RMIT UNIVERSITY

STUDENT - PRODUCT ASSESSMENT TASK

Task Number	2 of 2	Task Name	Personal Development Plan (Journal)
National unit/s code	BSBWOR501	National unit/s title	Manage Personal Work Priorities and Professional Development
National qualification code	BSB61115	National qualification title	Advanced Diploma of Conveyancing
RMIT Program code	C6164	RMIT Course code	EMPL7076C

Section A - **Assessment Information**

Duration and/or due date:	This assessment must be submitted on Canvas by the end of Week 15, Sunday 11:59pm.

Task Instructions

Summary and Purpose of Assessment

For this assessment task you are required to develop a Personal Development Plan, this plan will take the form of a reflective journal which will enable you to document your learning experience through to developing new skills. In your plan, amongst other things, you will examine how to create systems and processes to organise information and prioritise tasks.

Assessment Instructions

- This is an individual task; however, you are required to form a group of 3-5 members to get information, feedback and ideas from your assessor and work colleagues to help complete the tools.
- You are expected to write a Personal Development Plan *(refer to Appendix 1 for instructions)* using the DIEP writing style as explained in RMIT learning lab instructions. https://emedia.rmit.edu.au/learninglab/content/how-use-diep-0
- You are required to attend a face-to-face workshop or at least one Canvas Collaborate session to demonstrate oral communication skills and interaction with others.
- You are required to participate in compulsory A2 Canvas discussion posts to demonstrate evidence of interaction with others. Include your A2 compulsory discussion posts and interaction with others (feedback) as evidence with your WIL Journal.
- The journal must be one continuous piece of writing in a series of paragraphs. Avoid report format - bullet points, tables and figures. You must have a main heading for the journal and can have sub-headings.
- The word limit for the journal is approx. 2000-2500 words
- Include diagrams, tables and figures where applicable.
- No referencing is required in the Personal Development Plan.

Where

Students will be provided some class time to work on this assessment, however it is expected that majority of this assessment is completed outside of class time.

Conditions for assessment

- You will be provided with Collaborate sessions and face-to-face workshops to ask questions and seek clarification for this assessment.
- You are encouraged to actively participate in learning activities to get information, feedback and ideas from your assessor and work colleagues to complete the tools

- You will respond to some of the assessment answers during collaborate sessions
- You must complete this task individually. You must not copy the work of others and you must follow RMIT's Academic Integrity guidelines
- You will be assessed as satisfactory or not satisfactory
- You must complete all questions listed in this task to a satisfactory standard to be deemed satisfactory in the task
- You will have the opportunity to resubmit if any assessment section is deemed unsatisfactory (one re-submit allowed per unit).
- Students can appeal the assessment decision according to the RMIT Assessment Policy and Procedures

Instructions on submitting your project/portfolio/report

You should:

- Submit the assessment on or before the due date in Word or PDF format
- Include RMIT assessment cover sheet or customised cover page for your submitted document that includes student, course and assessment details.
- Attach any evidence such as daily/weekly task sheets, schedule planners, observation forms etc. as separate documents.
- You must state the word count for the journal in your submission.
- Always retain a copy of your assessment tasks (hard and soft copies)
- When you submit work for assessment at RMIT University you must use the Assessment task document that includes a declaration and statement of authorship
- Each page of the assessment should include a footer containing your name, student number, the title of the assessment, unit code and page numbers
- You must submit all documents listed in the instructions and marking criteria to Canvas. Your assessor will assess the documentation you provide. They will contact you if any information is missing and you will have one week to provide the missing documentation for assessment.

Equipment/resources students must supply:	Equipment/resources to be provided by RMIT or the workplace:
- Access to a laptop, computer or mobile device - Internet access if not working on campus	- Soft copy of the student version of this assessment task OR access to soft copies - Access to the Learning Management System (Canvas) and any other internet sites required for study in this course - Internet access - Access to Microsoft Office or other appropriate software

Section B – **Marking Guide**

Below is a checklist for how this assessment task will be judged as satisfactory or not satisfactory.

