



BSBLDR413

# Lead effective workplace relationships

Assessment 2 of 4

Case Study



## Assessment Instructions

### Task overview

This assessment task is divided into five (5) 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:

- Sydney Staffing
- Fitness Instructor Job Description
- Maintaining a clean centre – Policy and Procedures
- Maintain a clean centre – Strategy
- Work Schedule
- Roster

## 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].

Lately, you have been experiencing difficulties in the relationships of your staff members. Due to the growth of the Centre's clientele, you hired two extra fitness instructors, Joanna and Andrew [See **Sydney Staffing**], but you have noticed that they have not blended in as you expected.

The team is not cohesive anymore, which resulted in complaints. One of the centre's members complained that the equipment was not clean, and the counters were not well maintained. When you approached the fitness instructors to discuss the complaint, they stated that they feel that the two new staff members are not pulling their weight when it comes to maintaining a clean centre.

*For the purpose of this assessment, the 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 in the Head Office or other managers/employees of the Centres in the other States).*

## Task 1

Read the **Fitness Instructor Job Description** and identify if the cleanliness of the centre is part of their responsibilities. If it is, state in which section it can be found and explain what is being stated.

[Approx. word count: 40 – 60 words]

**Assessor instructions:** Students must read the Fitness Instructor Job Description and identify if the cleanliness of the centre is part of their responsibilities. They will need to state under which sections it is stated and what is being stated.

Students' wording may vary, but their responses will need to reflect the content in the sample answer below.

<<Insert your response here>>

Yes, the cleanliness of the centre is part of the fitness instructor's responsibility, according to the Fitness Instructor Job Description. Under the section Fitness Centre Operation, it is clearly stated that the fitness instructor is:

- Responsible for ensuring that equipment, workspaces and counters are clean, well-organised and well-maintained at all times.

## Task 2

Read the **Maintaining a clean centre – Policy and Procedures** and, in the table below, explain how the Policy suggests that the work task of keeping the centre clean can be achieved by listing the procedures suggested for keeping the centre clean.

[Approx. word count: 300 - 320 words]

**Assessor instructions:** Students must read the policy and, in the table below, explain how the Policy suggests that the work task of keeping the centre clean can be achieved by listing the procedures suggested for keeping the centre clean.

Students' wording may vary, but their responses will need to reflect the content in the sample answer below.

<<Insert your response here>>

To ensure the centre is being kept clean at all times the following procedures have been put in place and must be followed by all staff members:

### Procedures:

#### 1. Daily Cleaning:

- All common areas, including reception, locker rooms, workout areas, and restrooms, will be cleaned and sanitized daily before opening.
- All fitness equipment, including weights, machines, mats, and exercise accessories, will be wiped down and sanitized regularly throughout the day.

#### 2. Locker Rooms and Restrooms:

- Locker rooms and restrooms will be cleaned and disinfected multiple times throughout the day.
- Adequate supplies of hand soap, hand sanitizers, and paper towels will be provided. Cleaning staff will refill the supplies daily however, if at any point any of the supplies above runs out, it is the responsibility of the Centre's employees to replace them.

#### 3. Fitness Equipment:

- Staff will conduct routine checks to ensure that all fitness equipment is in proper working condition.
- Users will be encouraged to wipe down equipment before and after use using provided disinfectant wipes.

#### 4. Floor Maintenance:

- Spills and accidents will be addressed promptly to prevent slips and falls.

#### 5. Ventilation:

- Proper ventilation will be maintained to ensure the circulation of fresh air throughout the facility.

#### 6. Staff Hygiene:

- All staff members are required to maintain personal hygiene standards, including proper grooming and wearing clean uniforms.
- Staff will follow proper handwashing procedures and use hand sanitizers as necessary.

#### 7. Member Responsibilities:

- Members are expected to clean and wipe down equipment after use.
- Members should properly dispose of waste and used items in designated bins.

#### 8. Documentation and Training:

- Staff will receive training on cleanliness procedures, proper use of cleaning agents, and safety protocols.

