



BSBLDR413

# Lead effective workplace relationships

Assessment 3 of 4

Case Study



## Assessment Instructions

### Task overview

This assessment task is divided into six [6] tasks. Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Poor Performance Management Policy and Procedure
- Performance Improvement Plan
- Employee Relations Policy
- Conflict Resolution Policy and Procedure



## 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.

## Case Study

For this assessment, you will play the role of Jacinta Scotts, Sydney Centre Manager (Bounce Fitness).

Bounce Fitness is made up of four fitness centres. The Head office is currently established in Cairns, Queensland. The other centres are in Brisbane, (Queensland), Sydney, (New South Wales) and Melbourne, (Victoria).

Joanna recently joined Bounce Fitness as a fitness instructor. She was hired due to her enthusiasm and potential, but her performance has been below expectations.

Joanna's poor performance is centred around her inability to engage participants effectively and maintain a structured class flow. This issue becomes apparent during her early morning spin classes.

### Details:

**Class Engagement:** Joanna's spin classes are lacking participant engagement. Participants seem disinterested and less motivated during her sessions. Some participants have even provided feedback about the lack of excitement and energy in her classes. This lack of engagement is causing participant attendance to drop.

**Class Structure:** Another aspect where Joanna is falling behind is in structuring her classes. Her classes often lack a coherent flow, with transitions between different phases of the workout feeling abrupt and disorganized. This lack of structure results in confusion among participants, affecting their overall workout experience.

The issue was first noticed after a few weeks of Joanna's classes. Participants who were initially excited about trying her classes began to express their disappointment. Some participants even started attending classes led by other instructors instead. This decline in attendance and the feedback received raised concerns about Joanna's performance.

During a routine observation of instructors' classes, noticed the lack of engagement and structure in Joanna's spin class. The participants appeared less motivated, and transitions between workout segments were not seamless. This observation confirmed the feedback received from participants and highlighted the need to address Joanna's performance.

You had a meeting with the HR Manager, Laura Irish, and you discussed the issue extensively. Laura stated that you will need to have a meeting with Joanna to help her address her performance issues and develop a Performance Improvement Plan. She also asked you to keep her informed regarding Joanna's performance.

For the purpose of this assessment, people who work in the Sydney centre are internal stakeholders, and the people working for other departments of the organisation are external stakeholders (such as HR Manager, Finance Manager, CEO etc.).

## Task 1

You will need to have a meeting with Joanna to discuss her performance and develop a **Performance Improvement Plan** using the template provided. Before you enter the meeting, you will need to review the following legislation and organisational procedures and ensure you comply with them throughout your interaction with Joanna. Access the links/documents below:

- [Equal Employment Opportunity Act \(Commonwealth Authorities\) 1987](#)
- [Disability Discrimination Act 1992](#)
- [Age Discrimination Act 2004](#)
- [Racial Discrimination Act 1975](#)
- [Equal Opportunity Act 2010](#)
- [Sex Discrimination Act 1984](#)
- **Poor Performance Management Policy and Procedure**
- Access and fill out the following sections of the **Performance Improvement Plan** before your meeting with Joana:
  - Assessment and Feedback
  - Training and Skills Enhancement
  - Self-directed learning

During the meeting, you will need to:

- Discuss the issue with Joanna's performance [The sections Assessment and Feedback, Training and Skills Enhancement from the Performance Improvement Plan]
- Select the communication style appropriate to Joanna and her emotional state to maintain the effectiveness of interaction and to build and maintain engagement consistent with organisational requirements
- Select your personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others.
- Support and motivate Joanna and let her know that the other instructors have given positive feedback since she joined a few months ago.
- Develop Joanna's Performance Improvement Plan collaboratively, save and submit it as **Performance Improvement Plan – Joanna**.

The meeting must not exceed 30 minutes in duration.

**Assessor instructions:** Students must participate in a role play with one (1) other, following the instructions provided. More instructions on how to develop the Performance Improvement Plan as well as examples, are provided in each section of the **Performance Improvement Plan – Assessor Guide**.

### Role play instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- peers to who you are already working within the industry your qualification relates to.

- fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

The role play/meeting must not exceed 15 minutes in duration and must address all elements of the Observation Checklist below.

If you are unable to find participants to play the role of the other team members, 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 all participants, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

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

### **Option 2: Fellow student participants**

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.

### **Participants' briefing instructions:**

#### **Joanna, Fitness Instructor**

Before the meeting, read the case study.

During the role play

- Listen to the student discussing the issues with your performance
- Explain how you feel about your performance
- Show emotional behaviour and low self-esteem by stating that you are very upset and you feel that you are not a good instructor.
- You feel that the other instructors believe that you are not good at your job and that they probably talk negatively behind your back. Except Suzanne, as you feel she is the only one that treats you as an equal.
- Discuss the aspects of the Performance Improvement Plan with the student and offer your opinion for each section

## Recording instructions

Your role play must be recorded with all 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 all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

*"This session/presentation 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. All participant/s in this session 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.

Include this recording as part of your assessment submission.

## ASSESSOR OBSERVATION CHECKLIST

Students are required to upload a video of themselves and one [1] other engaged in a short meeting.

The participants must be fully briefed as outlined in the role play instructions.

The meeting should be a maximum of 30 minutes.