Criteria for Assessment		Satisfactory		Marking Guide
It is recommended that for product assessments you divide your criteria into key sections and under each section clearly describe the criteria students must demonstrate		Y	N	*Minimum requirements to be met*
Introduction				
The introduction section of the PDP must cover:				
1a	Student has described their job role and how it fits within their team and organisation, including an outline of their key responsibility and accountability areas.			
1b	Student has provided details of the organisation and outlined the organisation's policies, plans and procedures regarding managing work priorities and professional development of its employees.			
1c	Student sets **one (1)** personal work goal that aligns to their career objectives as well as their current role responsibilities and accountabilities, including developing into a positive role model in the workplace.			
Analysis				
The analysis section of the PDP must cover:				
2a	Student has discussed their work development needs and available options, including selecting **two (2)** management development opportunities that they will implement as part of their personal development, stating why they chose these.			
2b	Student has clearly explained why their chosen goal is suitable and how it aligns to their career objectives and assessed their current performance against the desired competency standards with an explanation of how the goal aligns to their current work role.			
2c	The student has used their questionnaire results to state their preferred learning style/s, with an example and link it to their goal(s).			
2d	The student has identified the relevant interpersonal skills they need to participate in networks and to build positive working			

	relationships with others.			
2e	The student has clearly stated why the **two (2)** development opportunities chosen are suitable for their learning style.			

Discussion

The discussion section of the PDP must cover:

3a	The student has used their analysis results to develop an action plan to meet their personal development plan goals, which includes breaking down the 4-week SMART goal into weekly mini-goals and confirming the steps they will take towards achieving each one. The student has sought feedback from their network by asking questions about their performance and completing a planning observation and feedback (supervisor) form.			
3b	The student has detailed how the action plan was implemented with consideration towards maintaining an appropriate work-life balance. The student described the development opportunities and business technology, systems and processes they used to organise and prioritise their tasks and commitments, including giving **at least two (2)** examples as evidence.			
3c	The student has written a brief summary of the outcomes of their weekly action plan including details of different work conditions and work contexts and how they measured their personal work performance. The student has sought feedback at the end of each week and provided **at least one (1)** example of this and how they used it to develop and improve their work performance.			
3d	The student has described the lessons learned from previous week(s) (together with any adjustments they made in the following week). The student has detailed how they maintained personal work performance and addressed any gaps / problems, including providing **two (2)** examples of the initiatives they took to prioritise and facilitate			

	competing demands to achieve the goal, as well as the goals and objectives of the team and organisation.		

Conclusion

The conclusion section of the PDP must cover:

4a	The student has identified **at least two (2)** interpersonal skills they developed and used to establish and build positive relationships with others. The student related their skills development to any key feedback they received from various stakeholders (including employees and clients) during networking activities they participated in and provided evidence of this in the form of **two (2)** observation forms.		
4b	The student has given **two (2)** examples of the improvements they can make to help set future goals and maintain a competitive edge in the workplace.		
4c	The student has reflected on the importance of participation in networks and provided **at least one (1)** piece of evidence of participation in external work networks where they were able to apply their new skills.		
4d	The student has outlined how they plan to develop and maintain their professional competence to achieve success and given **two (2)** strategies they have used on a regular basis to achieve and maintain a healthy work-life balance.		

Supporting Evidence

Additional supporting evidence at a minimum, must include:

5a	Action plan (presented to supervisor and colleagues) using a PPT format		
5b	Completed "Learning Styles Questionnaire" form		
5c	Networking & Feedback - Supervisor observation form (employee) provided by the trainer after student presentation.		
5d	Networking & feedback - **At least two (2)** observation forms from assessor and group members (feedback).		
5e	Use of technology, systems and processes - **At**		

	least two (2) examples of daily / weekly task sheets or schedule planner created using Outlook calendar, Monday.com, MS Project, Excel etc.			
5f	Networking in an external work network - **At least one (1)** piece of evidence of participation in different work networks where you were able to apply your new skills.			
Observation Checklist				
3a/5a FS: OC, IWO	The student has presented their action plan to their supervisor and colleagues using clear and concise language understood by all stakeholders (both internal and external)			
FS: OC, IWO	The student has developed positive working relationships with members of their network(s) by building rapport and communicating effectively through appropriate use of tone and pace of delivery.			
FS: OC	The student has sought feedback from members of their network by asking questions about their performance			

