



BSBHRM412

SUPPORT EMPLOYEE AND INDUSTRIAL RELATIONS

Assessment 2 of 2

Project



Assessment Instructions

Task overview

This assessment task is divided into four (4) parts.

Part A – Understanding employee and industrial relations

Part B – Supporting industrial relations

Part C – Supporting employee relations

Part D – Continuous improvement

Read each task carefully before capturing your response.

Additional resources and supporting documents

To complete this assessment, you will need to access and reference the following:

- [CBSA Employee and Industrial Relations Policy](#)
- [CBSA Communication Policy](#)
- [CBSA Continuous Improvement Policy](#)

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

For this assessment, you will be a Human Resources Officer working at Complete Business Solutions Australia (CBSA), a business consulting firm. You are presented with scenarios where you will engage in activities to support employees and management in relation to their industrial and employee relations needs.

The scenarios and instructions below aim to demonstrate the appropriate skills and knowledge needed to support employee and industrial relations in the workplace.

Part A – Understanding employee and Industrial relations

In Part A, you must show your knowledge and understanding of employee and industrial relations and how they are applied in the industry.

SCENARIO:

The Human Resources Director has recently reviewed how employee and industrial relations are managed at CBSA.

This review showed that most managers are unaware of the Employee and Industrial Relations Policies and Procedures (EIRP&P).

To rectify this, you have been asked to develop a presentation to be rolled out to all managers and team leaders across the organisation explaining what Employee and Industrial Relations are and how it applies to them and their teams.

Task 1 – Develop Employee and Industrial Relations presentation

Create a PowerPoint presentation to managers and team leaders across the business explaining Employee and Industrial Relations and how it applies to them and their teams.

Your presentation must include the following:

- SLIDE 1: An overview of Employee Relations and Industrial Relations, outlining the difference between the two.
- SLIDE 2-3: Key employment terms and their meanings, including:
 - weekly hours
 - minimum wage
 - flexible work arrangements
 - leave arrangements
 - termination
 - redundancy
- SLIDE 4: Key legislation addressing employment terms and conditions.
- SLIDE 5: A summary of awards and the standard they set.
- SLIDE 6: A summary of enterprise agreements and the standard they set.
- SLIDE 7: A summary of individual work contracts and the roles they apply to.
- SLIDE 8-9: A summary of the National Employment Standards (NES) - minimum entitlements.
- SLIDE 10: CBSA Employee and Industrial Relations Policy and Procedure (EIRP&P) overview and details on where to go for help with implementation.

All information must be clearly referenced with links to source information for future use by the audience.

You may also use images and charts to enhance audience understanding, interest and engagement.

Submission instructions:

- Save the presentation in PDF format and name the file using the following naming convention: yymmdd_yourname_BSBHRM412_02_PAT1.pptx
- Submit the PowerPoint presentation together with your assessment.

[Approximate word count: 800-900 words]

Assessor Instructions: The student must develop a PowerPoint presentation, providing overview information on each of the following components:

- SLIDE 1: An overview of Employee Relations and Industrial Relations, outlining the difference between the two.
- SLIDE 2-3: Key employment terms and their meanings, including:
 - weekly hours
 - minimum wage
 - flexible work arrangements
 - leave arrangements
 - termination
 - redundancy
- SLIDE 4: Key legislation addressing employment terms and conditions.
- SLIDE 5: A summary of awards and the standard they set.
- SLIDE 6: A summary of enterprise agreements and the standard they set.
- SLIDE 7: A summary of individual work contracts and the roles they apply to.
- SLIDE 8-9: A summary of the National Employment Standards (NES) - minimum entitlements.
- SLIDE 10: CBSA Employee and Industrial Relations Policy and Procedure (EIRP&P) overview and details on where to go for help with implementation.

The information must be well-written, clearly and logically presented and include clear referencing that is suitable for the audience and the purpose of the presentation.

A sample answer is provided below.

The student must include the following key information in their presentation [sources may vary]:

- SLIDE 1: An overview of Employee Relations and Industrial Relations, outlining the difference between the two.
 - *Industrial relations focus on the relationships that exist between an employer and the employees collectively through their union.*
 - *Employee relations refer to the analysis and management of work involving the individual.*
SOURCE: <https://www.citehr.com/450292-difference-between-er-ir.html>
- SLIDE 2-3: Key employment terms and their meanings, including:
 - *Weekly hours - Awards, enterprise agreements and other registered agreements set out any:*
 - *maximum ordinary hours in a day, week, fortnight or month,*
 - *minimum ordinary hours in a day,*

- *times of the day ordinary hours can be worked (for example, between 7 am - 7 pm).*
- *The ordinary hours can be different for full-time, part-time and casual employees.*
- *Minimum wage - All employees working in Australia are entitled to a minimum wage. This is the minimum amount an employee can be paid for the work that they're doing.*
- *Flexible work arrangements represent an agreement between employers and employees relating to where and when employees work to help employees balance work with other aspects of their life. This may include flexible start and finish times, compressed hours, part-time work, job sharing, casual work etc.*
- *Leave arrangements – employees are entitled to many forms of paid and unpaid leave. These can include public holidays, annual leave, personal/sick/carers leave, unpaid leave etc.*
- *Termination – Termination is when an employer may choose to dismiss the employee for various reasons. This may result from a poor performance where the employee did not sufficiently rectify the skill/performance gap in the assigned time.*
- *Redundancy - Redundancy refers to a situation where an employer may choose to dismiss the employee due to a change in structure or function requirements through which the employee's role is no longer needed.*

SOURCE: <https://www.fairwork.gov.au/>

- **SLIDE 4: Key legislation addressing employment terms and conditions.**

- *The Fair Work Act 2009 (FW Act) and the Fair Work Regulations 2009 are the primary legislation we deal with. They govern the employee/employer relationship in Australia. They provide a safety net of minimum entitlements, enable flexible working arrangements and fairness at work and prevent discrimination against employees.*

SOURCE: <https://www.fairwork.gov.au/about-us/legislation>

- **SLIDE 5: A summary of awards and the standard they set.**

- *Awards (modern awards) are legal documents that outline the minimum pay rates and conditions of employment. There are more than 100 industry or occupational awards that cover most people who work in Australia.*
- *These set the minimum standards to be offered to employees.*

SOURCE: <https://www.fwc.gov.au/agreements-awards/awards/find-award>

- **SLIDE 6: A summary of enterprise agreements and the standard they set.**

- *An enterprise agreement has terms and conditions for the employees it covers. It sets out what entitlements the employer agrees to provide for those employees in their business or organisation.*
- *These terms and conditions must be set at or above those set out in the award.*
- *An enterprise agreement includes:*
 - *A nominal expiry date is no longer than four years from when the Fair Work Commission approves the agreement.*
 - *A dispute settlement procedure must authorise either the Fair Work Commission or someone else independent of those covered by the agreement to settle disputes about any matters concerning terms of a modern award or the National Employment Standards ('NES').*
 - *A flexibility term allows for making individual flexibility arrangements (IFAs) to meet the genuine needs of the employer and employees. These arrangements between an employer and an individual employee vary the operation of the enterprise agreement concerning the employee.*

- *A consultation term requires the employer to consult their employees about any major workplace changes that are likely to have a significant effect on them and allows the employees to have representation in that consultation. The model consultation term will apply if there is no such term (Fair Work).*

