STUDENT ASSESSMENT PACK (SUMMATIVE)

RIILAT402E - Provide leadership in the supervision of diverse work teams (Release 2)

RII60520 - Advanced Diploma of Civil Construction Design (Release 2)

Student First Name	
Student Last Name	
Student ID	

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Contents

Assessment Overview

Welcome to the Student Assessment Tasks for *RIILAT402E Provide leadership in the supervision of diverse work teams*. These tasks have been designed to help you demonstrate the skills and knowledge pertaining to providing leadership in the supervision of diverse work teams in the resources and infrastructure industries.

Please ensure that you read the instructions provided with these tasks carefully. You should also follow the advice provided in the *Student Guide*. The Student Guide provides important information for you relating to completing assessment successfully.

ASSESSMENT FOR THIS UNIT

For you to be assessed as competent, you must successfully complete two assessment tasks:

- Assessment Task 1: Knowledge questions – You must answer all questions correctly.

- Assessment Task 2: Project – You must work through a range of activities and complete a *Project Portfolio*.

Assessment Cover Sheet

At the beginning of each task in this Pack, you will find an Assessment Cover Sheet. Please fill it in for each task, making sure you sign the student declaration.

Your assessor will give you feedback about how well you went in each task and will write it on the Assessor Feedback Sheet at the end of each task.

How your assessments will be marked

When the assessor marks your assessment tasks, the outcome will be either Satisfactory or Not Satisfactory:

Satisfactory (S)	Your responses to the assessment task have met the required unit assessment criteria.
Not Satisfactory (NS)	▪ Your responses to the assessment task have not met the required assessment criteria. Additional learning or practice is required. ▪ Your assessor will make arrangements to conduct a further assessment of this task once you have undertaken additional practice/learning.

You must achieve a 'Satisfactory' result for all assessment tasks to be deemed competent for this unit.

Assessment Appeals

You can make an appeal about an assessment decision by putting it in writing and sending it to us. Refer to your Student Handbook for more information about our appeals process.

Reasonable Adjustment

Reasonable adjustment is available to all students for assessments and must be requested in writing, using the Reasonable Adjustment form – this includes extensions which must be requested 1 week prior to the assessment task due date. Reasonable Adjustment forms are available from your trainer.

On receipt of your completed Reasonable Adjustment form, your trainer/assessor will consider your request and advise whether it is approved and what action will be taken.

Recognition of Prior Learning (RPL)

RPL is a formal process that recognises skills developed through previous training, work or life experience, which match a unit of competency in a training course. If you believe you already have the skills covered in this unit of competency, discuss this with your trainer, who will provide you with instructions for applying for RPL.

National Recognition / Credit Transfer

Qualifications or statements of attainment issued by other Registered Training Organisations are recognised by the College. Where this unit of competency is equivalent to a unit of competency previously completed with another provider, credit transfer will be offered and the course length adjusted accordingly. It is the responsibility of the student to provide the relevant evidence of qualifications or statements of attainment issued by other Registered Training Organisations, which will be verified by the College prior to credit transfer being applied.

Support Services

Your trainer/assessor is able to clarify any aspect of an assessment task prior to it being administered. This may include clarifying: knowledge and skills covered during the training program; the meaning of written assessment questions; performance standards for practical assessments; and marking criteria.

Once the assessment process has commenced however, the assessor is not able to provide any intervention or guidance, unless it is to prevent an unsafe act from being performed.

Please ask for help when you need it, as your trainer/assessor may not be aware that you have not understood aspects of the training program or are not feeling confident enough to engage in assessment activities.

Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. In your assessments you must come up with your own ideas, however, at times you may need to make reference to work that has been conducted by others. Important points to be aware of:

- Know what plagiarism is – refer to http://www.plagiarism.org/ for more information

- Reference your work / acknowledge all of your sources

"All of the following are considered plagiarism:

- *turning in someone else's work as your own*
- *copying words or ideas from someone else without giving credit*
- *failing to put a quotation in quotation marks*
- *giving incorrect information about the source of a quotation*
- *changing words but copying the sentence structure of a source without giving credit*
- *copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not..."*

Where a student plagiarises, the student will need to resubmit their work and will be given a first and final warning for misconduct. If a student plagiarises a second time, their CoE may be cancelled immediately for serious misconduct.

iParadigms. 2014. What is Plagiarism?. [ONLINE] Available at: http://www.plagiarism.org/plagiarism-101/what-is-plagiarism. [Accessed 17 April 2016].

Not Yet Satisfactory' result

Our assessment process is designed to answer the question "has the desired learning outcome been achieved yet?" If the answer is "Not yet", then we work with you to see how we can get there. Your trainer will provide you with the necessary feedback and guidance, in order for you to resubmit your responses. Where a student's answers are deemed not yet satisfactory after the first attempt, a resubmission attempt will be allowed. If a third submission is required, the student must pay the reassessment fee.

Assessment Submission Instructions

How to submit your assessments

When submitting an assessment task, please adhere to the following:

- A completed Assessment Cover Sheet must be attached to the front of all work submitted for assessment.

- Written assessment tasks must be submitted using the recommended format for written submissions (see below), or they may be handwritten. Please ensure that your handwriting is clear and legible.

- When answering questions associated with an assessment task, ensure that you use your own words (plagiarism will not be tolerated) and reference where appropriate, using the Harvard Referencing Guide https://www.citethisforme.com/harvard-referencing, or the Harvard Generator http://www.harvardgenerator.com/

- Ensure that your assessment task is submitted on or before the due date specified by your trainer/assessor.