### Task 3

Now you will need to think of three [3] ideas that you would like to implement in order to ensure the cleanliness of the centre and have a meeting with the Assistant Manager, Martin Saunders and the HR Manager, Laura Irish, of Bounce Fitness, to share your ideas and decide how you can resolve the issue.

During the role play, you will need to:

- Discuss the issue and three [3] ideas that you came up with based on the **Maintaining a clean centre – Policy and Procedures**
- Select the communication style appropriate to the meeting attendees 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
- Ask the participants for their opinion on your ideas as well as their own ideas on how the issue can be resolved.

The meeting must not exceed 15 minutes in duration.

**Assessor instructions:** Students must participate in a role play with two [2] others following the instructions provided.

#### Role play instructions

In this task, you will participate in a role/play meeting with two [2] others. 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 Saunders, Assistant Manager**

- Listen to the student's ideas.
- Offer your honest opinion on his ideas
- Propose another idea or choose one of the student's ideas as your preferred one
- Be polite and speak clearly

#### **Laura Irish, HR Manager**

- Listen to the student's ideas.
- Offer your honest opinion on his ideas
- Propose another idea or choose one of the student's ideas as your preferred one
- Be polite and speak clearly

### **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 two (2) others 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 15 minutes.

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

| ACTIVITY  | SATISFACTORY<br>YES / NO |  | ASSESSOR COMMENTS   |
|---|--------------------------|--|---|
| <b>Task checklist</b>   |                          |  |   |
| Did the student:  |                          |  |   |
| <ul style="list-style-type: none"> <li>Discuss the issue and the <b>three (3) ideas</b> that you came up with based on the Maintaining a clean centre – Policy and Procedures</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 their ideas coherently</li> </ul>                                      |
| <ul style="list-style-type: none"> <li>Select the communication style appropriate to the meeting attendees to maintain the <b>effectiveness of interaction</b> and to build and <b>maintain engagement</b> 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> </ul> |
| <ul style="list-style-type: none"> <li>Select your personal communication style to</li> </ul>   |                          |  | <p><i>The student :</i></p> <ul style="list-style-type: none"> <li>- Used inclusive language</li> </ul>   |

|   |  |  |   |
|---|--|--|---|
| <p><b>build trust and positive working relationships</b> and to <b>show respect</b> for the opinions, values and particular needs of others</p>                       |  |  | <p><i>- Used respectful language</i><br/> <i>- Avoided condescension, criticism, or sarcasm</i></p>   |
| <ul style="list-style-type: none"> <li>• Ask the participants for their opinion on your ideas as well as their own ideas on how the issue can be resolved.</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 by the speaker</i></li> <li><i>- Summarised or paraphrased others' opinions to ensure that they have understood them correctly</i></li> </ul> |



## Task 4

- a) Develop a strategy to ensure that the fitness instructors maintain a clean centre at all times as per the responsibilities listed in their **Job Description** and the **Maintaining a clean centre – Policy and Procedures**.

Use the **Maintain a clean centre – Strategy** template provided and the **Work Schedule** to develop the strategy.

More instructions on how to develop the strategy are provided in each section of the template.

**Assessor instructions:** Students must develop a strategy to ensure that the fitness instructors maintain a clean centre at all times as per the responsibilities listed in their job description and the **Maintaining a clean centre – Policy and Procedures**.

They will need to use the **Maintain a clean centre – Strategy** template provided.

More instructions as well as sample answers are provided in each section of the **Maintain a clean Strategy – Assessor Guide**.

- b) Email the **Maintaining a clean centre – Strategy** to the fitness instructors [See Sydney Staffing]. In your email, you will need to:

- State the reason for your email
- Ask the instructors to review your suggestions
- Ask the instructors to choose which resolution they prefer or add their own suggestion to resolve the issue.
- Use inclusive language to develop a positive relationship and build trust let them know that if they have concerns, they can contact you to discuss the strategy

To write your email, use the template below.