SOURCE: <https://www.fwc.gov.au/agreements-awards/enterprise-agreements>

- SLIDE 7: A summary of individual work contracts and the roles they apply to.
 - *An individual employment contract is signed between an employer and employee, and both parties can agree to any conditions. However, subject to certain restrictions like paying minimum wage, allowing workers to form unions, not hiring forced or child labour, etc.*

SOURCE: <https://mywage.org/australia/labour-law/employment-contracts#:~:text=An%20individual%20employment%20contract%20is,forced%20or%20child%20labor%2C%20etc.>

- SLIDE 8-9: A summary of the National Employment Standards (NES) - minimum entitlements.
 - *The NES is the minimum standards that apply to all employees covered by the national workplace relations system, and they cover the following employment terms and conditions:*
 - *Maximum weekly hours of work*
 - *Flexible work arrangements*
 - *Parental leave and related entitlements*
 - *Annual leave*
 - *Personal/carer's leave etc.*
 - *Community service leave*
 - *Long service leave*
 - *Public holidays*
 - *Notice of termination and redundancy*
 - *Provision of Fair Work Information Statement/ Casual Employment Information Statement*
 - *Casual conversion*

SOURCE: <https://www.fairwork.gov.au/tools-and-resources/fact-sheets/minimum-workplace-entitlements/introduction-to-the-national-employment-standards>

- SLIDE 10: CBSA Employee and Industrial Relations Policy and Procedure (EIRP&P) overview and details on where to go for help with implementation.
 - *The CBSA EIRP&P includes the following:*
 - *Details of the Enterprise Agreement policy and procedure*
 - *National Employment Standards (NES)*
 - *Ending employment*
 - *Notice*
 - *Final pay*
 - *Grievance and conflict resolution policy and procedures*
 - *Refer to the CBSA EIRP&P for specific information on employee and industrial relations practices at CBSA.*

Task 2 – Circulate Employee and Industrial Relations presentation to CBSA Management Team

To implement the employee and industrial relations agreements, policies and procedures, you have been asked to communicate with the CBSA Management Team.

In your email, you should provide context to the communication, an overview of employee and industrial relations at CBSA, an introduction and link [reference] to the Employee and Industrial Relations presentation and a CBSA Employee and Industrial Relations Policy and Procedure document.

Use the template below to capture this information. When developing your email, you must follow the structure set out in line with the CBSA Communication Policy and Procedure.

The email should be polite and professional, providing confirmation about the Employee and Industrial Relations presentation. Ensure that the email is easy to read, error-free and accurate. Within the email, you need to complete the following:

- Identify the email recipient
- Include a date and time stamp for the email
- Specify the subject of the email
- Include a greeting
- Content of the email:
 - Provide a brief background statement regarding the purpose of the presentation
 - Introduce and link [reference] the Employee and Industrial Relations presentation
 - Introduce and link [reference] the Employee and Industrial Relations Policy and Procedure
 - Confirm manager responsibility in implementing the Employee and Industrial Relations Policy and Procedure
- Complete the email footer specifying your name and position in line with the scenario

[Approximate word count: 150 words in email content]



Email Template

To: <<Add name(s) and position title of main email recipients here>>
From: <<Add your name and position title here>>
CC: <<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time: <<Add the time and date of the email here>>
Subject: <<Add the subject of the email here>>
Attachments: <<Add the name of any attachments here (leave blank if none)>>

To <<Add email recipient(s) name here>>,
<<Add message here. Add as much space as necessary.>>

Kind regards
<<Add your name here>>



<<Add your job position here>>
300 Fictional Way, Sydney, NSW 2000
Phone: 1800 111 222
www.cbsa.com.au

Assessor instructions: Students must develop an email communicating information on the employee and industrial relations Policy and Procedure, including the following key information:

- Address to the CBSA Management Team
- Include a date and time stamp for the email
- Specify the subject of the email
- Include a greeting
- Content of the email:
 - A brief background statement regarding the purpose of the presentation
 - Introduce and link (reference) the Employee and Industrial Relations presentation
 - Introduce and link (reference) the Employee and Industrial Relations Policy and Procedure
 - Confirm manager responsibility in implementing the Employee and Industrial Relations Policy and Procedure
- Complete the email footer with their name and position.

A sample answer is provided below.



Email Template

To: *CBSA Management Team*

From: *Student name – HR Officer*

CC:

Date/time: *Thursday 4:30 pm.*

Subject: *Employee and Industrial Relations*

Attachments: *Employee and Industrial Relations presentation.ppt; Employee and Industrial Relations Policy and Procedure.docx*

To the Management Team,

We recently reviewed the employee and industrial relations policies and procedures at CBSA. This review identified that the employee and industrial relations system is not widely known or applied across the organisation.

In order to rectify this, we have developed a presentation that introduces employee and industrial relations [see Employee and Industrial Relations presentation], clarifying the processes, terms and conditions that apply to us and our employees.

For a more detailed application of these components of our employment commitment, please also find attached a copy of our policies and procedures [see Employee and Industrial Relations Policy and Procedure]. This document clearly articulates how these conditions apply and are met within CBSA.

We have a legal obligation to understand and meet these employment commitments, so please review the attached files and should you have any questions, please let me know.

Kind regards

<<Student Name>>



HR Officer

300 Fictional Way, Sydney, NSW 2000

Phone: 1800 111 222

www.cbsa.com.au

Part B – Support Industrial relations

In Part B, you will be looking into industrial relations specifically, providing details of applying a specific program offered at CBSA and further supporting a manager with an industrial relations issue.

Task 1 – Develop documentation to support flexible working arrangements

Flexible working arrangements are included in the minimum standards set out by the National Employment Standards (NES), all award-covered employees and those employed under an Enterprise Agreement, like those at CBSA.


Flexible working arrangements must therefore be accommodated under certain conditions; however, this has not been agreed upon or formally articulated anywhere for employees of CBSA.

SCENARIO:

Jane, a CBSA employee, has formally requested flexible work practices be applied to their role, which has been escalated to the Head of Human Resources. In order to understand and support this requirement going forward, the Human Resources Director has asked you to create a factsheet for managers articulating the following elements and considerations for flexible work arrangements:

- Legal entitlements to flexible work arrangements under the Fair Work Act
- Flexible work arrangement options
- Potential benefits
- Best practice approach
- Employee application process (recommended)
- Employer options for approval or declining requests for flexible work arrangements
- Employer reply process (recommended)

Research flexible work arrangements and capture the requested information in the Flexible working arrangement. The factsheet template is below.

	<h1>Flexible working arrangement</h1> <h2>Factsheet</h2>
Legal entitlements to flexible work arrangements under the Fair Work Act [Approximate word count: 175 words]	
<p><i>An employee may request a change in their working arrangements from their employer if they require flexibility because they:</i></p> <ul style="list-style-type: none">• <i>are the parent or have responsibility for the care of a child who is of school age or younger</i>• <i>are a carer [within the meaning of the Carer Recognition Act 2010]</i>• <i>have a disability</i>• <i>are 55 or older</i>• <i>are experiencing violence from a member of their family, or</i>• <i>Provide care or support to a member of their immediate family or household who requires care or support because they are experiencing violence from their family.</i> <p><i>Employees are not entitled to request unless they have completed at least 12 months of continuous service with their employer immediately before making the request.</i></p>	

Casual employees are entitled to make a request if:

- *they have been employed by the employer on a regular and systematic basis for a sequence of periods of employment of at least 12 months immediately before making the request*
- *there is a reasonable expectation of continuing employment by the employer on a regular and systematic basis.*

Flexible work arrangement options (flexibility options)

[Approximate word count: 125 words]

Employers and employees can agree to change standard working arrangements to help employees balance work with other aspects of their lives.