When you have completed each assessment task you will need to submit it to your assessor.

Further instructions about submission can be found at the beginning of each assessment task.

Make sure you photocopy your written activities before you submit them – your assessor will put the documents you submit into your student file. These will not be returned to you.

Once your submitted assessment task has been assessed, your assessor will provide you with feedback and the assessment outcome.

Format for written submissions

When you are using a word processing program, such as Microsoft Word, to prepare your written assessment task, please adhere to the following guidelines:

1. Completed Assessment Cover Sheet

2. Title of the task
   - Arial, Size 14 pt., Bold

3. Headings
   - Arial, Size 12 pt., Bold

4. Text
   - Arial, Size 11 pt.

5. Table Content
   - Arial, Size 10 pt.

6. Line Spacing
   - 1.5

7. Length
   - The number of words are specified in the task description for each individual assessment method, where applicable.

8. Presentations are to be created using presentation software, such as Microsoft PowerPoint. Resources such as a data projector, whiteboard markers, speakers, pen pointers and presentation screens will be provided.

Assessment Plan

The following outlines the requirements of your final assessment for this unit. You are required to complete all tasks to demonstrate competency in this unit.

Your assessor will provide you with the due dates for each assessment task. Write them in the table below.

Assessment Requirements	Due date
1. Knowledge Questions	
2. Projects	

AGREEMENT BY THE STUDENT

Read through the assessments in this booklet before you complete and sign the agreement below.
Make sure you sign this before you start any of your assessments.

Have you read and understood what is required of you in terms of assessment?	☐ Yes	☐ No
Do you understand the requirements of this assessment?	☐ Yes	☐ No
Do you agree to the way in which you are being assessed?	☐ Yes	☐ No
Do you have any special needs or considerations to be made for this assessment? If yes, what are they?	☐ Yes	☐ No

_____

Do you understand your rights to appeal the decisions made in an assessment?	☐ Yes	☐ No

Student Name:			
Student Signature:		Date:	

AGREEMENT BY THE ASSESSOR

Do you agree that this student is ready to undertake the summative assessment?	☐ Yes	☐ No

Assessor Name:			
Assessor Signature:		Date:	

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Assessment Cover Sheet – Assessment Task 1

Students:

- Please complete this cover sheet clearly and accurately.

- Make sure you have kept a copy of your work.

Student Name:			
Student Id:		Date of submission:	
Unit:			
• RIILAT402E - Provide leadership in the supervision of diverse work teams (Release 2)			
Assessment Task 1: Knowledge Questions			

STUDENT DECLARATION

I declare the following:

☑ The purpose and outcomes of assessment have been explained

☑ The re-assessment and appeals process have been explained to me

☑ Recognition of Prior Learning (RPL) and Credit Transfer (CT) have been explained to me

☑ DIC has informed me about Language Literacy Numeracy (LLN) assistance available to me

☑ I understand that assessments can either be given to the trainer or emailed to them

☑ That completed assessment tasks are my own work

☑ None of this work has been completed by any other person.

☑ I have not cheated or plagiarised the work or colluded with any other student/s.

☑ I have correctly referenced all resources and reference texts throughout these assessment tasks

☑ I understand that if I am found to be in breach of policy, disciplinary action may be taken against me

☑ I have made a photocopy or have kept an electronic copy of my completed assessment tasks, which can be produced for the assessor when asked for

☑ I understand that for resubmissions, a cost of $100 – per practical assessment and $50 – per theory assessment will be charged to me.

Student Signature:	

Please Note: The above must be completed in full before your assessment work is assessed.

Assessment Task 1 – Knowledge Questions

TASK SUMMARY:

1. This is an open-book test – you can use the Internet, online portal, textbooks, and other documents to help you with your answers if required.
2. You must answer ALL questions correctly.
3. Knowledge questions are designed to help you demonstrate the knowledge that you have acquired during the learning phase of this unit.
4. You must provide detailed answers, to the questions in the space provided. One-word responses will not be accepted as a suffice answer.
5. All questions, if necessary, will require a verbal interview from the Trainer to verify the responses
6. Email your completed document to your assessor for assessment.

YOUR ASSESSOR WILL PROVIDE FEEDBACK ON ANY INCORRECT ANSWERS AND WILL ALLOW YOU TO RESUBMIT

RESOURCES AND EQUIPMENT REQUIRED TO COMPLETE THIS TASK

Access to textbooks and other learning materials

Access to workplace policies and procedures

Access to a computer, printer and the Internet (where applicable)

Refer to the Learner Activity Workbook to help you answer the questions in this task.

WHEN AND WHERE SHOULD THE TASK BE COMPLETED?

This assessment will be done in your own time as homework. Refer to your study guide for reference.

Your assessor will provide you with the final due date for this assessment.

WHAT NEEDS TO BE SUBMITTED?

- Your answers to these questions.

INSTRUCTIONS

Answer the questions below.

review the advice to students regarding answering knowledge questions in the *Student Guide*

- This is an individual assessment.

- To ensure your responses are satisfactory, consult a range of learning resources and other information such as handouts, textbooks, learner resources etc.

- Complete a typeable assessment consisting of a series of questions.

- You will be required to answer all the questions correctly.

- Do not start answering questions without understanding what is required. Read the questions carefully and critically analyze them for a few seconds; this will help you to identify what information is needed in the answer.