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY YES / NO		ASSESSOR COMMENTS
<b>Task checklist</b>			
Did the student:			
<ul style="list-style-type: none"> <li>Discuss the issue with Joanna's performance</li> </ul>			<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- Was clear and concise</li> <li>- Was well prepared and discussed the issue coherently</li> </ul>
<ul style="list-style-type: none"> <li>Select the communication style appropriate to Joanna and her emotional state to maintain the effectiveness of interaction and to build and maintain engagement consistent</li> </ul>			<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- Avoided jargon</li> <li>- Maintained a professional and respectful tone</li> <li>- Open body language</li> <li>- Eye contact</li> </ul>

with organisational requirements				
<ul style="list-style-type: none"> <li>Select your personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others.</li> </ul>				<i>The student :</i> - Used inclusive language - Used respectful language - Avoided condescension, criticism, or sarcasm
<ul style="list-style-type: none"> <li>Support and motivate Joanna and let her know that the other instructors have given positive feedback since she joined a few months ago.</li> </ul>				<i>The student:</i> - Listen actively without interrupting - Expressed appreciation for the contribution and effort made - Reassured Joanna that her fellow instructors only had positive things to say about her
<ul style="list-style-type: none"> <li>Develop Joanna's Performance Improvement Plan collaboratively</li> </ul>				<i>The student:</i> - Developed the PIP collaboratively, taking into consideration Joanna's input and suggestions

## Task 2

After a few weeks, you observed Joanna's class, and you saw improvement in the following areas:

- The participants seemed much more motivated
- Although there was still room for improvement, many of the transitions between segments had improved.

- a. Send an email to Joanna to inform her about your observations regarding her work progress. In your email:
- Explain the reason for your email
  - Specify your observations
  - Positively reinforce her efforts to motivate her

To write your email, use the template below.

[Approx. word count: 70 - 90 words]

**Assessor instructions:** Students must send an email to Joanna to inform her about their observations regarding her work progress. In their email, they will need to cover all the points mentioned in the instructions.

Students' wording may vary, but their email needs to reflect the content in the sample answer provided below.

## Email Template

To:	<<Add name(s) and position title of main email recipients here>> <i>Joanna King, Fitness Instructor.</i>
From:	<<Add your name and position title here>> <i>Jacinta Scotts, Centre Manager</i>
CC:	<<Add names and position titles of carbon copy email recipients here>>
Date/time:	<<Add the time and date of the email here>> <i>15.04.23, 11:30 a.m.</i>
Subject:	<<Add the subject of the email here>> <i>Work Progress</i>
Attachments:	<<Add the name of any attachments here>>

Dear <<Add email recipient(s) name here>>,

<<Add message here>>

*Dear Joanna,*

*I am writing this email to inform you about your work progress. I observed your classes, and I noticed the following:*

- The participants were much more engaged*
- Many of the transitions between the segments were much smoother than your classes in the past*

*I would like to acknowledge your hard work and tell you that I was really happy to witness the improvements in your spin class.*

*Keep up the good work!*

*Regards,*

*Jacinta Scotts*

*Centre Manager*

Regards,

<<Add your name here>>

<<Add your job position here>>



- b. Send an email to Laura Irish, the HR Manager, to inform her about your observations regarding Joanna's work progress and performance. In your email:
- a) Explain the reason for your email
  - b) Specify your observations
  - c) Inform her that you will keep her posted in regard to Joanna's performance

To write your email, use the template below.

[Approx. word count: 60 – 80 words]

**Assessor instructions:** Students must send an email to Laura to inform her about their observations regarding Joanna's work progress. In their email, they will need to cover all the points mentioned in the instructions.

Students' wording may vary, but their email needs to reflect the content in the sample answer provided below.

## Email Template

To:	<<Add name(s) and position title of main email recipients here>> <i>Laura Irish, HR Manager.</i>
From:	<<Add your name and position title here>> <i>Jacinta Scotts, Centre Manager</i>
CC:	<<Add names and position titles of carbon copy email recipients here>>
Date/time:	<<Add the time and date of the email here>> <i>15.04.23, 11:30 a.m.</i>
Subject:	<<Add the subject of the email here>> <i>Re: Joanna King Work Performance</i>
Attachments:	<<Add the name of any attachments here>>

Dear <<Add email recipient(s) name here>>,

<<Add message here>>

*Dear Laura*

*I am writing this email to inform you about Joanna's work progress and performance. I observed her classes, and I noticed the following:*

- The participants were much more engaged*
- Although there is still room for improvement, many of the transitions between the segments were much smoother.*

*I will keep you informed in regard to Joanna's work progress and performance.*

*Regards,*

*Jacinta Scotts*

*Centre Manager*

Regards,

<<Add your name here>>

<<Add your job position here>>

## Case Study

For this assessment, you will play the role of Jacinta Scotts, Sydney Centre Manager (Bounce Fitness).

Bounce Fitness is made up of four fitness centres. The Head office is currently established in Cairns, Queensland. The other centres are in Brisbane, (Queensland), Sydney, (New South Wales) and Melbourne, (Victoria).

### Scenario: Conflict Between Suzanne and Andrew, Fitness Instructors

**Conflict Details:** Suzanne and Andrew, both fitness instructors at Bounce Fitness, have had a conflict over teaching the new HIIT Class.

**When It Happened:** The conflict emerged three days ago. Their disagreement escalated into a heated exchange of words as they each argued about their suitability and commitment to the class, in front of other staff and gym members.

**Reason for Conflict:** Suzanne and Andrew were both interested in teaching the high-intensity interval training (HIIT) class. This will be the first time a HIIT class is organised by Bounce Fitness, and there are already more than 32 members interested in it. In most classes, attendance is between 15 – 25 participants. Both instructors believed they were best suited for the class and were passionate about leading it.

