete below

Student Name:	
Student ID No:	
Qualification:	
Unit of Competency:	**SITXMGT001 Monitor work operations**
Date:		Time	_____:_____ AM PM

Role Play Details

The situation

You are Stanley Evans, the Operations Manager for the Naja Group of Colleges.

You were part of the team that put forward the idea of creating a travel agency internal to the organisation. So, this division of The Naja Group of Colleges is close to your heart as you saw this idea develop into a successful operation.

However, you have been noticing a steady decline in revenue for *NGC Travel and Tourism,* so you raised this decline to the Board of Directors during last month's meeting by giving them some financial reports to look over and decide what actions to take.

The Board of directors have given you the task of identifying the issues and taking remedial actions. So, you have contacted Sarah Quin, the Department Manager at *NGC Travel and Tourism* to request some information and data.

Having analysed the information and data provided by Sarah Quin (**Step 2**), you decide to:

- Research industry trends (***See Travel and Tourism Industry Report – Not included in this document. Your trainer assessor will provide you with the document, or you can access the document on the following web link***):

   o http://www.afta.com.au/uploads/582/170817_august_afta-travel-trends-report_final.pdf

- Determine future plans, and

- Meet with the staff members of *NGC Travel and Tourism* to discuss your findings and seek ways to improve efficiency and service levels.

The objective

Demonstrate your ability to:

- Ensure workplace operations support overall organisational goals and quality assurance initiatives.
- Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations.
- Provide feedback to colleagues and management to inform future planning.
- Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation.
- Assess and respond to opportunities to improve sustainability of day-to-day operations.
- Proactively share information, knowledge and experiences with team members.
- Challenge and test ideas within the team in a positive and collaborative way.
- Identify and analyse workplace problems from an operational and customer service perspective.
- Initiate short-term actions to resolve immediate problems where appropriate.

Role	**Played By**
Stanley Evans	*Student:*
NGC Travel and Tourism Bus Driver	*Assessor:*
NGC Travel and Tourism Staff Member	
NGC Travel and Tourism Staff Member	
NGC Travel and Tourism Staff Member	

TRAINER / ASSESSOR	**CANDIDATE**
Name: _____	Name: _____
Signature: _____	Signature: _____
Date: ____/_____/_____	Date: ____/_____/_____

ASSESSMENT 2 – TEST

TRAINER / ASSESSOR INSTRUCTIONS:

Students must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

You are to:
- o Clearly inform the student that they will be assessed.
- o Administer the tasks when you are confident the student is ready.
- o Prior to commencing the tasks, explain the instructions. Ensure the student fully understands them.
- o If the student has any special needs or requirements, adjust assessment methodology and processes accordingly and document student file
- o You may explain and/or clarify the context of the tasks and instructions.
- o The learner is allowed to make some grammar or spelling mistakes, but these errors must not interfere with the intended meaning.

The student can give answers that are different to the model answers contained in this assessor guide. The answers must be similar in nature and content to the model answers and comply with the instructions in each task.

Students must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

You are required to demonstrate the knowledge you have gained from undertaking **SITXMGT001 Monitor work operations** unit of competency.

All questions must be answered correctly to be completed satisfactorily. There is no restriction on the length of the question responses, or time restriction in completing the assessment, unless it is specified.

You must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

Please answer each question on a separate page and clearly indicate the question number at the top of the page.

<u>Submission details</u>

- The Assessment Task is due on the date specified by your trainer. Any variations to this arrangement must be approved in writing by your trainer.

- See the task specification below for details.

- The Trainer/Assessor may further prompt and question in order to receive answers of appropriate quality or if further clarification is required and to validate authenticity of your submitted work.

- Fill out and attach the Assessment Submission form below to the documents you are submitting to be marked.

<u>You are required to submit:</u>

Answers to all questions answered according to the instructions above.

ASSESSMENT SUBMISSION FORM

Complete this form, attach it to your assessment and submit to your assessor for grading.
It is recommended that you keep a copy of your assessment and your assessment submission for.