- Your answers must demonstrate an understanding and application of the relevant concepts and critical thinking.

- Be concise, to the point and write answers. Do not provide irrelevant information. Remember, quantity is not quality.

- You must write your responses in your own words.

- Use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups based on attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender-inclusive language should be used. To be assessed as Satisfactory in this assessment task, all questions must be answered correctly.

- When you quote, paraphrase, summarize or copy information from other sources to write your answers or research your work, always acknowledge the source

Questions

Provide answers to all the questions below:

Question 1. List four facts about cultural diversity in Australia. Two of the facts should be historic and two should be current.

Question 2.a. Read through the information about Culture & Diversity given on Australian Human rights commission website.

Culture and Diversity | Australian Human Rights Commission

Summarise the information in your own words.

b. Explain the importance of an inclusive work environment.

Question 3. a. Explain the concept of cultural identity and how it can affect interactions with others.

b. Define the term cultural politics. What do you understand by the following key terms in relation to the cultural politics.

1. Representation

2. Identity

3. Power Dynamics

C. What do you understand by the term cultural values briefly explain. Provide two examples of cultural values.

Question 4. a. Select a reading on **Impact of Colonization on Indigenous Australians, provide a summary of the key information.**

You must provide the reference to that reading.

b. Who are key stakeholders of an organisation, how to identify them & their roles? How can you identify the most important and the least important stakeholder? Why is it important to build a diverse professional network?

Question 5. What is Cross cultural communication? List four tips that can be used to overcome language barriers i.e., effective cross-cultural communication.

Question 6. a. What do you understand the term dominant culture. List three negative impacts of a dominant culture at work.

b. You are leading a construction project with a diverse team. Contextual diversity has led to unexpected conflicts between team members. As a leader you need to use influence the team to get the desired result and avoid conflicts.

1. Provide two most effective ways/strategies of influence which you can use to influence your team. Briefly explain how you will execute these strategies.

2. Do you think Coercive power at workplace may lead to desired results, provide reason for your answer. List the advantages and disadvantages of coercive power.

Question 7. Complete the following table comparing Indigenous Australians to other Australians.

A common custom associated with Indigenous Australians.	
A common custom associated with other Australians.	
An example of a language of an Indigenous Australian.	
An example of another language that can be spoken by an Australian.	
An environment in which an Indigenous Australian may feel comfortable.	
An environment in which other Australians may feel comfortable.	

Question 8. List three conditions/requirements that may be included in an employment contract/agreement.

Question 9. What do you understand by the term Mentoring, how is it different from Coaching? Define the terms Mentor and Mentee, list at least 5 benefits of mentoring to both Mentor and Mentee. How training on unconscious bias, cultural awareness, gender pronouns and inclusive communication can lead to successful mentoring.

List three mentoring methods/strategies.

Question 10. a. List three practices that should be followed by a supervisor and that would meet ethical requirements/code of conduct requirements.

b. You are conducting a review of your organisation's policies and procedures, and you identify the organisation's policy and procedure for Staff Training and Development. A section of this policy and procedure relates to training on identifying unconscious bias and encourage team members to develop empathy, respect, and collaboration.

How will you implement the above strategies within the organisation?

c. In Australia, national and state laws cover equal employment opportunity and anti-discrimination in the workplace. As an employer, you must understand your rights and responsibilities under human rights and anti-discrimination law. List the legislations that covers diversity and inclusion at workplace.

Question 11. Confidentiality is vital in all workplaces, but there are specific roles and jobs where having strong skills in confidentiality is extremely important.

What do you understand by the confidentiality of information, briefly explain? What kind of confidentiality is there at the workplace, provide at least three examples? Explain why it is important to maintain confidentiality as a supervisor/leader.

Question 12. Explain the role of a performance review in developing skills, providing support and career opportunities.

Question 13. List three ways that can be used to maintain positive working relationships within a team.

Question 14. Improving team cohesion & managing team dynamics is an ongoing process, which requires constant addressing of interpersonal issues, two way-communication, constructive feedback and influential leadership skills.

What do you understand by the term team -dynamics. List three factors that can assist with positive team dynamics. What role does leader have in managing team dynamics?

You are leading a team of engineers, and you need to lead an idea generation session with them. How important it is for each team member to feel psychologically safe while sharing new ideas? Being a leader how can you foster inclusive organisational culture, list at least three strategies.

Question 15. List three ways that a team leader can prevent workplace bullying.

Assessment Task 1: Checklist

Student's name:			
Did the student provide a sufficient and clear answer that addresses the suggested answer for the following?	**Completed successfully?**		**Comments**
	Yes	No	
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			
Question 6			
Question 7			
Question 8			
Question 9			
Question 10			
Question 11			
Question 12			
Question 13			
Question 14			
Question 15			

Assessor Feedback Sheet – Assessment Task 1

Assessors: Please complete and return this feedback sheet to the student with their results and feedback.

A copy must be supplied to the office and kept in the student's file with the assessment evidence.

Assessment Task 1	Result	Date	Was this a resubmission?
Knowledge questions	☐ **Satisfactory (S)** ☐ **Not Satisfactory (NS)**		☐ Yes ☐ No

Is Resubmission required?	☐ Yes ☐ No	Resubmission Due Date:	

ASSESSOR FEEDBACK

Assessor Signature:		
Assessor Name:		Date:

Assessment Cover Sheet – Assessment Task 2

Students:

- ▪ Please complete this cover sheet clearly and accurately.