**How the Manager Found Out:** You discovered the conflict when you found Suzanne crying in their parking lot.

According to the Bounce Fitness policies and procedures, when two instructors want to teach the same class, the manager will need to assess their experience, skillset and background knowledge and assign the class to the instructor they see fit. In case there are enough members (over 40) interested to fill 2 classes, both instructors can be given a chance.

In this case, there was only expressed interest from the gym members for one class.

### Suzanne's background:

Suzanne, a proficient fitness instructor at Bounce Fitness, excels in leading dynamic Zumba classes. Originally from Mexico, she has spent eight years in Australia building her fitness career and brings 10 years of personal training experience. She joined Bounce Fitness five years ago (she is now the most senior team member), and she has been a very committed, hardworking employee. All the other employees at Bounce Fitness always mention how helpful and dedicated she is and how she always goes above and beyond to ensure quality outcomes.

Despite all that, Suzanne sometimes grapples with language insecurity due to English being her second language, affecting her confidence in communication. Moreover, she feels undermined by the new instructor Andrew, sensing racial bias and discrimination due to her diverse cultural background, and therefore she is always very defensive during their interactions, causing an awkward environment for everyone.

### Andrew's background:

Andrew, a recent addition to the Bounce Fitness team, brings a wealth of experience to his role as a fitness instructor. With an impressive 14 years of personal training expertise, Andrew's focus lies in strength training, where he has honed his skills over the years. In his first month at Bounce Fitness, he has more PT sessions

than any other instructor. Andrew has his own following, and since he joined the team, a lot of his clients joined the gym, increasing the number of members by almost 10%. His boxing class is one of the most successful classes. Andrew has also found success in leading highly effective online HIIT classes for four years, with now over 230 followers doing his online live HIIT classes weekly.

However, Andrew faces interpersonal challenges, particularly with fellow instructor Suzanne. He perceives Suzanne as overbearing and believes she displays a know-it-all attitude, constantly asserting herself as an authority figure. Andrew feels that Suzanne has taken a dominant stance regarding their shared interest in leading the HIIT class, even though he had expressed his own interest. According to Andrew, she specifically mentioned that she will definitely be assigned the new HIIT class, as she is a senior instructor, and the manager would never give it to a new team member.

This situation has led to a perception of rudeness and an uncomfortable dynamic between the two instructors. Despite these challenges, Andrew remains dedicated to his passion for HIIT and his goal of providing impactful fitness experiences.

#### **The other employees' opinion:**

The other fitness instructors have mentioned that the tension between them is affecting everyone negatively. They feel forced at times to take sides, and it makes them feel uncomfortable.

For the purpose of this assessment, people who work in the Sydney centre are internal stakeholders, and the people working for other departments of the organisation are external stakeholders (such as HR Manager, Finance Manager, CEO etc.).

### **Task 3**

According to the Conflict Management Policy and Procedures, you will need to have a meeting with Suzanne and Andrew separately.

Before entering the meetings, you will need to read the Conflict Management Policy and Procedures, the Employee Relations Policy and the relevant legislation, think of the following points below and answer the questions in the table provided:

- considerations for communicating information, including audience cultural and social diversity
- impacts of relationships, cultural and social environment, in supporting or hindering the achievement of planned outcomes
- impact of legislation and organisational policies on workplace relationships

**Assessor instructions:** Students must answer the questions in the table below, following the instructions provided in the question.

Students' wording may vary, but their responses will need to cover the points mentioned in the assessor instructions provided in each section.

How will you adjust your communication style for your meeting with Suzanne?

[Approx. word count: 40 - 60 words]

**Assessor Instructions:** Students will need to explain how they will adjust their communication style based on the information provided in the case study about Suzanne's background. Students might try to address different needs by adjusting their communication style, but they will have to mention, as a minimum, that the adjustment will address the fact that Suzanne's first language is not English.

<<insert your response here>>

Sample answer;

To effectively connect with Suzanne, who isn't a native English speaker, I will need to adjust my communication style. This involves employing straightforward language, embracing inclusivity, and actively posing inquiries to confirm her comprehension. I will also need to show respect and offer reassurance throughout our interactions since I know that Suzanne grapples with language insecurity.

How can Suzanne's cultural background and relationship with Andrew impact Bounce Fitness as an organisation?

[Approx. word count: 30 – 50 words]

**Assessor Instructions:** Students will need to answer the questions identifying the negative impact their relationship might have on the organisation and the other employees.

<<insert your response here>>

Sample answer;

As Suzanne is feeling that her cultural background causes Andrew to behave differently towards her. That has resulted in very defensive behaviour from her end that negatively impacts all the other employees as it makes them feel uncomfortable.

How can legislation and organisation's requirements (specifically the Racial Discrimination Act 1975, and the Conflict Management Policy) impact the relationship between you, Andrew and Suzanne? Explain if the impact is positive or negative and explain why.

[Approx. word count: 70 - 90 words]

**Assessor Instructions:** Students will need to identify how the Discrimination Act 1975 and the Conflict Management strategy relate to their relationship with Andrew and Suzanne.

Students' responses may vary, but they will need to connect the content of the Racial Discrimination Act 1975 and the Conflict Management Policy to the scenario provided and specify if the impact on their relationship with Andrew and Suzanne is positive or negative and why.

<<insert your response here>>

Sample answer

- The Racial Discrimination Act 1975, aims to ensure that Australians of all backgrounds are treated equally and have the same opportunities. Mentioning it can impact the relationship with Suzanne **positively** and with Andrew **negatively** if not handled discreetly and with care.