Candidate Name	
Student Number	
Email	
Course Title	
Unit Code and Title	**SITXMGT001 Monitor work operations**
Assessment Task No. / Title	☐1. Case Study / Scenario / Role Play
	☐ 2. Test
Instructor Name	

DECLARATION

☐	I hold a copy of this work which can be produced if the original is lost / damaged.
☐	This work is my original work and no part of it has been copied from any other student's work or from another source except where due acknowledgement is made.
☐	No part of this work has been written for me by any other person except where such collaboration has been authorised by the instructor / teacher concerned.
☐	I have not previously submitted this work for this or any other course / unit.
☐	I give permission for this work to be reproduced, communicated, compared and archived for the purpose of detecting plagiarism.
☐	I give permission for a copy of my marked work to be retained by the college for review and comparison, including review by external examiners.
☐	I understand that: ▪ Plagiarism is the presentation of the work, idea or creation of another person as though it is my/our own. It is a form of cheating and is a very serious academic offence that may lead to exclusion from the college. Plagiarised material can be drawn from, and presented in, written, graphic and visual form, including electronic data and oral presentations. Plagiarism occurs when the origin of the material used is not appropriately cited. ▪ Plagiarism includes the act of assisting or allowing another person to plagiarise or to copy my/our work.

Candidate Signature

I declare that I have read and understood the above declaration.

Candidate Name:	Candidate Signature:	Date:

QUESTION 1:

Indicate whether the following statements in regard to monitoring work operations are true or false:

(Answer true or false in space provided)

	True	False
TH&E businesses depend on excellent yet cost effective staff and service provision in order to remain competitive	✓	
The key priority of all staff must be on meeting budget targets. Service standards are secondary		✓
Staff are inducted to ensure that they understand the desired standards. If staff do not meet those standards then it is best to employ new staff with better skills		✓
Good managers will need to be able to inspire staff and lead by example	✓	
Good managers will focus staff on desired behaviour, grooming and productivity	✓	

QUESTION 2:

The process of monitoring work operations is often broken down into six stages. Match the monitoring stage with the correct definition:

Connect the relevant definition:

Planning and preparing	Organising enough staff and the correct staff to carry out the tasks
Organising	Goal-setting and deciding on how to achieve these goals
Staffing	Recording the appropriate information and ensuring that the correct people know about it
Leading, directing and implementing	Ensuring that the processes are being followed so that the goals can be achieved
Reporting	Allocating and arranging for the planned tasks to be done
Controlling, monitoring and reviewing	Supervising the operations, setting an example of how to do it, providing direction, motivating, encouraging and getting the best out of your staff

QUESTION 3:

Indicate whether the following statements about grooming and appearance are true or false:

(Answer true or false in space provided)

	True	False
In the TH&E industry, employees can usually wear whatever they choose.		✓
Most establishments have some type of uniform and expectations for appearance.	✓	
Uniforms are important both for making a positive impression on the customer and also for providing a way of meeting WHS and food safety requirements.	✓	
TH&E staff should have well kept hair and brush their teeth before service.	✓	
Perfumes must be of high quality and strength to cover any body odour.		✓
Good managers will focus staff on desired behaviour, grooming and productivity.	✓	

QUESTION 4:

Monitoring work should be a continual process, rather than a periodic review.

☑ True

☐ False

QUESTION 1

The process of monitoring work operations is often broken down into six stages. Name 3 of these with a brief description of each. (Minimum 25 words)

Responses will vary and may include;

- *Planning and preparing – Goal-setting and deciding on how to achieve those goals*
- *Organising – Allocating and arranging for the planned tasks to be done*
- *Staffing – Organising enough staff and the correct staff to carry out the tasks*
- *Leading, directing and implementing – Supervising the operations, setting an example of how to do it, providing direction, motivating, encouraging and getting the best out of your staff*
- *Controlling, monitoring and reviewing – Ensuring that the processes are being followed so that the goals can be achieved*
- *Reporting – Recording the appropriate information and ensuring that the correct people know about it*

QUESTION 2

Monitoring the expected service provisions of your staff is an important part of a frontline supervisor's job. How often should this be done? (Minimum 25 words)

Responses will vary and may include;

- *Monitoring work should be a continual process, rather than a periodic review.*
- *It should form an everyday part of your duties as a supervisor.*

QUESTION 3

Once workflows have been established, what should you do to determine whether the workflows you have implemented are in line with achieving organisational goals? (Minimum 25 words)

Responses will vary and may include;

- *Monitor and review the workflows.*

QUESTION 4

List 3 ways to identify quality problems with your service.

