## 252020 Workplace Project

#### Create and manage an environment that promotes innovation:

#### 252020, EEK1-5 & CCFO1-8

**Learner needs to provide the following:**

All the required evidence as per the Practical Activity instructions with supporting workplace evidence

Should a Practical Observation be used as part of the assessment process, then the facilitator and/or supervisor needs to have observed the learner performing the required tasks and then complete and sign off the practical observation checklist.

**Assessor**: Complete the Assessment Record and the Final Assessment Recording documents in the Assessor Assessment Feedback Document to record your findings

**The learner would have completed the Practical Activity in his/her workplace, providing evidence required from his/her workplace, as indicated in the following checklist:**

### Project 1

**Analyse own unit in terms of opportunities for innovation**

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| **Practical Activity 1** | **Submitted Yes/No** | **Comments** |
| 1. From the list of features (below), analyse your own unit in relation to the features of an environment conducive to innovation – provide a summary of your findings and submit all the documents that you used |  |  |
| 1. Interpret the findings of the analysis to determine whether the current environment promotes innovation – provide a summary of your interpretation and substantiate your answer (of whether or not your current environment promotes innovation) with at least one example |  |  |
| 1. Identify the areas for improvement (at least 2) on the basis of the analysis conducted |  |  |

### Project 2

**Demonstrate understanding of the techniques for promoting creativity**

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| **Practical Activity 2** | **Submitted Yes/No** | **Comments** |
| 1. Identify and explain three techniques for promoting creativity with practical examples for your business unit. |  |  |

### Project 3

**Develop a plan for creating an environment conducive to innovation**

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| **Practical Activity 3** | **Submitted Yes/No** | **Comments** |
| 1. Describe the role of the unit manager in creating an environment conducive to innovation with reference to continuous improvement and innovation of your unit – provide your description and submit all the documents that you used |  |  |
| 1. Record the processes, actions and approaches necessary to create an environment conducive to innovation in a plan (for creating an environment conducive to innovation for your business unit) |  |  |
| 1. Describe the implementation of the plan with reference to the environment and availability of resources |  |  |
| 1. Promote the plan within the unit in order to encourage commitment – provide evidence that you have promoted the plan, e.g. emails, presentation documents, minutes of meetings, etc. |  |  |

### Project 4

**Lead a team through a creative thinking process**

| **Practical Activity 4** | **Submitted Yes/No** | **Comments** |
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| 1. Apply the techniques for promoting innovation and creativity to generate ideas for a new or improved process, project or product in your business unit – provide evidence to show that you have done this and submit all the documents that you used |  |  |
| 1. Generate a number of alternative solutions in relation to the process, project or product – provide evidence to show that you have done this and submit all the documents that you used |  |  |
| 1. Select the best alternative from the solutions generated on the basis of evaluation criteria – provide evidence to show that you have done this, give reasons for selecting this particular alternative and submit all the documents that you used |  |  |
| 1. Develop a concept for implementation in accordance with the entity's policies and procedures – provide evidence to show that you have done this (e.g. implementation plan, strategy, etc.) and submit all the documents that you used |  |  |
| 1. Record and communicate the concept for implementation in your business unit – provide evidence that you have recorded and communicated the concept, e.g. emails, presentation documents, minutes of meetings, etc. |  |  |

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