- According to the Conflict Management Policy, the manager will need to decide which instructor will deliver the class according to their skill set. That might impact the relationship with the **non-selected** instructor **negatively**.

#### Task 4

a) First, you will need to have a meeting with Suzanne:

- [Equal Employment Opportunity Act \[Commonwealth Authorities\] 1987](#)
- [Racial Discrimination Act 1975](#)
- [Equal Opportunity Act 2010](#)
- [Sex Discrimination Act 1984](#)
- **Poor Performance Management Policy and Procedure**
- **Employee relations policy**
- **Conflict Resolution Policy and Procedures**
- Prepare to discuss the importance of workplace relationships
- Choose two [2] techniques that can improve the relationship between Suzanne and Andrew from the Employee relations policy and specifically the Constructive Workplace Relationships section

During the meeting, you will need to:

- Ask Suzanne to discuss her side of the story.
- Explain the importance of good workplace relationships
- Suggest two [2] techniques that can be followed to improve the workplace relationship
- Explain that you are happy to organise a mediation session with an HR Manager if the situation is not resolved internally, as according to the **Conflict Resolution Policy and Procedures** If the conflict requires further intervention, an impartial third party may be appointed to mediate or facilitate a discussion between the involved parties.
- State that you will need to review the skills and expertise and make a decision about the HIIT class
- Select the communication style appropriate to Suzanne and her emotional state to maintain the effectiveness of interaction and to build and maintain engagement consistent with organisational requirements
- Select your personal communication style to build trust and positive working relationships and to show respect for her opinions, values and her particular needs.
- Support and motivate Suzanne and let her know about her fellow instructors' positive opinions of her.

The meeting must not exceed 30 minutes in duration.

**Assessor instructions:** Students must participate in a role play with one [1] other, following the instructions provided below.

## Role play instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- peers to who you are already working within the industry your qualification relates to.
- fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

The role play/meeting must not exceed 15 minutes in duration and must address all elements of the Observation Checklist below.

If you are unable to find participants to play the role of the other team members, 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 all participants, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

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

### Option 2: Fellow student participants

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.

### Participants' briefing instructions:

#### Suzanne, Fitness Instructor

Before the meeting, read the case study.

During the role play

- Explain how you feel about you're the situation.
- Show emotional behaviour by stating that you are very upset and you feel that Andrew's behaviour is terrible towards you.
- Explain that you feel that you are being discriminated against because of your different cultural background.

- Mention the fact that you think that the language barrier is a great issue because you cannot express yourself the way you want, and sometimes you get misunderstood
- Explain that you respect Andrew and his experience, but you feel very uncomfortable around him.
- When the student suggests ways to improve the relationship with Andrew, express your opinion and explain why or why not this could be a good idea.
- When the student offers the option of a mediation session with an impartial party, say that you will think about it.

### Recording instructions

Your role play must be recorded with all 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 all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

*"This session/presentation 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. All participant/s in this session 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.

Include this recording as part of your assessment submission.

### ASSESSOR OBSERVATION CHECKLIST

Students are required to upload a video of themselves and one [1] other engaged in a short meeting.

The participants must be fully briefed as outlined in the role play instructions.

The meeting should be a maximum of 30 minutes.

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY YES / NO	ASSESSOR COMMENTS		
<b>Task checklist</b>				
Did the student:				
<ul style="list-style-type: none"> <li>• Ask Suzanne to discuss her side of the story.</li> </ul>				<p><i>The student: - Was polite and listened actively without interrupting; by nodding the head, maintaining eye</i></p>



				<i>contact, summarising and paraphrasing - Did not take sides</i>
<ul style="list-style-type: none"> <li>Explain the importance of good workplace relationships</li> </ul>				<i>The student: - Was clear and concise - Was well prepared and explained the importance of good workplace relationships coherently</i>
<ul style="list-style-type: none"> <li>Suggest two [2] techniques that can be followed to improve the workplace relationship</li> </ul>				<i>The student: - Suggested two [2] techniques that can be applied specifically to Suzanne and Ansrew's workplace relationship. Any of the ones below:  Communicating honestly and openly - Behaving respectfully and professionally - Valuing equity and diversity - Actively consulting - Willing to compromise when appropriate.</i>
<ul style="list-style-type: none"> <li>Explain that you are happy to organise a mediation session with an HR Manager if the situation is not resolved internally, as according to the <b>Conflict Resolution Policy and Procedures</b>, if the conflict requires further intervention, an impartial third party may be appointed to mediate or facilitate a discussion between the involved parties.</li> </ul>				<i>The student: - Explained the option clearly, referring to the policy</i>
<ul style="list-style-type: none"> <li>State that you will need to review the skills and expertise and make a</li> </ul>				<i>The student: - Explained clearly that according to the policy, they will need to make the final decision regarding the HIIT class.</i>

decision about the HIIT class				
<ul style="list-style-type: none"> <li>Select the communication style appropriate to Suzanne and her emotional state to maintain the effectiveness of interaction and to build and maintain engagement consistent with organisational requirements</li> </ul>				<i>The student:</i> <ul style="list-style-type: none"> <li>- Avoided jargon</li> <li>- Maintained a professional and respectful tone</li> <li>- Open body language</li> <li>- Eye contact</li> <li>- Showed respect and were understanding</li> </ul>
<ul style="list-style-type: none"> <li>Select your personal communication style to build trust and positive working relationships and to show respect for her opinions, values and her particular needs.</li> </ul>				<i>The student :</i> <ul style="list-style-type: none"> <li>- Used inclusive language</li> <li>- Used respectful language</li> <li>- Avoided condescension, criticism, or sarcasm</li> </ul>
<ul style="list-style-type: none"> <li>Support and motivate Suzanne and let her know about her fellow instructors' positive opinions of her.</li> </ul>				<i>The student:</i> <ul style="list-style-type: none"> <li>- Expressed appreciation for the contribution and effort made</li> <li>- Reassured Suzanne that her fellow instructors only had positive things to say about her</li> </ul>

b) Then, you will need to have a meeting with Andrew:

- [Equal Employment Opportunity Act \[Commonwealth Authorities\] 1987](#)
- [Racial Discrimination Act 1975](#)
- [Equal Opportunity Act 2010](#)
- [Sex Discrimination Act 1984](#)
- **Poor Performance Management Policy and Procedure**
- **Conflict Resolution Policy and Procedures**
- **Employee relations policy**
- Prepare to discuss the importance of workplace relationships
- Choose two [2] techniques that can improve the relationship between Suzanne and Andrew from the Employee relations policy and specifically the Constructive Workplace Relationships section

During the meeting, you will need to:

- Ask Andrew to discuss his side of the story.
- Explain the importance of good workplace relationships
- Suggest two [2] techniques that can be followed to improve the workplace relationship.
- Explain that you are happy to organise a mediation session with an HR Manager if the situation is not resolved internally, as according to the **Conflict Resolution Policy and Procedures** If the

conflict requires further intervention, an impartial third party may be appointed to mediate or facilitate a discussion between the involved parties.

- State that you will need to review the skills and expertise and make a decision about the HIIT class
- Select the communication style appropriate to Andrew and his emotional state to maintain the effectiveness of interaction and to build and maintain engagement consistent with organisational requirements
- Select your personal communication style to build trust and positive working relationships and to show respect for his opinions, values and his particular needs.
- Support and motivate Andrew and let him know that everyone, including Suzanne, respects his experience and expertise.

The meeting must not exceed 30 minutes in duration.

**Assessor instructions:** Students must participate in a role play with one [1] other, following the instructions provided below.

### **Role play instructions**

In this task, you will participate in a role/play meeting with one [1] other. These may be sourced using one of the following options:

- peers to who you are already working within the industry your qualification relates to.
- fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

The role play/meeting must not exceed 15 minutes in duration and must address all elements of the Observation Checklist below.

If you are unable to find participants to play the role of the other team members, 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 all participants, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

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

#### **Option 2: Fellow student participants**

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.

### **Participants' briefing instructions:**

#### **Andrew, Fitness Instructor**

Before the meeting, read the case study.

During the role play

- Explain how you feel about you're the situation.
- Remain calm at all times.
- Explain that you feel that Suzanne is very rude, she thinks she knows it all and constantly mentions that she's been here the longest
- You believe that she shows no respect for you, your experience and your expertise, and you feel this stems from her feeling insecure about her abilities as an instructor
- When the student suggests ways to improve the relationship with Suzanne, express your opinion and explain why or why not this could be a good idea.
- When the student offers the option of a mediation session with an impartial party, say that you will think about it.

### **Recording instructions**

Your role play must be recorded with all 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 all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

*"This session/presentation 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. All participant/s in this session 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.

Include this recording as part of your assessment submission.

## **ASSESSOR OBSERVATION CHECKLIST**

Students are required to upload a video of themselves and one [1] other engaged in a short meeting.

The participants must be fully briefed as outlined in the role play instructions.

The meeting should be a maximum of 30 minutes.

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY YES / NO		ASSESSOR COMMENTS
<b>Task checklist</b>			
Did the student:			
<ul style="list-style-type: none"> <li>Ask Andrew to discuss his side of the story.</li> </ul>			<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- Was polite and listened actively without interrupting; by nodding the head, maintaining eye contact, summarising and paraphrasing</li> <li>- Did not take sides</li> </ul>
<ul style="list-style-type: none"> <li>Explain the importance of good workplace relationships</li> </ul>			<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- Was clear and concise</li> <li>- Was well prepared and explained the importance of good workplace relationships coherently</li> </ul>
<ul style="list-style-type: none"> <li>Suggest two [2] techniques that can be followed to improve the workplace relationship</li> </ul>			<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- Suggested two [2] techniques that can be applied specifically to Suzanne and Ansrew's workplace relationship. Any of the ones below:</li> </ul> <ul style="list-style-type: none"> <li>Communicating honestly and openly</li> <li>- Behaving respectfully and professionally</li> <li>- Valuing equity and diversity</li> <li>- Actively consulting</li> <li>- Willing to compromise when appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>Explain that you are happy to organise a mediation session with an HR Manager if the situation is not resolved internally, as according to the <b>Conflict</b></li> </ul>			<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- Explained the option clearly, referring to the policy</li> </ul>