Responses will vary and may include;

- *Employees can point out service faults*
- *Notice faults yourself*
- *Your suppliers can provide feedback*
- *Customers feedback*
- *Customer feedback questionnaires*
- *Guests.*

QUESTION 5

'In house training' is one example of a process or system which you may need to make adjustments to in order to resolve quality issues. List 4 other processes or systems from your industry.

Responses will vary, but may include:

- *Standards of customer service*
- *Work practices*
- *Incorporation and use of technology within procedures*
- *Administrative standards and procedures*
- *WHS and security issues*
- *Keeping up with market trends and current best practices*

ASSESSMENT SUMMARY / COVER SHEET

This form is to be completed by the assessor and used as a final record of student competency.
All student submissions including any associated checklists (outlined below) are to be attached to this cover sheet before placing on the students file.
Student results are not to be entered onto the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:	
Student ID No:	
Final Completion Date:	

Qualification:	
Unit Code:	**SITXMGT001**
Unit Title:	**Monitor work operations**

Please attach the following student evidence to this form		Result S = Satisfactory NS = Not Satisfactory NA = Not Assessed
Assessment 1	❑Case Study / Scenario / Role play ❑Checklist attached	S | NS | NA
Assessment 2	❑Test ❑Checklist attached	S | NS | NA
	Final Assessment Result for this unit	C / NYC

Student Feedback: _____
_____
_____

Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights. Name: _____ Signature: _____ Date: ____/_____/_____	**Assessor Declaration:** I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback Name: _____ Signature: _____ Date: ____/_____/_____

Administrative use only

Entered onto Student Management Database❑	_____ *Date*	_____ *Initials*

THE NAJA GROUP OF COLLEGES

The Naja Group of Colleges (NGC) is an educational institution providing Vocational Education and Training in five (5) campuses across Australia. The NGC employs 57 people to deliver four (4) business stream courses as well as three (3) accounting stream courses to more than 3,000 students each year.

THE NAJA GROUP OF COLLEGES HAS TWO CORE FUNCTIONS:

1. To provide continuing education and re-entry to education options for local students who have completed the compulsory years of schooling.
2. To provide university entrance programs to international students.

The Naja Group of Colleges is one of the Department of Education's largest provider of students to university. Approximately 350 to 400 NGC students gain entry to university each year.

THE FIVE KEY STRATEGIES ARE:

- Outstanding Student Experience
- Strong Industry Relationships and Partnerships
- Sustainability, Capability and Capacity
- Community and Social Responsibility
- Growing our Business

Objectives Vs Issues

Identified Issue	Related Organisational Goal	Remedial Action Required
Complaints about trip delays	*We strive to be the travel services' industry benchmark by offering a full range of fast, reliable, cost-effective and high-quality services*	*Review relevant policy* *Train relevant staff* *Monitor employee performance and adherence*

ATTACHMENT 7: NGC WEEKEND ROSTER

WEEKEND ROSTER

FROM DATE:	01/09/2017
TO DATE:	30/09/2017
TRIP:	Blue Mountains Day Trip

TIME	SATURDAY	SUNDAY
7:00 AM	Pick Up Snacks – Ashton Cruz Pick Up Deserts – Ashton Cruz Pick Up Lunch – Ashton Cruz	Pick Up Snacks – Ashton Cruz Pick Up Deserts – Ashton Cruz Pick Up Lunch – Ashton Cruz
8:00 AM	Drive off from North Sydney Campus Ashton Cruz	Drive off from North Sydney Campus Ashton Cruz
9:00 AM		
10:00 AM	Morning Tea at Bilpin Apple Cottage Ashton Cruz	Morning Tea at Bilpin Apple Cottage Ashton Cruz
11:00 AM	Arrive at Echo Point (Three Sisters) Ashton Cruz	Arrive at Echo Point (Three Sisters) Ashton Cruz
12:00 NOON	Organise Scenic Railway Ride Ashton Cruz	Organise Scenic Railway Ride Ashton Cruz
01:00 PM	Lunch – Ashton Cruz	Lunch – Ashton Cruz
02:00 PM	Organise Scenic Cableway Ride Organise Scenic Skyway Ride Ashton Cruz	Organise Scenic Cableway Ride Organise Scenic Skyway Ride Ashton Cruz
03:00 PM	Afternoon Tea – Ashton Cruz	Afternoon Tea – Ashton Cruz
04:00 PM		
05:00 PM	Arrive Back at North Sydney Campus	Arrive Back at North Sydney Campus