- ▪ Make sure you have kept a copy of your work.

Student Name:			
Student Id:		Date of submission:	
Unit: • RIILAT402E - Provide leadership in the supervision of diverse work teams (Release 2)			
Assessment Task 2: Project			

STUDENT DECLARATION

I declare the following:

☑ The purpose and outcomes of assessment have been explained

☑ The re-assessment and appeals process have been explained to me

☑ Recognition of Prior Learning (RPL) and Credit Transfer (CT) have been explained to me

☑ DIC has informed me about Language Literacy Numeracy (LLN) assistance available to me

☑ I understand that assessments can either be given to the trainer or emailed to them

☑ That completed assessment tasks are my own work

☑ None of this work has been completed by any other person.

☑ I have not cheated or plagiarised the work or colluded with any other student/s.

☑ I have correctly referenced all resources and reference texts throughout these assessment tasks

☑ I understand that if I am found to be in breach of policy, disciplinary action may be taken against me

☑ I have made a photocopy or have kept an electronic copy of my completed assessment tasks, which can be produced for the assessor when asked for

☑ I understand that for resubmissions, a cost of $100 – per practical assessment and $50 – per theory assessment will be charged to me.

Student Signature:	

Please Note: The above must be completed in full before your assessment work is assessed.

Assessment Task 2– Project

TASK SUMMARY:

In this task, you are required to demonstrate your skills and knowledge by working through a few activities and completing and submitting a *Project Portfolio*.

RESOURCES AND EQUIPMENT REQUIRED TO COMPLETE THIS TASK

In this task, you are required to demonstrate your skills and knowledge by working through several activities and completing and submitting a project portfolio.

You will need access to:

- a suitable place to complete activities that replicates a business environment including a meeting space and computer and internet access

- your learning resources and other information for reference

- *Project Portfolio* template

- *Simulation Pack*

   Ensure that you:

- review the advice to students regarding responding to written tasks

- comply with the due date for assessment which your assessor will provide

- adhere with your RTO's submission guidelines

- answer all questions completely and correctly

- submit work, which is original and, where necessary, properly referenced

- submit a completed cover sheet with your work

- avoid sharing your answers with other students.

WHEN AND WHERE SHOULD THE TASK BE COMPLETED?

- Your assessor will provide you with the final due date for this assessment.

- The assessment will be completed in a simulated environment.

WHAT NEEDS TO BE SUBMITTED?

- Project Portfolio

INSTRUCTIONS

Complete the given activities as per instructed.

ACTIVITIES

Complete the following activities:

1.   Carefully read the following:

This assessment task requires you to provide leadership in the supervision of diverse work teams on two occasions. You can complete Activity Step 2 based on the information in the Simulation Pack. You must be able to access a range of information and documentation including the scope of your role and the team you manage, as well as workplace policies and procedures that are relevant to the supervision of diverse work teams, for example, those addressing behaviour expected, diversity, and conflict management. Activity Steps 4 and 5 are to be completed by all students based on the Simulation Pack.

You will be collecting evidence for this unit in a *Project Portfolio*. The steps you need to take are outlined below.

2.   Preparation.

You are required to prepare to provide leadership in the supervision of diverse teams. This will be based on the information in the Simulation Pack. You are required to document your role as team leader. This involves addressing all the questions in Section 1 of your Simulation Pack including:

Confirming your role as a team leader.

Identifying the policies and procedures (including performance management) and other documentation that apply to providing leadership in the supervision of diverse work teams.

Determining a range of requirements as relevant to supervising diverse work teams including:

Scope and boundaries of the supervisory role, including realistic expectations and conditions.

Benefits of diverse work teams and their support requirements

Benefits of mentoring in terms of the role of a team leader supervising diverse teams, as well as how a mentoring arrangement should operate.

Cultural factors that impact on diverse work teams.

The impact of potential conflict on work teams.

Diversity strategies that support the recruitment and selection of staff.

Work on *Section 1* of your *Project Portfolio*.

When you have completed the steps above, you are required to develop a presentation about diversity to present to your team and management. This will draw on work that you have completed so far, and the presentation will be one of the occasions in which you will demonstrate that you can provide leadership in the supervision of diverse teams.

You are required to develop a diversity presentation that can be provided to a team (your assessor and fellow students). Your presentation is to address:

An overview of the role of a team leader in providing leadership in the supervision of diverse work teams as per the preparation work you completed.

Benefits of diverse work teams – outline at least four.

Unconscious bias, examples and the impact of unconscious bias.

The importance of practising diversity in terms of avoiding allegations/complaints relating to harassment, discrimination and bullying.

Examples of work practices that acknowledge diversity – at least three.

The importance of demonstrating empathy, respect, and collaboration and strategies to achieve this.

Diversity strategies that can be used for recruitment and selection – include at least two.

Examples of networks that team members can draw on to assist with diversity issues.

Prepare your presentation in a format of your choice such as. PowerPoint for use in the next session. Your presentation will be for approximately 15 minutes and your assessor will advise you of the date and time.

Please note that at the presentation you will need to show that you can clearly and distinctively articulate diversity requirements and responsibilities and using language that your audience can understand. You must also be able to demonstrate that you can apply performance expectations as per the Code of Conduct. Choose at least two behaviours from your Code of Conduct and demonstrate these during your presentation. Make a note of these in your Portfolio so that your assessor can check that you have applied these.