Flexibility comes in many forms, and different arrangements suit different workplaces, jobs and workers.

Common examples of flexible working arrangements include:

- *flexible start and finish times*
- *compressed hours (working more hours over fewer days)*
- *part-time work*
- *casual work*
- *job sharing*
- *flexible rostering*
- *working from home or another location*
- *'purchasing' extra paid leave*
- *unpaid leave*
- *taking rostered days off as two half days*
- *time off in lieu*
- *flexitime (allowing employees to 'bank' extra hours, which are then exchanged for time off)*
- *gradual increase or decrease in work hours (for example, after parental leave or as an employee transition to retirement).*

Potential benefits of flexible work arrangements

[Approximate word count: 50 words]

Every workplace can enjoy the benefits of taking a best practice approach to flexible working arrangements.

These benefits include:

- *greater job satisfaction*
- *lower levels of workplace stress*
- *lower absenteeism*
- *increased productivity*
- *increased ability to attract and retain skilled staff.*

Best practice approach (as recommended by Fair Work)

[Approximate word count: 200 words]

Best practice employers go beyond their minimum legal obligations and let all employees request flexible work arrangements, regardless of their employment and personal circumstances.

***Recognise different needs:** Employees may only need to modify their work arrangement for a short time, for example, while settling their kids into a new school. Others might need longer-term arrangements, such as an employee who wants to return to work after parental leave as a part-time employee on an ongoing basis. Not every situation is the same. It's important to have an individual approach to the employee's needs. What works for one person might not work for another.*

***Have open conversations:** Communication between an employer and employee can build trust and help avoid confusion and uncertainty. Conversations with staff help to manage expectations and encourage a supportive work environment.*

***Look for low-cost solutions:** Not all arrangements cost money. Think creatively about things you can do that don't add costs, such as flexible start and finish times.*

***Trial something:** Set a fixed period, such as three to six months, to trial a flexible working arrangement. That way, you can better understand what will or won't work for the employee and your business and how it can be adjusted if necessary.*

Employee application process (recommended)

[Approximate word count: 20 words]

The request must be made in writing and set out details of the change sought and reasons for the change.

Employer options for approving or declining requests for flexible work arrangements

[Approximate word count: 100 words]

Reasonable business grounds for declining a request for flexible work arrangements can include:

- *the requested arrangements are too costly*
- *other employees' working arrangements can't be changed to accommodate the request*
- *it's impractical to change other employees' working arrangements or hire new employees to accommodate the request*
- *the request would result in a significant loss of productivity or negatively impact customer service.*

The NES does not require the employer to choose between granting an employee's request in full or refusing the request. Instead, employers and employees are encouraged to discuss their working arrangements and, where possible, reach an agreement that balances their needs.

Employer reply process [recommended]

[Approximate word count: 150 words]

If you receive a request for a flexible working arrangement, you should consider the following:

- *What are the employee's key duties?*
- *Do any of these duties need to be done at set times or locations?*
- *Who does the employee interact with in the normal course of their work? Will the proposed arrangement affect these interactions?*
- *Are there any technology solutions that could help? (for example, video calling, instant messaging, email)*
- *Why is the employee requesting this new arrangement?*
- *What are the consequences for the employee if the request is refused?*

All employers who receive a request must provide a written response within 21 days, outlining whether the request is approved or refused.

Employers can only refuse a request on reasonable business grounds. If a request is refused, the written response must include the reasons for the refusal.

A practical example of applying flexible work arrangements

<<Do not complete until you reach Part B Task 3>>

[Approximate word count: 100 words]

Assessor notes: *The following information is captured as a sample answer for Part B Task 3.*

Simon sent a request in writing to his direct manager, Matt, to ask for flexible work practices to be applied to his role to accommodate him dropping his son off at daycare each morning before work.

Simon originally worked from 8:00 am to 4:00 pm Monday to Friday. This is a 35-hour week with a 1-hour lunch break daily.

Simon and Matt were able to discuss what they needed to achieve and ended up agreeing to Simon working 9:30 am to 5:00 pm Monday to Friday. This is still a 35-hour work week. However, Simon now starts later and has a 30-minute lunch break daily.

Task 2 – Support Manager in industrial relations dispute

SCENARIO:

Richard has sent a request in writing to his direct manager, Jane, to ask for flexible work practices to be applied to his role.

Richard has asked to adjust his start and finish times and remove break times from his core working hours to take his son to daycare each morning. So instead of working 8:00 am-4:00 pm and taking a 1-hour lunch break each day, he would like to start at 10:00 am, finish at 5:00 pm and not take his hour lunch as he can eat at his desk.

Richard has been with the organisation for over three years and is a reliable and hardworking team member. Jane had denied Richard's initial request stating that she needs him to work his stated hours as this is what they agreed when he started – before his son was born – and is not in line with other team members' arrangements.

Not happy with this response, Richard disputes that Jane can deny his request on these grounds. As such, Richard has escalated his request to Human Resources.

Based on the scenario above, provide information and advice to Jane to support her in achieving a mutually agreeable solution to Richard's request. Capture this information in an email communication to Jane directly.

In your email, you should consider the employee's request for flexibility (are they entitled, is the request reasonable), the manager's issues/concerns regarding this application (are they reasonable) and recommend a compromise that will support Richard, Jane and the organisation as a whole.

Use the template below to capture this information. When developing your email, you must follow the structure set out in line with the CBSA Communication Policy and Procedure.

The email should be polite and professional, providing confirmation about the Employee and Industrial Relations presentation. Ensure that the email is easy to read, error-free and accurate. Within the email, you need to complete the following:

- Identify the email recipient
- Include a date and time stamp for the email
- Specify the subject of the email
- Include a greeting
- Content of the email:
 - a summary of the scenario
 - consider the employee's request for flexibility
 - are they entitled to flexibility?
 - is the option requested appropriate?
 - the manager's issues/concerns regarding this application,
 - are their concerns appropriate?
 - recommend a compromise that will support all parties
 - link to the Flexible working arrangement Factsheet (reference it in attachments and the content of the message).
- Complete the email footer specifying your name and position in line with the scenario.

[Approximate word count: 325 words]



Email Template

To: <<Add name(s) and position title of main email recipients here>>
From: <<Add your name and position title here>>
CC: <<Add names and position title of carbon copy email recipients here (leave blank if none)>>
Date/time: <<Add the time and date of the email here>>
Subject: <<Add the subject of the email here>>
Attachments: <<Add the name of any attachments here (leave blank if none)>>

To <<Add email recipient(s) name here>>,
<<Add message here. Add as much space as necessary.>>

Kind regards
<<Add your name here>>



<<Add your job position here>>
300 Fictional Way, Sydney, NSW 2000
Phone: 1800 111 222
www.cbsa.com.au

Assessor instructions: Students must develop an email communicating the request for flexible working arrangements, the employee's rights, the manager's concerns and a potential alternative arrangement, including the following key information:

- Address to the CBSA Management Team
- Include a date and time stamp for the email
- Specify the subject of the email
- Include a greeting
- Content of the email:
 - a summary of the situation
 - consider the employee's request for flexibility
 - are they entitled to flexibility?
 - is the option requested appropriate?
 - the manager's issues/concerns regarding this application,
 - are their concerns appropriate?
 - recommend a compromise that will support all parties

- link to the Flexible working arrangement Factsheet (reference it in attachments and the content of the message).
- Complete the email footer with their name and position.