Section C – **Feedback to Student**

Has the student successfully completed the task?	Yes	No

Feedback to student:

Assessor Name	Date

Appendix 1 – **Personal Development Plan Instruction Guide**

Simulated Assessment Scenario

The aim of this simulated assessment is to encourage you to work with the other students in the course and develop your interpersonal and work skills through interaction, participation in networks, giving and receiving feedback. Therefore, we will like to team you up into smaller study groups of 3-5 people for the second half of the course duration.

You are encouraged to self-assign yourself to a group on Canvas before the mid-term break. Canvas group formation link and additional information on group formation will be posted via an announcement by your course coordinator in the beginning of the term. Those who are unable to self-form groups will be randomly assigned to a group by the course coordinator at the start of the second mid-term.

Scenario:

For the purpose of the simulated assessment, your group will form and provide details of an imaginary organisation based in Melbourne that provides conveyancing and other associated services. Your group must decide the roles and responsibilities of all group members. You will assume the following scenario:

- All the group members work in the same organisation.

- The organisation supports professional development of its employees and is aware that you all are pursuing studies in Advanced Diploma of Conveyancing at RMIT.

- The group members can work in the same or different – team(s) or department(s), depending on the organisation your group members form.

- Your trainer is your supervisor in the organisation whom you report to.

You are required to periodically report your progress to your Supervisor in weekly Collaborate Sessions and interact with your work-colleagues (group members) to collect and receive feedback. Note that you have the flexibility to incorporate your real work situation in case you are currently working in the conveyancing or associated industry.

Personal Development Plan (approx. 2000-2500 words)

For the assumed scenario and based on research and reasonable assumptions, complete Assessment 2 individually by submitting a Personal Development Plan. Use the recommended structure below to develop your plan. Note, you do have the flexibility to modify the structure and word count so long as you address all points in DIEP format.

1. Introduction (approx. 400-500 words)

In this section of the journal, you must establish your **personal work goal** within your work context. Cover each of the below listed criteria in approx.100-150 words per criteria.

a) Describe your job role and how it fits within your team and the organisation. You must state your key responsibility and accountability areas.

b) Provide details of your organisation such as name, services it provides. Outline your organisation's policies, plans and procedures in regard to managing work priorities and professional development of its employees.

c) Set a SMART (specific, measurable, achievable, realistic and timely) personal work goal that aligns with your career objectives (you must clearly state at least two (2) career objectives). You must set a goal around any of the topics covered in this course that you can aim to achieve **within 4 weeks**. Note, you must say how your SMART goal (and

any associated plans and activities leading to attainment of the goal) aligns to your organisation's plans, and your own responsibilities and accountabilities.

You must also state how the SMART goal would help you to develop into a positive role model in our workplace and improve your interpersonal skills such as active listening, positive questioning etc. to establish and build positive working relationships with others. Provide one (1) piece of evidence of this, e.g. setting up a workplace initiative, leading/taking part in training/mentoring to help others, proactively organising key events, facilitating positive collaboration between teams or individuals etc.

2. Analysis (approx. 600-750 words)

Here you must interpret the insight of your personal work goal by making connections between the work goal and the course, theory or literature. You are expected to do analysis around your personal work goal which could be based on any of the topics covered in the course. Cover each of the below listed criteria in approx.100-150 words per criteria.

a)   Discuss your work development needs and available options in your work environment. Select **two (2)** management development opportunities (e.g. mentoring, work-shadow senior work colleagues, networking etc.) that you will implement as part of your personal development and state why you chose these. (AT 1- Q4).

b)   Explain why the goal is significant to you and how it aligns with your career objectives. Assess your current performance against the desired competency standards (i.e. where you want/need to get to) and explain how your goal fits in with the job-role in the organisation. Think about your development needs, priorities and plans when analysing your performance.

c)   Complete and submit the form: "Learning Styles Questionnaire" provided on the Canvas assignment page. Using your results, state your preferred learning style/s in context with your personal work goal(s). Include an example of how you like to learn *(hint: you may refer to answers from AT1 – Q2).*

d)   Identify the relevant interpersonal skills you need to participate in networks and to build positive working relationships with others.

e)   Using your answers from 2c and 2d above, state why the development opportunities you chose in 2a are suitable for your learning style.