[Approx. word count: 70 - 90 words]

**Assessor instructions:** Students must email the **Maintaining a clean centre – Strategy** to the fitness instructors,

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>><br><i>Students need to include all five (5) fitness instructors.</i> |
| From:        | <<Add your name and position title here>><br><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>><br><i>15.04.23, 11:30 a.m.</i>  |
| Subject:     | <<Add the subject of the email here>><br><i>Maintaining a clean centre - Strategy</i>   |
| Attachments: | <<Add the name of any attachments here>><br><i>Maintaining a clean centre – Strategy. docx</i>  |

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

<<Add message here>>

*Dear team,*

*I've attached the draft of our Maintain a clean centre - Strategy with my proposed resolutions.*

*Please take a moment to review the document and my proposals. Feel free to select a preferred resolution from the options provided or propose alternatives you believe would work better. Your feedback would be greatly appreciated.*

*Let's collaborate to enhance the cleanliness and efficiency of our centre. Thank you for your continued dedication.*

*Regards,*

*Jacinta Scotts*

*Centre Manager*

Regards,

<<Add your name here>>

<<Add your job position here>>

## Task 5

The staff sent you back their suggestions. It turn out that 4 out of 5 instructors suggested a roster based on their shifts.

- a) Develop a roster to maintain a clean centre using the **Roster** template. When developing the roster, you will need to take into consideration the Work Schedule and the “Maintain a clean centre – Policy and Procedures”.

More instructions on how to develop the roster are provided in the template.

**Assessor instructions:** Students must develop a roster to maintain a clean centre using the **Roster** template.

They will need to use the Roster template provided and take into consideration the Work Schedule and the “Maintain a clean centre – Policy and Procedures”

The criteria to determine the student’s competency are provided in the **Roster–Assessor Guide**.

- b) Send an email to all fitness instructors to inform them about the roster and cc the Assistant Manager, Martin Saunders. In your email, you will need to:
  - a. State the reason for your email
  - b. Explain how the roster was developed, what you took into consideration
  - c. Use inclusive language to develop a positive relationship and build trust let them know that if they have concerns, they can contact you to discuss or review the roster
  - d. Use the template provided below.

[Approx. word count: 80 – 100 words]

**Assessor instructions:** Students must send an email to all fitness instructors to inform them about the roster and cc the Assistant Manager, Martin Saunders. In their email, they will need to:

- a. State the reason for your email
- b. Explain how the roster was developed, and what they took into consideration
- c. Use inclusive language and specify that if they have concerns, they can contact to discuss or review the roster
- d. Use the template provided below.

## Email Template

|              |   |
|--------------|---|
| To:          | <<Add name(s) and position title of main email recipients here>><br><i>Students need to include all five (5) fitness instructors.</i> |
| From:        | <<Add your name and position title here>><br><i>Jacinta Scotts, Centre Manager</i>  |
| CC:          | <<Add names and position titles of carbon copy email recipients here>><br><i>Martin Saunders, Assistant Manager</i>                   |
| Date/time:   | <<Add the time and date of the email here>><br><i>15.04.23, 11:30 a.m.</i>  |
| Subject:     | <<Add the subject of the email here>><br><i>Roster</i>  |
| Attachments: | <<Add the name of any attachments here>><br><i>Roster. docx</i>   |

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

<<Add message here>>

*Dear team,*

*I've attached the Roster to maintain a clean centre as per your suggestion.*

*When developing the roster, I took into consideration your shifts, the classes you deliver, your PT sessions, as well as the number of hours you work. I tried to ensure that all team members are going to contribute equally to maintain our centre clean.*

*If you have any concerns, or there is anything that you would like to discuss, please do not hesitate to contact me.*

*Regards,*

*Jacinta Scotts*

*Centre Manager*

Regards,

<<Add your name here>>

<<Add your job position here>>

**Assessment checklist:**

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

|   |   |  |
|---|---|--|
| 1 | Task 1 – Review and short answer question | <input type="checkbox"/>                             |
| 2 | Task 2 – Review and short answer question | <input type="checkbox"/>                             |
| 3 | Task 3 – Role play                        | <input type="checkbox"/>                             |
| 4 | Task 4<br>a) Strategy<br>b) Email         | <input type="checkbox"/><br><input type="checkbox"/> |
| 5 | Task 5<br>a) Roster<br>b) Email           | <input type="checkbox"/><br><input type="checkbox"/> |



**Congratulations you have reached the end of Assessment 2!**

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