A sample answer is provided below.

Email Template

To: *Jane - Manager*

From: *Student name – HR Officer*

CC:

Date/time: *xxx*

Subject: *xxx*

Attachments: *Flexible working arrangement Factsheet.docx*

Hi Jane,

As you are aware, Richard has recently requested access to flexible work arrangements to support him in dropping his young son off at daycare each morning before work.

Currently, Richard works a 35-hour week (plus a 1-hour lunch break daily). Richard has proposed that he continue to work a 35 hours week but drop his lunch break and push his start time back 2 hours.

I understand you have declined this request as he had already agreed to his current schedule, which was out of line with other team member's arrangements.

Unfortunately, these are not appropriate grounds to decline a request of this nature based on the CBSA enterprise agreement, the relevant award and the National Employment Standards. Under the above employee instruments, there is a provision for reasonable, flexible work arrangements for certain employees. For details on Flexible work arrangements as they apply at CBSA, please refer to the Flexible working arrangement Factsheet.docx [see attached].

As a parent of a young child with more than 12 months of service under his belt, Richard qualifies for flexibility as long as it does not compromise the business in any significant way, which this request does not seem to do with one exception. Richard is legally unable to forgo his lunch breaks as they are also mandated as part of his minimum employment standards.

With the above in mind, I would recommend trying to come to a compromise with Richard. Perhaps discuss the earliest he can reliably start work (this may be a little earlier, even ½ hour would be worthwhile) and allow him to cut his lunch break to ½hr a day. This could result in work hours of 9:30 am to 5:00 pm or a variation of this.

Please discuss the details with Richard again and work towards a compromise that can satisfy both of your needs.

If you need any additional information or support, don't hesitate to get in touch with me.

Kind regards

<<Student Name>>

Task 3 – Record and maintain in EIRP&P

SCENARIO:

Jane had a follow-up meeting with Richard and discussed her concerns with the flexible work arrangement request that Richard sent through.

They talked about Richard's requirements and what could and could not be accommodated at work and ended up agreeing on the proposed solution you sent through (see email complete as Part B Task 2)

Using the template found in Part B Task 1, update the Factsheet to capture this as an example of how flexible work practices can be supported at CBSA, focussing on the request for flexibility and the outcome. You do not need to include the details of the original rejection of the request.

Due to privacy, you must de-identify your example using different names.

Assessor instructions: Students must capture the example of flexible work arrangements being offered at CBSA as part of the Factsheet previously completed. Their answer (and sample answer) will be included in Part B Task 1's template.

Students must include details of the request for flexible work arrangements and the details of those agreed. The parties' names in the example must not be those of Richard and Jane (de-identified).

Part C – Support employee relations

In Part C, you will be looking into employee relations specifically, providing details around handling a specific complaint as set out by the CBSA grievance and conflict resolution policy included in the Employee and Industrial Relations Policy and Procedure document.

Task 1 – Support manager to address employee relations conflict

SCENARIO:

Marion, a part-time Business Consultant at CBSA, has raised a complaint in relation to her salary as it compares to a peer.

Jason, a full-time Business Consultant, joined the company one month before Marion. In conversation with Jason, Marion learns that Jason's full-time salary is \$95,000 per annum plus superannuation. When she works out her part-time salary in relation to Jason's full-time salary and realises that if she were working full-time, she would not be earning the same salary as Jason. Marion's rate, calculated full-time, comes to \$85,000 per year.

Marion believes that she has the same level of experience and skills as Jason, as she worked in consulting for ten years before leaving the workforce for the last seven years to have children.

In discussions with the Recruitment Manager, it was determined that Jason has previously run a successful business and has highly specialised knowledge of some niche business types that Marion does not have. Jason is paid more than Marion on this basis, as he has to deal with challenging customers requiring these specialised business consulting services.

There is a risk that this could be raised as a gender equity issue by Marion – for this reason, it is recommended that you meet with Marion's manager Alex to discuss the facts of the complaint, the justification for the salary parity (while maintaining Jason's confidentiality) and make suggestions on how to

diffuse this situation with Marion through the use of the CBSA grievance and conflict resolution process (as included in the Employee and Industrial Relations Policy and Procedure).

Meet with Alex to provide the support needed to manage Marion's complaint.

In this meeting, you must:

- Clarify the facts of Marion's complaint
- Confirm the justification of the salary parity on a full-time basis
- Ensure that Alex is aware of Jason's rights to confidentiality when discussing his experience and salary
- Identify and direct Alex to the grievance and conflict resolution process (as outlined in the Employee and Industrial Relations Policy and Procedure)
- Develop an action plan for Alex going into the conversation with Marion
- Provide options to support Marion in developing her skills and experience so that she may receive salary increases going forward

Meeting role play: Grievance and conflict resolution

For this task

- You will be holding a meeting to support a line manager (Alex) who needs to manage an issue raised by one of their direct reports (Marion). You will be playing the part of the HR Officer in this session.
- You must follow the grievance and conflict resolution process (as outlined in the Employee and Industrial Relations Policy and Procedure) to structure, deliver and finalise your meeting according to organisational requirements.
- Your participant will be playing the role of Alex, Marion's line manager. Please provide the participant with details of the Scenario above and the information in this box to set clear expectations around their role.
- Discuss the scenario with your participant before the recording to ensure you are on the same page.

Before the meeting:

Practice what you will say to Alex, including confirming the situation and outlining the company's response. You should be clear, direct, and thoroughly explain the company's decision, including why Jason is paid more in a format that supports the application of the grievance and conflict resolution process (as outlined in the Employee and Industrial Relations Policy and Procedure)

You will need to:

- Acknowledge that Marion is upset and prepare Alex with tools on how to handle emotional responses.
- Prepare valid and lawful justifications for Alex to reference when clarifying the pay differences to Marion.
- Familiarise yourself with the grievance and conflict resolution process (as outlined in the Employee and Industrial Relations Policy and Procedure) so that this may form the basis of the suggested interaction with Marion.
- Ensure that you consider any questions Alex may have and answer these correctly (you will need to provide the participant with two questions they could ask you in the meeting).
- Consider the outcome of the meeting with Alex AND Alex's meeting with Marion in order to capture any opportunities to support Marion in her goal (increase salary) and action plan outcomes as needed.

During the meeting:

At the meeting with Alex, you will be required to demonstrate you can use effective communication skills to minimise employee relations conflict and be responsive to Marion's issues including:

- Open the meeting by welcoming Alex and clarifying the reason for the meeting.
- Speaking clearly.
- Using effective non-verbal communication to assist with understanding.
- Using active listening techniques.
- Responding to questions clearly and concisely.
- Showing sympathy towards Marion's issues and Alex's situation in supporting Marion.
- Referring to the grievance and conflict resolution process (as outlined in the Employee and Industrial Relations Policy and Procedure).
- Ensure an action plan is agreed in relation to how to handle Marion's issue and help her achieve her goals (salary increase).
- Take meeting notes.