3. Discussion (approx. 600-750 words)

In this section, you should explain how you planned, implemented, monitored (measured performance and sought feedback) and improved on your personal work goal over the 4 weeks. You must repeat the PDSA (Plan/Do/Study/Act) cycle every week for 4 weeks. Cover each of criteria listed below in approx.150 words (per criteria).

a)   Planning is more like setting weekly objectives or mini goals. Based on your analysis above, explain how you developed an action plan to meet your personal development plan *(break down your 4-week SMART goal that you established in the Introduction section into weekly goals).* You must present your action plan in week 10-11 (Collaborate sessions) to your supervisor and colleagues using a PPT format. Seek feedback from your network by asking questions about your performance and complete a **planning observation and feedback (supervisor) form** provided to you by your supervisor as a form of evidence of feedback received.

b)   Doing / Implementing is acting on the objectives to meet the goals. How did you implement the action plan while maintaining an appropriate work-life balance? Describe the development opportunities you used (from 2a) and how effective this was. What business technology, systems and processes did you use to organise and prioritise tasks and commitments? Include **at least two (2)** examples of evidence in the form of daily / weekly **task sheets or schedule planner** created using Outlook calendar, Monday.com, MS Project, Excel etc.

RMIT UNIVERSITY

c) Monitor / Study - write a brief summary of the outcomes of the weekly action plan (including details of different work conditions and work contexts). How did you measure your personal work performance?

Include details of feedback you sought at the end of each week. Provide **at least two (2)** examples of feedback (using **observation forms)** you sought from assessor and colleagues (group members), and how you used this to develop and improve your work performance.

d) Act – describe the lessons learned from previous week(s) and adjustments you made in the following week. How did you maintain personal work performance and address the gaps / problems (e.g. using contingencies)? Give **two (2)** examples of the initiatives you took to prioritise and facilitate competing demands to achieve your goal, as well as the goals and objectives of the team and organisation.

4. Conclusion (approx. 400-500 words)

Conclude the plan by making a personal statement on how you went with your goal. Cover each of the below listed criteria in approx. 100-150 words per criteria.

a) What new interpersonal skills did you develop and use to establish and build positive relationships with others? Link this to the feedback you received from various stakeholders (including employees and clients) during network periods at various stages of this assessment. For example, how did this feedback influence your skills development? Submit **two (2) observation forms** (feedback) from these stakeholders to support your new skills development.

b) What improvements can you make in setting future goals to maintain a competitive edge? Give **at least two (2)** examples.

c) Reflect on the importance of participation in networks and provide **at least one (1)** evidence of participation in external work networks where you were able to apply your new skills. Examples include attending a seminar, workshop, meeting or email correspondence with a job consultant etc.

d) How do you plan to develop and maintain professional competence to achieve success while maintaining an appropriate work-life balance? State **two (2)** strategies you used on a regular basis to manage your personal health and stress (e.g. organising workload effectively, allocating time, having adequate rest breaks, taking part in leisure activities to reduce stress etc.)

5. Supporting evidence

a) Interpersonal skills - PPT of your action plan presented in week 10-11 Collaborate session.

b) Networking & Feedback - Supervisor observation form (employee). The form will be provided by the trainer post your presentation. You must complete any additional details requested by the trainer in the form.

c) Use of technology, systems and processes - At least two (2) examples of evidence in the form of daily / weekly task sheets or schedule planner created using Outlook calendar, Monday.com, MS Project, Excel etc. The two examples could be from one method and two different time durations.

d) Networking & feedback - At least two (2) observation forms from assessor and group members (feedback).

e) Networking in an external work network - At least one (1) evidence of participation in different work networks where you were able to apply your new skills. Examples include attending a seminar, workshop, meeting or email correspondence with a job consultant etc.