After your presentation you are required to conduct a reflective practice activity with the team. The reflective practice activity should focus on allowing team members to reflect on what they do well in terms of diversity and what they feel are challenges. You should develop a series of simple questions that will promote discussion.

At the end of the meeting provide each team member with a personal development plan template and ask them to complete it and send it back to you within a specified period. Review the personal development plans and then provide feedback in the form of an email to each team member.

3. Presentation.

You are now to provide your presentation to your team as per the instructions above.

During your presentation, your assessor will be looking to see that you have provided leadership in the supervision of diverse work teams.

Your assessor will also confirm that you:

- clearly and distinctively articulated diversity requirements and responsibilities and using language that your audience can understand.

- Applied at least two behaviours from the reflective activity.

Remember to provide your team with the personal development plan templates and ask them to complete them so that you can review and provide feedback. Give a timeline for completion.

This can either be viewed in person by your assessor or you may like to video record the session for your assessor to watch later. Your assessor can provide you with more details at this step. Make sure you follow the instructions above and meet the timeframes allocated by your assessor.

Case study.

By completing this activity step and the one following, you will demonstrate that you can provide leadership to diverse teams on another occasion. You are to complete this step regardless of whether you are completing the project in your RTO or based on your workplace.

Review the situation in your Simulation Pack (information required to complete Section 2 of the Portfolio) and assume that as per workplace policy you are to report to management on the situation. Remember to also review the conflict resolution policy and code of conduct to inform your report.

You are required to report on the situation by answering all of the questions in your Portfolio that will address:

Exploring and reporting on the conflict, including assessing whether harassment, bullying and discrimination has occurred.

Identifying cultural differences that has led to this situation.

Using networks as a way of seeking advice

Providing feedback on what you consider is an appropriate solution to the conflict issue.

You will also explore values and beliefs around conflict in this section and how this might impact on a decision.

Work on Section 2 of your Portfolio.

Mentoring.

Assume that it has been decided that the best way to resolve the situation above is by you providing mentoring to the team member in question. You are required to draft two emails. One to the mentor you have deemed will be most appropriate to take on the mentoring role. In your email you are to negotiate expectations for and conditions of the mentoring agreement. In the email to the team member, you are to discuss the benefits of mentoring and outline the arrangements that will be put in place.

Once you have completed this section you are also then to assume that a period of time has passed, and you are now in a position to provide feedback on the

arrangement. Review the information in your Simulation Pack and draft a feedback email to the team member in question.

The final part of your assessment requires you to share your ideas and suggestions for addressing challenges and barriers as relevant to supporting diverse work teams.

Complete Section 2 of your Portfolio.

Submit your completed *Project Portfolio*.

Make sure you have completed all sections of your *Project Portfolio*, answered all questions, provided enough detail as indicated and proofread for spelling and grammar as necessary.

Submit to your assessor for marking.

Section 1: Preparation

Complete this section based on the Simulation Pack.

Provide a summary of your role and responsibilities as a leader of diverse work teams. This should be in your own words and reflect the position description, as well as company objectives.	
List policies and procedures as relevant to providing leadership to diverse work teams. Briefly describe the purpose of each one. The list of policies and procedures should also refer to the Code of Conduct and summarise key performance expectations (essentially the organisation's cultural values) as per this Code.	

Provide an outline of the scope and boundaries of the supervisor's role regarding employing and supervising diverse work teams.	
Outline three benefits of diverse work teams.	

Outline three possible support mechanisms that diverse work teams may need to perform at their best.	
List three benefits of mentoring.	
Outline inclusions in a typical mentoring agreement to ensure that relationships and conditions are clearly specified.	

Discuss how cultural factors can impact a team. Consider both positive and negative impacts. Give examples of cultural factors to illustrate your answer. In your answer include an example of a network that could help you and your team to understand cultural factors and to apply suitable strategies to address these.	
Discuss how conflict or potential conflict can impact a team. Give examples of conflict situations to illustrate your answer. In your answer include an example of a network that could help you and your team to with conflict and to apply suitable strategies to address this.	

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Outline two examples of strategies that can be used to gain diversity in recruiting and selecting staff.	
As per the instructions in assessment activity step 2.2 you are to develop a presentation to provide to your team. Include the title of your presentation here and provide it with the portfolio. Also include here: • notes on the two behaviours that you have chosen a Code of Conduct to demonstrate these during your presentation • questions that you will ask your team so as to conduct the reflective activity. Prepare at least three questions.	

As per the instruction in assessment activity 2.2, you are to complete a reflective practice activity. Develop a personal development plan template that your team members can use. Include the title of your document here.	
Required Evidence	Presentation ☐
	Personal development template ☐

Complete this section following your team presentation:

As per the instructions in assessment activity step 2.2 you conducted a reflective activity with your team. Provide completed personal development plans using the template from the Simulation Pack. In the sections below draft an email to each team member providing constructive feedback on their personal development plan. Add rows as needed depending on the number of team members at your presentation.	
Team member 1 email	

Team member 2 email	
Team member 3 email	
Required Evidence	Completed personal development plans ☐

Section 2: Case study and mentoring

Complete this section based on activity step 5=4 and use the information in your Simulation Pack (Part A) to develop the answers below.