The role of the participant – Alex

The following information is required for the role of Alex:

- Alex is a direct manager of five Business Consultant, including Jason and Marion,
- Alex is new to managing this team and does not have much leadership experience.
- Marion has raised a complaint because Jason earns \$10,000 p.a. more as a Business Consultant than she is (on a full-time basis).
- Marion has worked in sales for ten years before leaving the workforce for seven years to raise a family.
- Marion believes she has the same skills and level of experience as Jason.
- Marion is employed on a part-time contract basis with the organisation.
- Jason has specialist Business Consulting experience and skills.
- Jason is able to support a niche customer base for CBSA.
- Jason's salary should not be directly discussed as this is private and confidential.

Alex will react in the following ways:

- You will need to show the appropriate emotions and responses when given information and work out the decision with the HR Representative (the student):
 - When talking about the situation and issues, they appear anxious and a bit unsure of how to handle an emotional Marion.
 - Be worried about what you can and cannot say in the meeting, particularly in relation to Jason's private details.
 - Worry that Marion will not be happy, so want other things that you can offer, such as training to increase skills and update currency.

Please note: the student being assessed will be recording this meeting; they will submit the recording for Part C of this assessment.

Instructions

You will participate in a role-play with one other in this task. The role-play must include one (1) participant, must not exceed 10 minutes in duration and must address all elements of the Observation Checklist below.

The additional participant may be resourced using one of the following options:

1. A peer you are already working with within the industry your qualification relates to.
2. A fellow student who will play the role of a team member. Please contact your fellow student via the Discussion Forum and directly coordinate your role-play with them.

If you cannot find a participant to play the other team member's role, contact your assessor via the Discussion Forum, who will discuss options for pairing up with another student to complete this task.

Option 1: Peer participant

Should you complete this task with your peer, you must fully brief the participant, providing them with the context of the role-play, a role outline to play and a copy of the observation checklist to prepare for the recording.

Your peer will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student participant

A fellow student participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

The student will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your role-play must be recorded with your participant captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for the participant at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with the participant replying to their name and job title to inform consent.

"This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. The participants in this session will indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Submission instructions:

- Save the recording in mp4 format and name the file using the following naming convention: yymmdd_yourname_BSBHRM412_02_PCT1
- Submit the recording together with your assessment.

Observation Checklist

Assessor Instructions: The student must demonstrate they can use oral communication to support the resolution of employee relations grievances and conflict. The student must cover all the criteria in the Observational Checklist below.

Observation Checklist:		
Meeting		
The student being assessed must -		Assessor Comment
Open the meeting by welcoming Alex and outline the reason for the meeting.	<input type="checkbox"/>	For example, they introduced themselves, welcomed Marion verbally, and described the purpose of the meeting
Respond to questions clearly and concisely.	<input type="checkbox"/>	For example, was able to provide informed, clear responses to questions.
Use suitable and clear language.	<input type="checkbox"/>	For example, speak clearly and use simple, concise language not overpowered by legal jargon. Acronyms should not be used.
Use effective strategies to moderate conflict and negotiate solutions, including active listening techniques and showing empathy.	<input type="checkbox"/>	For example, listen actively to Alex, e.g., saying things like 'hmm'; 'I see where you are coming from'; nod head; make eye contact but not stare; possibly take notes. Confirm the issues using paraphrasing or questions as appropriate etc.
Use effective non-verbal communication to assist with understanding.	<input type="checkbox"/>	For example, used non-verbal language to show understanding and that they are listening and showing empathy towards Alex's situation, e.g. nodding head, smiling where appropriate, low and non-aggressive tone of voice, no crossing arms, etc.
Provide clear responses based on the understanding of the issue (pay equity), organisation policy and procedure (grievance and conflict resolution) and the details of the situation (justification for salary allocation).	<input type="checkbox"/>	Answers must demonstrate an understanding of the following: <ul style="list-style-type: none"> • pay equity, • reasonable justification for salary allocation (based on experience and specialist skills) • the grievance and conflict resolution process for CBSA
Advise Alex of the outcome based on the specific scenario.	<input type="checkbox"/>	<ul style="list-style-type: none"> • Confirm that Marion is not entitled to the same pay rate as Jason. • Confirm Jason has previously worked in the industry and has specialist skills and niche applications to help his customers – this is why he is paid more. • Explain clearly and empathetically that the legislation supports the company's position. • This reflects minimum conditions as set out in the National Employment Standards.

<p>Ensure Marion understands and details of any agreement (development opportunities) are captured.</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Obtain agreement on the resolution to the grievance – Alex’s options when speaking to Marion. • Suggest supporting Marion’s development to support her pursuit of a salary increase. • This includes an agreement for investigating/arranging further training in response to Marion’s request.
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Task 2a – Record issue outcomes as discussed in the meeting

Following the meeting conducted with Alex in Part C Task 1, capture the details discussed and outcomes for future reference.

You will need to include the following in your notes:

- Details of the meeting with Alex in preparation for the meeting with Marion.
- A summary of what was discussed
- An outline of information to be presented by Alex to Marion
- Details of next steps to be taken

Capture these notes in Section 1-5 of the Action Plan template provided (see template following Part C Task 2b below).

Assessor instructions: The student must record the meeting details and outcomes. These must include a summary of the issue, a summary of what was discussed, an outline of key information to be presented to Marion and details of the next steps.

This information will be captured in Section 1-5 of the Action Plan template below Part C Task 2b below.

Task 2b – Update issue outcomes record

SCENARIO:

Alex met with Marion to discuss the discrepancy between the salary for Jason and herself.

Alex did not provide Marion with any of Jason’s remuneration information in the meeting and only spoke on a high level about the discrepancy in Marion and Jason’s skills and experience, particularly as it related to the different types of customers they were able to support.

Alex said Marion was initially emotional in the discussion; however, once she realised there was more to the salary allocations than when they started, she understood.


Alex offered Marion the additional opportunities you had previously discussed in your meeting, and Marion was keen to move forward with that.

Based on Alex’s update captured in the Scenario above, capture notes on the session and final outcomes as agreed for future reference.

You will need to include the following in your notes:

- Details of the meeting between Alex and Marion as provided by Alex.
- A summary of what was agreed and any future actions to be undertaken.
- Alex's details (role) for sign-off as outcome approved/accepted representative.

Capture these notes in Section 6-8 of the Action Plan template provided below.

 <h1 style="margin-left: 20px;">Action Plan</h1>	
1. Employee Name:	
2. Manager Name:	
3. HR Officer Name:	
4. Issue raised: Include details of the person to raise it and date, other impacted individuals or roles, a summary of the issue, specific details referenced etc. [Approximate word count: 85 words]	
5. Planning action taken: Include action taken to investigate, relevant notes on the validity of the issue and recommendations to manage going forward. [Approximate word count: 240 words]	
6. Follow-up action taken: Include details of action taken to resolve the issue, solutions presented, solutions accepted etc. [Approximate word count: 110 words]	
7. Outcome:	

[Include details of the final outcome as agreed by all relevant parties.]

[Approximate word count: 80 words]

8. Approval/acceptance of the recorded outcome

Capture sign-off by an authorised representative to confirm resolution.


Name:		Role:	
Signed:		Date:	

Assessor instructions: The student must demonstrate they can effectively complete relevant documents and accurately record and maintain relevant documents.