<p><b>Resolution Policy and Procedures,</b> If the conflict requires further intervention, an impartial third party may be appointed to mediate or facilitate a discussion between the involved parties.</p>				
<ul style="list-style-type: none"> <li>State that you will need to review the skills and expertise and make a decision about the HIIT class</li> </ul>				<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- Explained clearly that according to the policy, they will need to make the final decision regarding the HIIT class.</li> </ul>
<ul style="list-style-type: none"> <li>Select the communication style appropriate to Andrew and his emotional state to maintain the effectiveness of interaction and to build and maintain engagement consistent with organisational requirements</li> </ul>				<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- Avoided jargon</li> <li>- Maintained a professional and respectful tone</li> <li>- Open body language</li> <li>- Eye contact</li> <li>- Showed respect and were understanding</li> </ul>
<ul style="list-style-type: none"> <li>Select your personal communication style to build trust and positive working relationships and to show respect for his opinions, values and his particular needs.</li> </ul>				<p><i>The student :</i></p> <ul style="list-style-type: none"> <li>- Used inclusive language</li> <li>- Used respectful language</li> <li>- Avoided condescension, criticism, or sarcasm</li> </ul>
<ul style="list-style-type: none"> <li>Support and motivate Andrew and let him know that everyone, including Suzanne, respects his experience and expertise.</li> </ul>				<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- Expressed appreciation for the contribution and effort made</li> <li>- Reassured Andrew that everyone respects their experience and expertise</li> </ul>

## Task 5

- a. Send an email to the HR Manager, Laura Irish, to inform her about the situation and your decision.  
In your email:
- Explain the reason for your email
  - Describe the situation

- c) State the two [2] techniques you suggested to improve the workplace relationship
- d) State that you offered the option of a mediation session with an external party, as according to the **Conflict Resolution Policy and Procedures**, if the conflict requires further intervention, an impartial third party may be appointed to mediate or facilitate a discussion between the involved parties.
- e) Explain that you reviewed the skills and expertise of the instructors and mention your final decision on who will teach the class, and explain why you believe he or she is a better option.
- f) Mention that meeting minutes have been stored according to Bounce Fitness policies and procedures, and she can access them, if more details are needed by the HR department.

To write your email, use the template below.

[Approx. word count: 150 – 200 words]

**Assessor instructions:** Students must send an email to the HR Manager, Laura Irish, to inform her about the situation and your decision. Students' wording may vary in their email, they will need to cover all the points mentioned in the instructions. The two [2] techniques they mention in the email, will need to align with the ones they suggest to Suzanne and Andrew during their roleplays. The students can choose either of the instructors to deliver the HIIT class, but they will need to explain the reasons behind their decision.

A sample answer is provided below.

## Email Template

To:	<<Add name(s) and position title of main email recipients here>> <i>Laura Irish, HR Manager.</i>
From:	<<Add your name and position title here>> <i>Jacinta Scotts, Centre Manager</i>
CC:	<<Add names and position titles of carbon copy email recipients here>>
Date/time:	<<Add the time and date of the email here>> <i>15.04.23, 11:30 a.m.</i>
Subject:	<<Add the subject of the email here>> <i>Workplace Conflict</i>
Attachments:	<<Add the name of any attachments here>>

Dear <<Add email recipient(s) name here>>,

<<Add message here>>

*Dear Laura,*

*I am writing this email to inform you about a workplace conflict that took place in the Sydney Centre between two fitness instructors, Andrew and Suzanne. The conflict was in regard to the delivery of the new HIIT Class.*

*I had a meeting with both instructors separately and asked them to discuss their points of view. I offered two techniques to be applied to solve the issues:*

- Communicating honestly and openly*
- Behaving respectfully and professionally*
- Valuing equity and diversity*
- Actively consulting*
- Willing to compromise when appropriate.*

*I offered the option of a mediation session with an external party, as according to the **Conflict Resolution Policy and Procedures**, if the conflict requires further intervention, an impartial third party may be appointed to mediate or facilitate a discussion between the involved parties.*

*After reviewing each instructor's experience and expertise, I decided that Andrew is the most suitable person to teach the HIIT classes as he has already been running online HIIT classes for 4 years with great success and has received excellent reviews.*

*Meeting minutes have been stored according to Bounce Fitness policies and procedures, and you can access them, if more details are needed by the HR department*

*Regards,*



*Jacinta Scotts*  
*Centre Manager*

Regards,

<<Add your name here>>

<<Add your job position here>>

- b. Send an email to Suzanne, to inform her about your decision. In your email:
- Explain the reason for your email
  - Mention that you reviewed the skills and expertise of both instructors
  - Reveal your final decision and the reasons behind it
  - If she is not selected, explain to her that as per the policy, if more members show interest in the class, enough to form a second class, she will be offered an opportunity to teach it.
  - Let her know that if she needs to discuss the outcome further, she can contact you anytime.

To write your email, use the template below.

[Approx. word count: 100 - 150 words]

**Assessor instructions:** Students must send an email to Suzanne, to inform her about their decision. Students' wording may vary in their email, they will need to cover all the points mentioned in the instructions.

A sample answer is provided below.

## Email Template

To:	<<Add name(s) and position title of main email recipients here>> <i>Suzanne, Fitness Instructor.</i>
From:	<<Add your name and position title here>> <i>Jacinta Scotts, Centre Manager</i>
CC:	<<Add names and position titles of carbon copy email recipients here>>
Date/time:	<<Add the time and date of the email here>> <i>15.04.23, 11:30 a.m.</i>
Subject:	<<Add the subject of the email here>> <i>About the HIIT Class</i>
Attachments:	<<Add the name of any attachments here>>

Dear <<Add email recipient(s) name here>>,

<<Add message here>>

*Dear Suzanne,*

*I am sending you this email to inform you about my final decision on the delivery of the new HIIT Class.*

*After reviewing both your and Andrew's skills and expertise, I decided that Andrew is the best-suited instructor to deliver our first HIIT class. Andrew has had a lot of experience in delivering HIIT classes for the last 4 years, and I believe that he is more ready at this point to deliver our very first HIIT class.*

*However, if more members show interest in HIIT, enough to form a second class, you will be offered an opportunity to teach it.*

*If you have any questions or would like to discuss the outcome further, please do not hesitate to contact me.*

*Regards,*

*Jacinta Scotts*

*Centre Manager*

Regards,

<<Add your name here>>

<<Add your job position here>>

- c. Send an email to Andrew, to inform her about your decision. In your email:
- a) Explain the reason for your email
  - b) Mention that you reviewed the skills and expertise of both instructors
  - c) Reveal your final decision and the reasons behind it
  - d) If he is not selected, explain to him that as per the policy, if more members show interest in the class, enough to form a second class, he will be offered an opportunity to teach it.
  - e) Let him know that if he needs to discuss the outcome further, he can contact you anytime.