Conflict Provide a summary of the conflict that has occurred. Discuss whether you believe that the conflict situation involves harassment, bullying or discrimination and explain the reason for your answer.	
Cultural differences Discuss the cultural differences that resulted in the conflict situation.	
Networks Identify at least two networks you could use to assist you with resolving the conflict i.e., information/advice sources. Explain how the networks have enabled you to resolve the issue above.	

Solution Provide feedback on what you consider is an appropriate solution. You should identify at least three possible solutions and ensure that you response shows what you consider is your preferred responses.	
Problem solving Regarding the above activity, identify your own values and principles around conflict. Write down at least two values/principle that you have. Consider different values/principles that another person may have around conflict and that contrast with yours. Write these down. Explain how these contrasting points of view/beliefs/assumption could impact on a decision on conflict.	

Complete this section based on activity step 5 and use the information in your Simulation Pack (Part B) to develop the answers below:

Mentor Develop an email to the person that you have identified as most suitable for the role (the mentor). In the email outline the benefits of mentoring. Assume that the mentor may need to be persuaded to take on the role so negotiate expectations and conditions of the mentoring agreement in a way that you believe that the person will be willing to take on the role. Your email should also address the changes in behaviour and outcomes that are required.	
Mentee Develop an email to the team member that needs mentoring. Discuss the benefits of mentoring and provide an outline of the arrangements that will be put in place for the mentoring role. Your email should also address the changes in behaviour and outcomes that required.	

Complete this section using the information required to complete Section 2 of the Project Portfolio (Part B).

Mentoring arrangement feedback Draft an email to the mentee including your feedback as to how the arrangement is going based on the progress report provided by the mentor. In your email, ensure you address the personal and workplace barriers that you believe have been overcome/still need to be overcome to ensure positive working relationships.	
Reflection As a final part of this assessment task, you are to share your ideas on the challenges and barriers there are to supporting diverse work teams, as well as your ideas on how these can be overcome to improve individual and organisational outcomes. Discuss at least two challenges/barriers and two ideas to address these.	

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SIMULATION PACK

Boutique Civil Construction Design Australia (BCCDA) is a company based in Sydney that specialises in the civil construction design. The company has been operational for four years.

The company employs the following staff:

Managing Director, Operations Manager, Administration Officer and Civil Engineers (4).

The company's vision as stated in its Strategic Plan is to provide excellent civil construction design solutions and superior customer service. Its values are listed as quality, innovation, leadership, respect and honesty and reliability.

INFORMATION RELEVANT TO COMPLETING SECTION 1 OF PROJECT PORTFOLIO

The Operations Manager is responsible for the effective and efficient delivery of all services provided by the company. The Operations Manager has a lead role in supervising the small team of Engineers. The supervision aspect of the role is documented in the position description as follows:

- Take personal responsibility for acting according to workplace values and directions.

- Lead, motivate, support, mentor and manage the Civil Construction Design and Delivery team on an ongoing basis.

- Communicate in. an effective, clear, and timely way at all times.

- Ensure the ongoing professional development of all staff.

- Provide appropriate support to staff, maintaining confidentiality at all times.

- Develop work plans and direct the flow of work through the team

- Organise and conduct staff and team meetings

- Ensure that all staff are properly trained and developed in workplace procedures, products and services including all WHS requirements.

- Manage staff performance and recruitment processes, including feedback, performance reviews and rewards in accordance with workplace procedures and best practice principles, including business improvement

- Manage staff performance to agreed targets as required.

The Operations Manager must provide ongoing reports to the General Manager on team leadership, as well as revert on all strategic matters.

INFORMATION RELEVANT TO COMPLETING SECTION 2 OF THE PROJECT PORTFOLIO (PART A)

Review the following information. Boutique Civil Construction Design has decided to employ a Human Resource Support Officer due to expected growth in the company over the next few months, including setting up another office in Melbourne and more staff and contractors. It is considered that HR support will be very beneficial.

The Human Resource Support Officer appointed to the position has recently returned to the workforce after staying at home to raise her four young children for the past nine years. She has Iranian heritage and is a Muslim.

The Human Resource Support Officer requested that she perform some of the work from home to make school drop-off and pick-ups simpler. This has been agreed to as part of her terms and

conditions. Essentially the Human Resources Support Officer will be able to have flexible work hours to limit the time she is at the office to school hours only. All other work may be completed at home.

Six months after the HR Support Officer was employed, the Operations Manager sought further feedback from all employees about their HR experience, in particular how they are able to relate to and interact with the officer. The survey results included:

	Recruitment process rating (out of 5)	Induction process rating (out of 5)	Overall impression of the HR team (out of 5)	Comments on workplace relationships with individual team members
Employee 1	4	3	3	The HR team is great, I loved working with the HR Support officer.
Employee 2	5	4	4	Great recruitment process, induction was fun.
Employee 3	4	3	3	Happy with the overall HR Support Officer performance. She went out of her way to get to know me personally. However, I sometimes struggle to understand what she is saying as she has an accent and speaks quite quickly.

The Operations Manager also had an informal catch-up discussion with the HR Support Officer to find out she was getting along and whether any workplace relationship difficulties were evident.

At the meeting, the HR Support Officer complained that the Administration Officer often made remarks about her clothing (burkha) and would use negative facial expressions when referring to her working from home arrangements.

The Operations Manager was surprised by the HR Support Officer's feelings of discrimination as all the feedback about the HR Support Officer's performance had been very positive.