The responses must reflect the meeting recorded in Part C Task 1 and the scenario update as provided by Alex in Part C Task 2b.

The student's description of the key components to be covered is captured in the samples provided.

A sample answer for Part C Task 2a and Part C Task 2b is provided below.

 CBSA COMPLETE BUSINESS SOLUTIONS AUSTRALIA	<h1>Action Plan</h1>
1. Employee Name:	<i>Marion</i>
2. Manager Name:	<i>Alex</i>
3. HR Officer Name:	<i><<Student Name>></i>
4. Issue raised: Include details of the person to raise it and date, other impacted individuals or roles, a summary of the issue, specific details referenced etc. [Approximate word count: 85 words]	<i>Marion has identified that she is not paid the same as her peer, Jason, on a full-time basis.</i> <i>Marion has indicated that she is aware Jason is paid \$95,000 p.a., whereas she receives \$85,000 p.a.</i> <i>Marion believes that she has the same level of experience and skills as Jason, as she worked in consulting for ten years before leaving the workforce for the last seven years to have children.</i> <i>Marion has flagged this disparity with her manager Alex to look into and address.</i>
5. Planning action taken:	

Include action taken to investigate, relevant notes on the validity of the issue and recommendations to manage going forward.

[Approximate word count: 240 words]

A meeting between Alex [Marion's direct manager] and <<Student name>> [HR Officer] was conducted, during which the following were discussed.

- *Clarify the facts of Marion's complaint [as above]*
- *Confirm the justification of the salary parity on a full-time basis*
 - *The Recruitment Manager confirmed that Jason has previously run a successful business and has highly specialised knowledge of some niche business types that Marion does not have. Jason is paid more than Marion on this basis, as he has to deal with challenging customers requiring these specialised business consulting services.*
- *Ensure that Alex is aware of Jason's rights to confidentiality when discussing his experience and salary*
 - *Marion must be reminded that salary information is private and confidential and should not be discussed around the office.*
- *Identify and direct Alex to the grievance and conflict resolution process [as outlined in the Employee and Industrial Relations Policy and Procedure]*
 - *<<Student>> and Alex ran through the grievance and conflict resolution process to ensure that their plan going forward was in line with this.*
- *Develop an action plan for Alex going into the conversation with Marion*
 - *Alex scheduled a time to meet with Marion to discuss the issue raised and provide relevant justification for the current situation*
 - *Alex to provide options to support Marion in developing her skills and experience so that she may receive salary increases going forward – this could include mentoring, specific skill gap training etc.*

6. Follow-up action taken:

Include details of action taken to resolve the issue, solutions presented, solutions accepted etc.

[Approximate word count: 110 words]

Alex met with Marion to discuss the discrepancy between the salary for Jason and herself.

Alex did not provide Marion with any of Jason's remuneration information in the meeting and only spoke on a high level about the discrepancy in Marion and Jason's skills and experience, particularly as it related to the different types of customers they were able to support.

Alex said Marion was initially emotional in the discussion; however, once she realised there was more to the salary allocations than when they started, she understood.

Alex offered Marion additional training opportunities [specifically mentoring and access to the internal consultant skills course], and Marion confirmed she would like to do that.

7. Outcome:

[Include details of the final outcome as agreed by all relevant parties.]

[Approximate word count: 80 words]

Marion is satisfied that she now understands the background of the current situation.

Marion is keen to undertake training and mentoring to increase her opportunities for salary increases further.

Alex has confirmed that Marion is being partnered with a peer Business Consultant to expand her client base opportunities which will commence in 1 week.

Alex has asked Marion to source a training course to further develop her Consulting Skills for sponsoring.

8. Approval/acceptance of the recorded outcome

Capture sign-off by an authorised representative to confirm resolution.

Name:	<i>Alex</i>	Role:	<i>Manager</i>
Signed:	<i>Alex</i>	Date:	<i>1/2/22</i>

Part D – Contributing to Continuous Improvement Activities

For Part C, you will be looking at operational strategies for monitoring the implementation of employee and industrial relations policies and procedures. The intention is to see in practice (not just anecdotally) how employees perceive an organisation, provide adequate conditions for them to do their job in the best way possible, and provide feedback for continuous improvement.

Task 1 – Gather Feedback from Employees on ER Issues

For this task, you will develop an organisational climate survey to get feedback on employee satisfaction at work.

The aim is to see what things strongly (or not so strongly) affect employees' performance and motivation and look to see where improvements can be made to enrich working conditions.

You will:

- Use the Survey template provided and include ten (10) questions about general satisfaction with the workplace. The questions must be:
 - easily understood
 - unambiguous so employees can give a good, clear response
 - clear and concise in its intent
 - able to be understood by persons who have limited understanding or reading skills of the English language
 - developed using correct terminology relative to employee climate survey and employee satisfaction.
- Divide the questions as follows:
 - Five (5) questions to focus on employee relations
 - Five (5) to focus on industrial relations issues that affect the employee.
- Introduce the survey and outline what the survey will be used for. Ensure you advise participants when the survey is due, that all responses are confidential, and that their responses will be analysed and results shared once the analysis is complete. Thank the participants.
- Provide instructions on how to complete the survey. Ensure you use clear and concise explanations.

[Approximate overall word count: 200 words]

Assessor instructions: The student must demonstrate they can develop an organisational climate survey and communicate its purpose to employees to assist in identifying IR and ER issues and contribute to continuous improvement activities.

A sample exemplar response is provided below. The student will need to identify the key issues outlined in the example.

Examples of the questions that students may ask are provided. The student is not limited to these. However, the questions asked must be relevant to employee satisfaction at work survey. Here are further possible variations to the ones provided in the template:

- My job makes good use of my skills and abilities.
- My job role and responsibilities are clear.
- I understand the mission and vision of my organisation.
- I am clear about my work priorities.
- There is a clear path for me within the organisation for me to advance my career.
- My learning and development needs are catered for.
- There is a fair representation of women in senior management positions.
- Communication with workers is essential to my company.
- All my colleagues are treated with respect.
- I can work flexible hours according to my and the company's needs.

Employee Survey							
Survey Purpose: Employee satisfaction with industrial and employee relations							
Introduction							
<p>Welcome to the Employee satisfaction with industrial and employee relation survey! This survey aims to get feedback on employees' experience of the workplace.</p> <p>We value your opinion and ideas and want to be able to use them to change/amend or introduce new ideas or processes to improve our industrial and employee Policies and Procedure.</p> <p>Answer the questions honestly and with careful consideration. Your responses will be compiled and will provide feedback on the organisation's working relationships with its employees.</p> <p>Rest assured, although it will be recorded that you have completed the survey, your actual responses are anonymous, and no one will know who has responded.</p> <p>Please complete your survey by xx/xx and be an active participant in improving your working conditions.</p> <p>Of course, just completing the survey is the first step. Once all employees have completed the survey, the responses will be compiled and analysed. You will be informed of the outcome, what actions you may be required to do, or how you can participate in further continuous improvement activities.</p> <p>Thank you in anticipation of your participation.</p>							
Instructions							
<p>To participate and be proactive in our continuous improvement processes, complete the following survey. Your responses will be based on a five-point scale.</p> <p>Please provide comments in the sections provided.</p>							
<p>Please circle your choice for the following questions on the scale provided: 5 Strongly agree; 4 Agree; 3 Neutral; 2 Disagree; 1 Strongly Disagree.</p>							
Employee Relations							Comments
1	My employer values me.	1	2	3	4	5	
2	I feel overwhelmed by the demands of my job.	1	2	3	4	5	

3	I am recognised for my achievements in my job.	1	2	3	4	5	
4	I participate in important workplace decisions.	1	2	3	4	5	
5	I am treated with respect.	1	2	3	4	5	
Industrial Relations							Comments
1	I am satisfied with my working conditions.	1	2	3	4	5	
2	My employer allows me to have flexible working conditions when required.	1	2	3	4	5	
3	The pay I receive for my job is fair.	1	2	3	4	5	
4	My employer regularly informs me of any significant changes to my working conditions.	1	2	3	4	5	
5	The amount of time I work is fair.	1	2	3	4	5	

Task 2 – Continuous Improvement Report

You are required to prepare an industrial relations briefing report using the provided template.