To write your email, use the template below.

[Approx. word count: 100 - 150 words]

**Assessor instructions:** Students must send an email to Andrew, to inform him about their decision. Students' wording may vary in their email, they will need to cover all the points mentioned in the instructions.

A sample answer is provided below.

## Email Template

To:	<<Add name(s) and position title of main email recipients here>> <i>Andrew, Fitness Instructor.</i>
From:	<<Add your name and position title here>> <i>Jacinta Scotts, Centre Manager</i>
CC:	<<Add names and position titles of carbon copy email recipients here>>
Date/time:	<<Add the time and date of the email here>> <i>15.04.23, 11:30 a.m.</i>
Subject:	<<Add the subject of the email here>> <i>About the HIIT Class</i>
Attachments:	<<Add the name of any attachments here>>

Dear <<Add email recipient(s) name here>>,

<<Add message here>>

*Dear Andrew,*

*I am sending you this email to inform you about my final decision on the delivery of the new HIIT Class.*

*After reviewing both your and Suzanne's skills and expertise, I decided that you are the best-suited instructor to deliver our first HIIT class. You have had a lot of experience in delivering HIIT classes for the last 4 years, and I believe that you are more ready at this point to deliver our very first HIIT class.*

*However, if more members show interest in HIIT, enough to form a second class, Suzanne will be offered an opportunity to teach it.*

*If you have any questions or would like to discuss the outcome further, please do not hesitate to contact me.*

*Regards,*

*Jacinta Scotts*

*Centre Manager*

Regards,

<<Add your name here>>

<<Add your job position here>>

## Case Study

For this assessment, you will play the role of Jacinta Scotts, Sydney Centre Manager (Bounce Fitness).

Bounce Fitness is made up of four fitness centres. The Head office is currently established in Cairns, Queensland. The other centres are in Brisbane, (Queensland), Sydney, (New South Wales) and Melbourne, (Victoria).

### **Scenario: Lack of Motivation in Martin Saunders, Assistant Manager**

**Lack of Motivation Details:** Martin Saunders, the assistant manager at Bounce Fitness, has been displaying signs of low motivation in his recent interactions and work performance. He seems disengaged and less enthusiastic about his responsibilities, and he missed 2 of his deadlines.

**Reason for Lack of Motivation:** Martin's lack of motivation stems from feeling overwhelmed by his workload, lack of recognition, and a sense of stagnation in his career growth. He has been managing multiple tasks and responsibilities without receiving adequate support or acknowledgment.

**How the Lack of Motivation Was Noticed:** You noticed Martin's lack of motivation during team meetings and one-on-one interactions. He seemed less engaged in discussions, contributed fewer ideas, and showed signs of fatigue. The quality of his work output also appeared to be declining, and he missed 2 deadlines as he struggled to manage his time. Difficulty in managing his time had been observed in the past when there was not as much workload, but it was not addressed as it only happened twice.

**Before:** Martin was always a very hardworking assistant manager and always displayed a positive attitude. You, as a manager, always thought very highly of his ability, dedication and achievements.

You organised a meeting with Martin. During the meeting, the following conversation took place:

**You:** "Martin, I've noticed that you seem a bit different lately. Your enthusiasm and energy seem to be lower than usual. Is everything okay?"

**Martin:** "Honestly, I've been feeling a bit overwhelmed. The workload has been quite heavy, and I've been managing a lot of tasks on my own. I've also been hoping for more opportunities for growth within the company, but it feels like I'm stuck in my current role."

**You:** "I appreciate your honesty, Martin. I understand that the workload can be challenging, and I want to ensure that you have the support you need. I also hear about your desire for career growth. Let's discuss ways we can address these concerns."

**Martin:** "I think having more help with certain tasks would be great. And if there are opportunities to take on new responsibilities or projects that align with my career goals, that would be motivating for me."

**You:** "Absolutely, Martin. Let's work together to reevaluate your current responsibilities and see where we can delegate tasks or provide additional resources. I'll also keep you in mind for upcoming projects that can contribute to your professional development."

**Martin:** "That sounds promising. It's just been a bit tough trying to stay motivated when it feels like my efforts aren't really being recognized."

**You:** "I understand the importance of recognition. Let's implement a system where we regularly acknowledge and appreciate the hard work you're putting in. Your contributions are valuable to the team."

**Martin:** "Thank you for understanding. It means a lot to know that my concerns are being heard."

**You:** "Of course, Martin. We're a team, and your well-being and growth are important to us. Let's collaborate to find ways to reinvigorate your motivation and make positive changes."

For the purpose of this assessment, people who work in the Sydney centre are internal stakeholders, and the people working for other departments of the organisation are external stakeholders (such as HR Manager, Finance Manager, CEO etc.).