BUS DRIVER APPRAISAL

NAME:	Ashton Cruz	EVALUATION PERIOD:	Q1 - 2017
POSITION:	Tour Bus Driver	CAMPUS/DEPARTMENT:	North Sydney
EVALUATOR:	Sarah Quin	DATE:	10 April 2017

EATING SCALE		
E	Exceeds expectations	Performance exceeds expectations
P	Proficient	Performance meets expectations
I	Needs improvement	Performance does not meet expectations, but pass
N/A	Not applicable	Performance is not expected
U	Unsatisfactory	Performance not accepted

Directions: Use the above descriptors to rate each skill. Determine the overall job performance by reviewing all ratings.

GENERAL SKILLS					
Works cooperatively with others	E	(P)	I	N/A	U
Participates in meetings, training, and special events	E	(P)	I	N/A	U
Follows oral and written instructions from supervisor	E	P	(I)	N/A	U
Follows district policies and procedures	E	P	(I)	N/A	U
Provides safety and security for self and others	E	(P)	I	N/A	U
Completes assignments on time and accurately	E	P	I	N/A	(U)
Follows attendance and punctuality rules	E	P	I	N/A	(U)
Demonstrates appropriate job knowledge	E	P	(I)	N/A	U
Maintains neat and orderly work area	E	P	(I)	N/A	U
Uses, maintains, and stores work material properly	E	P	(I)	N/A	U
Identifies and responds to problems effectively	E	P	I	N/A	(U)
Communicates effectively	E	P	(I)	N/A	U

ATTACHMENT 9: NGC WEEKLY ROSTER TEMPLATE

WEEKLY ROSTER

WEEK STARTING:	
WEEK ENDING:	

EMPLOYEE	DUTY	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	TOTAL HOURS
		START								
		FINISH								
		START								
		FINISH								
		START								
		FINISH								
		START								

TASK TRIORITISING

LIST OF TASKS

EISENHOWER MATRIX

	URGENT	**NOT URGENT**
IMPORTANT	*Wildly important goals* *Vital customer call* *Major deadline* *Last-minutes assignment from boss* *Pressing problem* *Crises*	*Wildly important goals* *Planning* *Continuous improvement* *Professional development* *Coaching and mentoring* *Win-Win performance agreement*
NOT IMPORTANT	*Too many objectives* *Unimportant meetings* *Meaningless reports* *Needless interruptions* *Low-priority email* *Other people's minor issues*	*Workplace gossip* *Aimless internet surfing* *Time-wasters* *Irrelevant phone calls*

PRIORITISED TASKS

PRIORITY	TASK
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

WORK DELEGATION

Person Delegating the Task:	
To Whom the Task Is delegated:	
Task Delegation Date:	

TASK DETAILS	
Task delegated:	
Task Description:	- - - - - -
Deadlines:	
Key Performance Indicators:	- - - -
Rules to Follow:	- - - -
Required Resources:	- - - -
Consequences for failure:	- - - -
Review Date:	

Training / Information Session Outline

08 August, 2018
Common Room
010:00 AM – 05:00 PM

SPEAKER(S): [Bachar Naja]

TIME	SESSION	DURATION
10:00 AM	**[Introductions and Welcome]**	05 Minutes
10:05 AM	**[Introduction to…]**	05 Minutes
	Speaker: [Bachar Naja]	
	[Point 1]	
	[Point 2]	
10:10 AM	**Second Session Description**	15 Minutes
	Speaker: [Bachar Naja]	
	[Point 1]	
10:25 AM	**Discussion / Q & A**	05 Minutes
10:30AM	**Third Session Description**	90 minutes
	Speaker: [Bachar Naja]	
	[Point 1]	
	[Point 2]	
	[Point 3]	
	[Point 4]	
	[Point 5]	
12:00 PM	**Discussion / Q & A**	30 Minutes
12:30 PM	**Lunch**	45 Minutes