Following the discussion, the Operations Manager also spoke informally to the Administration Officer. The Administration Officer said her remarks about the HR Support Officer's clothing were always positive and she denied making negative facial expressions about the working from home arrangements. It was noted at the meeting that the Administration did recently enquire about flexible working arrangements but was told that due to her role she must be in the office and from the hours of 9 am to 5 pm.

INFORMATION RELEVANT TO COMPLETING SECTION OF THE PROJECT PORTFOLIO (PART B)

After a period of time, the mentor was asked to provide a progress report on the mentoring relationship. See the email below:

Dear Operations Manager

As per our mentoring arrangement, I am writing to update you on progress.

We have now had three meetings and I have set activities for the Administration Officer to complete outside of the meetings. We've then discussed these activities at subsequent meeting. I am satisfied that the Administration Officer is managing to overcome her personal/workplace barriers associated with cultural diversity i.e. developing cultural awareness skills.

I've also informally spoken to the HR Officer about any changes in behaviour of the Administration Officer. She has advised that the Administration Officer had stopped making remarks about the burka, but still raises here eyebrows when she leaves the office for school pickup.

Based on this feedback, I'll discuss this with the Administration Officer at our next meeting and get her point of view. I will also see what further advice I could provide on non-verbal communication.

Thank you.

Mentor.

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Staff Code of Conduct

PURPOSE

This code aims to guide the conduct of staff in the performance of their duties as an employee of BCCDA and is intended to provide practical assistance for staff faced with ethical challenges.

OVERVIEW

All staff of BCCDA are expected to perform the duties associated with their position skilfully, impartially and diligently in order to contribute to the efficient and economic achievement of BCCDA's strategic goals.

Staff should be guided in their conduct by the principles established by this code. If there is any doubt as to the applicability of the code, or the appropriate course of action to be taken in certain circumstances, the matter should be discussed with a senior member of staff.

CODE

1   Ethical principles

1.1   The fundamental ethical principles on which this code of conduct is based are:

- respect for others

- integrity

- diligence

- economy and efficiency.

2   Respect for others

2.1   All staff are expected to treat others, including other staff and customers with fairness and respect. This involves:

- courtesy and responsiveness in dealing with others

- being sensitive to and respecting the rights and dignity of others

- making reasonable, fair and consistent decisions

- avoiding behaviour which might reasonably be perceived as harassment, victimization or intimidation

- avoiding discrimination on grounds such as age, race, sex, pregnancy, sexuality, ethnic background, nationality, disability, political conviction, religious belief, or other grounds covered by relevant legislation

- allowing alternative points of view to be expressed and reasonably debated.

3   Integrity

3.1 All BCCDA staff have an obligation as a citizen and as an employee to observe the laws of the State and Commonwealth.

3.2 Staff are required to be familiar with and comply with, all relevant BCCDA's policies, procedures and codes of practices of the organisation.

4   Conflicts of interest

4.1 Staff should be honest in performing their role and avoid conflicts between their private interests and those of their responsibilities to BCCDA.

4.2 Conflicts of interest may arise when a staff member is in a situation where personal circumstances are affected by the decisions or duties carried out in their role. A conflict may arise when any of the following are involved:

- financial interests

- personal or sexual relationships

- personal beliefs

- outside employment

- political participation

- use of confidential information

- use of facilities, equipment and resources

- acceptance of gifts or benefits.

4.3 All staff must act responsibly and report any actual or perceived conflicts of interest that arise as part of their role. If there is any question as to whether a conflict exists, staff must discuss the circumstances to management to determine whether a conflict exists. Appropriate strategies will be developed to manage any reported or perceived conflicts of interest.

5   Diligence

5.1 Staff are expected to carry out their duties in a professional, ethical and diligent manner at all times. This means staff must:

- make decisions fairly, impartially and without bias, using the best information available

- keep records and documentation to support their decisions

- always aim to achieve the highest possible standard of performance

- continuously develop their knowledge in their professional fields and areas of responsibility. Trainers and assessors must continue developing their vocational competencies to support continuous improvements in the delivery of the services provided by BCCDA

- exercise best judgment in the interests of BCCDA

- maintain adequate documentation to support decisions made

- ensure outside interests do not interfere with ability to meet the responsibilities of their role

- adhere to professional codes of conduct and standards of ethics

- act responsibly when becoming aware of any unethical behaviour or wrong doing by any other person. This may involve a report to a senior member of staff.

6   Economy and efficiency

6.1   Staff should use BCCDA resources, facilities and intellectual property only for legitimate purposes related to their role with BCCDA.

6.2   Staff should avoid waste or minimize it where avoidance is not possible.

6.3   Staff should maintain sufficient security and protection of BCCDA property, facilities, resources and intellectual property.

7   Breach of the code

7.1   This code of conduct is designed to promote and enhance the ethical practice of staff. If any staff member is found to have breached this Code, BCCDA may decide to take action against them. This may include disciplinary action for misconduct or serious misconduct. Any such action may result in sanctions imposed, including and up to, termination of employment.

8   Legislation

This code of conduct is informed by the following legislation with which all staff must comply.

- Privacy Act 1988

- Copyright Act 1968

- Freedom of Information Act 1982

- Work Health and Safety Act 2011

- Disability Discrimination Act – Education Standards 2005

Internal Communication Policy and Procedures

BCCDA aims to enhance and streamline communications (internal and external) to reinforce the vision and strategic priorities. As such, we will continue to develop and trial new communication platforms, channels, and tools to improve information sharing and collaboration between all staff members.