## Task 6

You will need to have another meeting with Martin to discuss his performance and develop a **Performance Improvement Plan** using the template provided. Before you enter the meeting, you will need to review the following legislation and organisational procedures and ensure you comply with them throughout your interaction with Martin. Access the links/documents below:

- [Equal Employment Opportunity Act \(Commonwealth Authorities\) 1987](#)
- [Disability Discrimination Act 1992](#)
- [Age Discrimination Act 2004](#)
- [Racial Discrimination Act 1975](#)
- [Equal Opportunity Act 2010](#)
- [Sex Discrimination Act 1984](#)
- **Poor Performance Management Policy and Procedure**
- Access and fill out the following sections of the **Performance Improvement Plan** before your meeting with Martin:
  - Assessment and Feedback
  - Training and Skills Enhancement
  - Self-directed learning

During the meeting, you will need to:

- Discuss the issue with Martin's performance (The sections Assessment and Feedback, Training and Skills Enhancement from the Performance Improvement Plan)
- Select the communication style appropriate to Martin and his emotional state to maintain the effectiveness of interaction and to build and maintain engagement consistent with organisational requirements
- Select your personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others.
- Support and motivate Martin by mentioning his positive attributes and reassuring him that he can be open and honest about his feelings.
- Develop Martin's Performance Improvement Plan collaboratively, save and submit it as **Performance Improvement Plan – Martin**.

The meeting must not exceed 30 minutes in duration.

**Assessor instructions:** Students must participate in a role play with one [1] other, following the instructions provided. More instructions on how to develop the Performance Improvement Plan, as well as examples, are provided in each section of the **Performance Improvement Plan – Assessor Guide**.

## Role play instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- peers to who you are already working within the industry your qualification relates to.
- fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

The role play/meeting must not exceed 15 minutes in duration and must address all elements of the Observation Checklist below.

If you are unable to find participants to play the role of the other team members, 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 all participants, providing them with the context of the role play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

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

### Option 2: Fellow student participants

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.

### Participants' briefing instructions:

#### Martin, Fitness Instructor

Before the meeting, read the case study.

During the role play

- Listen to the student discussing the issues with your performance
- Explain how you feel about your performance
- Show emotional behaviour by stating that you are very upset and demotivated and that you feel very uncomfortable discussing the issue with the student [manager].

- Discuss the aspects of the Performance Improvement Plan with the student and offer your opinion for each section

### Recording instructions

Your role play must be recorded with all 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 all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

*"This session/presentation 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. All participant/s in this session 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.

Include this recording as part of your assessment submission.

### ASSESSOR OBSERVATION CHECKLIST

Students are required to upload a video of themselves and one [1] other engaged in a short meeting.

The participants must be fully briefed as outlined in the role play instructions.

The meeting should be a maximum of 30 minutes.

Students must demonstrate each of the performance criteria outlined in the observation checklist below.

ACTIVITY	SATISFACTORY YES / NO		ASSESSOR COMMENTS
<b>Task checklist</b>			
Did the student:			
<ul style="list-style-type: none"> <li>• Discuss the issue with Martin's performance (The sections Assessment and Feedback, Training and Skills Enhancement from the Performance Improvement Plan)</li> </ul>			<i>The student:</i> - Was clear and concise - Was well prepared and discussed the issue coherently
<ul style="list-style-type: none"> <li>• Select the communication style</li> </ul>			<i>The student:</i> - Avoided jargon



appropriate to Martin and his emotional state to maintain the effectiveness of interaction and to build and maintain engagement consistent with organisational requirements				<ul style="list-style-type: none"> <li>- <i>Maintained a professional and respectful tone</i></li> <li>- <i>Open body language</i></li> <li>- <i>Eye contact</i></li> </ul>
<ul style="list-style-type: none"> <li>• Select your personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others.</li> </ul>				<p><i>The student :</i></p> <ul style="list-style-type: none"> <li>- <i>Used inclusive language</i></li> <li>- <i>Used respectful language</i></li> <li>- <i>Avoided condescension, criticism, or sarcasm</i></li> </ul>
<ul style="list-style-type: none"> <li>• Support and motivate Martin by mentioning his positive attributes and reassuring him that he can be open and honest about his feelings.</li> </ul>				<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- <i>Listen actively without interrupting</i></li> <li>- <i>Expressed appreciation for the contribution and effort made</i></li> <li>- <i>Reassured Martin</i></li> </ul>
<ul style="list-style-type: none"> <li>• Develop Martin's Performance Improvement Plan collaboratively, save and submit it as <b>Performance Improvement Plan – Martin</b></li> </ul>				<p><i>The student:</i></p> <ul style="list-style-type: none"> <li>- <i>Developed the PIP collaboratively, taking into consideration Martin's input and suggestions</i></li> </ul>

**Assessment checklist:**

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

1	Task 1 a) Role play – Joanna b) Performance Improvement Plan - Joanna	<input type="checkbox"/> <input type="checkbox"/>
2	Task 2 a) Email Joanna b) Email HR Manager	<input type="checkbox"/> <input type="checkbox"/>
3	Task 3 – Prepare for the meetings	<input type="checkbox"/>
4	Task 4 a) Role play - Suzanne b) Role play - Andrew	<input type="checkbox"/> <input type="checkbox"/>
5	Task 5 a) Email HR Manager b) Email Suzanne c) Email Andrew	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	Task 6 a) Role play – Martin b) Performance Improvement Plan - Martin	<input type="checkbox"/> <input type="checkbox"/>



**Congratulations you have reached the end of Assessment 3!**

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