The briefing report will focus on group exit interview analysis to see how we can strengthen employee relations.

Following are the results from the focus group from exit interviews with three employees who have left the organisation in the last six months.

Focus Group Results

Focus Group Questions

What do you like most about working for this organisation?

- The people I work with and the people I work for.
- The goal-oriented atmosphere and the drive of the company to grow.
- Seeing students achieve their goals.
- I feel that what I do daily directly impacts our company and its success.
- There is always something new and exciting in the works; every day, there is an effort to improve things for the company's clients.

What do you like least about working for this organisation?

- Unstructured performance review.
- Not enough training.
- Not enough communication between staff and management.
- Not rewarded for my efforts.
- Asked to do things above and beyond my job description.
- Not recognised for efforts.

What causes you the most stress or frustration at work?

- Disorganised processes are not consistent with managerial decisions.
- Too much work.
- Not always clear about what my role is.

What would you do differently if you were the Managing Director?

- I would set more explicit goals and rewards for my staff.
- More staff participation in the meetings.
- Lay out a vision, give clear expectations and job descriptions to each person and 'let go' so the business runs efficiently as possible.
- Give timely and effective feedback.
- Employ more women in senior positions to add diversity to the organisation.

What about this organisation causes you to give more than what's expected (or necessary to keep your job)?

- I connect with the vision of the company.
- I want to see the company succeed.
- I want to keep my job.

What about this organisation causes you to withhold an extra effort?

- My specific role within the company does not tap into my full potential.
- I feel I am unchallenged here; therefore, I don't feel I am working as hard or trying as hard as possible.
- Seeing a lack of effort from others.

What gets in the way of teamwork and cooperation in this organisation?

- People who do not try to find out about the company and its services and procedures.
- Procedures that are set up for excellent reasons but not followed.
- Managers that are not available when you need them because they are often in meetings. Meetings are important, but so is supporting your team in every way possible.
- Trainers and head office staff have an 'us versus them' mentality.

What could be done to improve teamwork and cooperation?

- People need to be adequately trained by a manager to learn the proper procedures and be encouraged to take notes for future reference. This will also allow the manager to see the employees' progress (or lack thereof).
- The three-month probation period to determine whether or not the person will fit in with the team and be able to grow with the company. The three-month probation is not being used.
- Better communication and cooperation throughout the whole company.
- Better communication

Exit Interview Results

Exit Interview Results			
Questions asked	Employee 1	Employee 2	Employee 3
What is your main reason for leaving?	Better job opportunity – more pay, no requirement to work after 6 pm.	Better job opportunity – higher pay	Bigger organisation, more opportunity for promotion
What might have prevented you from leaving?	Pay increase, not having to teach in the evenings	Pay increase	Nothing just wanted to work in a more significant organisation
What is your overall assessment of the job you are leaving?	Enjoyed my time with King Edward most of the time and liked working with diverse students	Glad to leave; pay is just too low	Reasonable job, but I needed more opportunities
How would you rate your manager?	Not great, not enough direction	Okay	Didn't give enough guidance about the job role
How well were you trained, and you're your development needs met?	No opportunities; expected to sort it out yourself on the whole	Some info at the staff meetings was good but not enough	Not at all
What improvements could be made in our organisation?	Increase pay for support staff because then you'll get better staff	Implement strategies so that employees more likely to stay with the company	Increase pay

The report is to include:

- A summary of feedback from the focus groups and exit interviews.
- Three [3] recommendations on areas that could be improved to strengthen employee relations.

You must ensure that you include in your report:

- An introduction outlining the purpose of the report.
- A clear and concise summary of the focus group commentary.
- A clear and brief summary of the exit interview results.
- Three [3] recommendations on ways to improve and strengthen employee relations.

The report must be written using:

- An appropriate structure and formatting include bulleted lists, paragraphs, sentences and punctuation, and main and subheadings.
- Correct spelling and grammar and appropriate language.

[Approximate word count: 200 words]

Assessor Instructions: The student must demonstrate they can read and understand information collated from a focus group and exit interviews to write an industrial relations briefing report providing information and recommendations for strengthening employee relations.

The student must:

- Prepare an industrial relations briefing report using the Briefing Report Template that:
 - It is written in a business-like style [polite, respectful].
 - Has a structure suitable for the document, e.g., bullets and paragraphs, sentences, punctuation.
 - Uses correct terminology for a report, e.g., evaluation, turnover, value and ethics, rewards and recognition.
 - It is clear and concise – no long-worded sentences. Intent and explanation are unambiguous.
 - Gives a summary of the feedback from the focus group and the exit interviews.
 - Provides three recommendations for areas that could be improved to strengthen employee relations.

An example response has been provided below. It provides guidance about the information to look for in response to each section of the briefing report.

Briefing Report
Introduction Outline the purpose of the briefing report.
The response must address the following: <ul style="list-style-type: none">• To evaluate employee/industrial relations climate.• To identify changes that may be required to enable employee relationships to be strengthened.
Analysis of focus group results Review the focus group's comments, overall employee satisfaction, and areas of need that should be considered as part of an ongoing review of the workplace climate.
Responses must accurately identify and discuss commentary provided in the focus group results. Exemplar responses have been provided below: <ul style="list-style-type: none">• While turnover has reduced, some comments in the focus group show that orientation is still not strong enough and the mentoring program is not working well.• There is a need for structured performance reviews and learning and development opportunities.• Value is placed on reward and recognition.• Need to employ more females in senior positions.
Analysis of exit interviews Review all of the comments from the exit interviews and comment on reasons for leaving. Determine what should be considered as part of an ongoing review of the workplace climate.

The response must identify and discuss the following key points :

- The main reasons for leaving relate to:
 - higher pay
 - better promotion opportunities needed
 - not enough guidance about the job role
 - not enough communication.

Recommendations

Include three recommendations to strengthen employee relations.

Exemplar responses for recommendations have been provided. There must be three recommendations, and they all must be able to be implemented.

- Design and implement structured performance reviews over the year.
- Implement a program of structured learning and development opportunities.
- Place more value on reward and recognition by introducing value-added incentives such as theatre tickets, etc.
- Managers and team leaders to be mindful of any bias toward employees with children or any other biases and arrange for mentoring or external training activities to support managers and team leaders.
- Managers and team leaders to communicate at team meetings in a more informative and inclusive manner with a variation in communication methods used to ensure all employees receive the same information.
- Conduct further investigations to review the pay structure to see if it affects employee retention.
- Review of the internal job opportunities and promotion Policy and Procedure.

Task 3 – Collaborating to make improvements – Role Play

For this task, you will share information and collaborate with others to make improvements.

- You will summarise the content of your presentation from Part A Task 1 about enterprise agreements, their application in the workplace, and modern awards.

Two managers from different teams have been asked to review and validate your presentation before it is finalised for everyone. Your task is to present in a way that would be appropriate for managers and team leaders. This includes demonstrating effective communication skills such as:

- Selecting and using applicable conventions and protocols for the information and audience, including:
 - speaking clearly and concisely
 - presenting information using language relevant to the audience and context
 - using non-verbal communication such as eye contact, appropriate tone of voice
 - responding to questions accurately and concisely when asked
 - using active listening skills and paraphrasing to confirm understanding

You will also need to:

- provide accurate information to the audience
- be prepared to answer their questions throughout your session
- ask the two managers for feedback at the end of your session and briefly discuss how you can adapt your presentation based on their review.

Role-play context for the participants – Enterprise Agreements presentation.

To prepare for this task, give the following Role-play context to the participants. It will allow them to prepare and contribute to the session.

Enterprise Agreements Discussion

Scenario

You will be summarising the content from your presentation in Part A Task 1 about enterprise agreements, their application in the workplace, and modern awards to two managers.

They have both been assigned to review and validate your findings, before finalising the presentation for all managers and team leaders.

The presentation is aimed to support managers and team leaders to make an informed decision on moving their employee and industrial relations into the future. The managers will ask questions and discuss the points that you raise in the session.

For this task

- You will summarise your findings of enterprise agreements, their application in the workplace, and modern awards.
- You must engage the two managers assigned to review your content in discussion and be prepared to answer their questions.
- When you have presented your findings, you will need to ask the two managers for their review and make one [1] change to your presentation based on their feedback.
- Your participants will be playing the role of managers. Please provide the participants with this document. Describe the scenario to your participants so they know their role clearly.

Role Play Instructions

Before the presentation:

Make relevant notes and practice what you will discuss in your session. You will not be presenting your PowerPoint, but you might like to export it as a printed document to refer to during your review session.

For instructions on how to do this, click here [How to Convert Powerpoint to Word | Step by Step Guide | Brand Name \[softwareadvice.com\]](#)

During the presentation:

You will be required to demonstrate you can use practical communication skills to present and discuss your findings with two managers who will be validating your presentation.

Your task is to present in a way that would be appropriate for the managers and review. This includes demonstrating effective communication skills such as:

- Selecting and using applicable conventions and protocols for the information and audience, including:
 - speaking clearly and concisely
 - presenting information using language relevant to the audience and context

- using non-verbal communication such as eye contact, appropriate tone of voice
- responding to questions accurately and concisely when asked
- using active listening skills and paraphrasing to confirm understanding
- using visuals and plain English to enhance audience understanding
- facilitating interest and engagement.

You will also need to:

- provide accurate information to the audience
- be prepared to answer their questions throughout your session
- ask the two managers for feedback at the end of your session and briefly discuss how you can adapt your presentation based on their review.

The role of the participants – Two Managers

The following information is required for the role of the two managers:

- Each manager to ask the student during their presentation one (1) question from the following list of topics:
 - The differences between an Enterprise Agreement and a Modern Award.
 - Purpose of modern awards in the workplace.
 - Benefits and disadvantages of the enterprise agreement and Modern Award.
 - Termination and redundancy information.
 - Leave arrangements.
 - Anything you're not clear about in the presentation.
- The student will ask for feedback on the content and overall presentation - provide one (1) point that could be modified or improved, e.g., more detail on leave arrangements, supporting documents, visuals and so on.

Please note: the student being assessed will be recording this meeting; they will submit the recording for Part A of this assessment.

Instructions

The role-play must include two (2) participants, not exceed ten (10) minutes in duration, and address all elements of the Observation Checklist below.

In this task, you will participate in a role-play with two (2) others. These may be resourced using one of the following options:

1. Peers who you are already working with, in the industry your qualification relates to.
2. Fellow students who will play the role of the two managers. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

If you cannot find participants to play the role of the two managers, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief the participants, providing them with the context of the role-play, a role outline to play and a copy of the observation checklist to prepare for the recording.

Your peers will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student/s participant

Fellow students participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity and observation checklist so that they can prepare for the recording.

Students will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Recording instructions

Your role-play must be recorded with participants captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for the participants at the start of the session. This is achieved by the student reading the following statement at the start of the recording, with the participants replying with their name and job title to inform consent.

"This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. The participants in this session will indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Submission instructions:

- Save the recording in mp4 format and name the file using the following naming convention:
yy_mm_dd_yourname_BSBHRM412_02_Part A Task 2_Role play
- Submit the recording together with your assessment.

Observation Checklist

Assessor Instructions

Assessor instructions: The student must demonstrate they can effectively communicate and collaborate with others to develop information on enterprise agreements and modern awards to an intended audience. They must show their knowledge about the enterprise agreements and modern awards by providing accurate information.

The student must cover all the criteria in the Observational Checklist below.

Observation Checklist:**Enterprise Agreements Discussion**

The student being assessed must -		Assessor Comment
Summarise the content of the presentation clearly and concisely.	<input type="checkbox"/>	For example, the student could outline all key topics in their presentation clearly and concisely.
Respond to questions clearly and concisely.	<input type="checkbox"/>	For example, the student was able to respond to the participant's questions clearly and with clarity.
Present information using language relevant to the audience and context.	<input type="checkbox"/>	For example, relevant jargon and information. Using business-appropriate language and terminology throughout.
Utilise active listening skills and paraphrasing to confirm understanding.	<input type="checkbox"/>	For example, paraphrasing and using open and follow-up questions to encourage discussion.
Use non-verbal communication.	<input type="checkbox"/>	For example, eye contact, appropriate tone of voice, smiling where appropriate to encourage participation.
Respond to questions accurately and concisely when asked.	<input type="checkbox"/>	For example, the student was able to respond to the managers' questions with correct knowledge and was concisely explained.
Provide accurate information to the audience.	<input type="checkbox"/>	For example, the student provided accurate information from relevant sources.
Ask the two managers for feedback at the end and discussed how they will adapt their presentation based on the review.	<input type="checkbox"/>	For example, the student must discuss the feedback and how they will adapt it into their presentation.

Assessment checklist:

Students must have completed all activities within this assessment before submitting it. This includes:

Part A – Understanding employee and industrial relations		
1	Presentation on employee and industrial relations	<input type="checkbox"/>
2	An email circulating presentation to CBSA Managers	<input type="checkbox"/>
Part B – Supporting industrial relations		
1	Factsheet on flexible work arrangements	<input type="checkbox"/>
2	Email to support manager with industrial relations issue	<input type="checkbox"/>
3	Factsheet update	<input type="checkbox"/>
Part C – Supporting Employee relations		
1	Role play to support manager with employee relations issue	<input type="checkbox"/>

2a	Record outcome of the meeting	<input type="checkbox"/>
2b	Record outcome of employee relations issue	<input type="checkbox"/>
Part D - Continuous improvement		
1	Employee Satisfaction Survey	<input type="checkbox"/>
2	Continuous Improvement Report (exit interviews)	<input type="checkbox"/>
3	Collaborating to make improvements- Role Play	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 2!

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