This policy is to be implemented in a way that ensures compliance with relevant legislative requirements and standards of best practice.

BCCDA expects that staff will use the channels and for business purposes only and comply with all relevant policies and procedures, the Code of Conduct.

COMMUNICATION CHANNELS

BCCDA has a number of internal communication channels available, including:

Channel	Purpose
Project, work or action plans	All plans should be updated to show completion of each action/process or task.
Feedback	Regular informal feedback should be given either via a conversation (in person or telephone) or via through review-comments on documents.
Staff bulletin	This contains Information from the executive to staff which is important and relevant to their interests, including training, employment vacancies and important announcements. Contributions for the Staff Bulletin must be approved in advance by the contributor's relevant manager before being sent to the communications officer for review and inclusion.
Staff surveys	These are used to gather information and feedback from all staff members. Surveys should be sent to staff via email link.
BCCDA intranet	The intranet provides important information for staff in an easily accessible location. The intranet is to be used for conveying information which is important and relevant from the executive team to staff. It is the responsibility of the person contributing the content to ensure the content is factually correct. All contributions must be approved in advance by the contributor's relevant manager.
Enterprise social networks (e.g. Yammer, Facebook)	These may be used by groups of staff to collaborate and communicate on projects online (e.g. to share and comment on work-related ideas, news and activities). Personal use of these platforms may not be used during work hours. Use of these networks must comply with the Social Media Policy.
Meetings and conversations	The first option should always be a conversation (face-to-ace, telephone etc.). If the conversation includes importance, consequences, deadlines,

Channel	Purpose
	negotiation, outcomes etc, they must be followed by a summary email or document. Staff meetings are usually once a month. Team meetings may be once a week. Project meetings are according to the needs of the project. An agenda needs to be sent out prior to all meetings using the standard template. The agenda needs to go out at least 2 days prior to the meeting. All meetings should have minutes and be provided to participants within 2 days of the meeting
All Staff emails	Emails are used for messages to and between staff. Staff are required to read all their work-related emails.
Email distribution lists	Email distribution lists may only be used by the executive team and should adhere to the Privacy policy.
Electronic calendars	The use of email and electronic calendars is essential for effective communication amongst staff. These tools are a simple and effective way to share information about projects, meetings, internal business/operations, etc. These tools also provide a record and may be considered formal documentation.
Notice boards and suggestion boxes	Workplaces can have a noticeboard where messages are posted up for everyone. The notice board needs to be in a prominent place. All notices posted must be approved by the appropriate manager and will be posted for up to one month, unless it is an ongoing message. Suggestion box: this is usually placed in the staff meeting room. Staff may add a suggestion at any time, which will be reviewed by the HR Manager and recorded in a Feedback register. The register will also indicate how the suggestion will be actioned.

Diversity Policy and Procedures

DIVERSITY VISION

Diversity management benefits individuals, teams, our company as a whole, and our customers. We recognise that each employee brings their own unique capabilities, experiences and characteristics to their work. We value such diversity at all levels of the company.

BCCDA believes in treating all people with respect and dignity. We strive to create and foster a supportive and understanding environment in which all individuals realise their maximum potential within the company, regardless of their differences.

We recognise the importance of reflecting the diversity of our customers and markets in our workforce. BCCDA's diversity encompasses differences in ethnicity, gender, language, age, sexual orientation, religion, socio-economic status, physical and mental ability, thinking styles, experience, and education.

Managing diversity makes us more creative, flexible, productive and competitive.

RECRUITMENT

BCCDA recruits employees from many different cultural, linguistic and national backgrounds. This provides us with valuable knowledge for understanding our customers.

CAREER DEVELOPMENT AND PROMOTION

BCCDA rewards excellence and all employees are promoted on the basis of their performance. All managers are trained in managing diversity to ensure that employees are treated fairly and evaluated objectively.

COMMUNITY PROGRAMMES

We recognise that racism, ageism, sexism and other forms of discrimination are problems both for our organisation and society as a whole. BCCDA is committed to tackling cultural stereotypes both within and outside our organisation.

We have clear reporting procedures for any type of discrimination or harassment combined with follow-up procedures to prevent future incidents.

DIVERSITY BODIES

Our commitment to diversity is led by our diversity champions who come from all levels of the company, from top management to the shop floor. The diversity champions make up a diversity committee, which is responsible for ensuring that our diversity policy is articulated in the day to day running and the strategic direction of the company.

DIVERSITY PRACTICES

All employees undergo diversity training. Diversity training encompasses raising awareness about issues surrounding diversity and developing diversity management skills.

BCCDA provides a safe and pleasant environment for our employees. We offer:

- flexible working time arrangements

- employee education assistance

- employee network and support groups

- open communications

- childcare assistance

- mentor programmes.

Conflict management and escalation Policy and Procedures

PURPOSE

Problems, misunderstandings and frustrations may arise in the workplace. BCCDA aims to be responsive to its employees and their concerns.

The purpose of this policy is to provide a quick, effective and consistently applied method for a nonsupervisory employee to present his or her concerns to management and have those concerns internally resolved.

An employee who is confronted with a problem may use the procedure described below to resolve or clarify his or her concerns and will not be subject to retaliation for filing a complaint under this policy.

RESPONSIBILITIES

Managers must ensure that:

- they identify, prevent and address potential problems before they become formal grievances

- they are aware of, and are committed to, the principles of communicating and information sharing with their employees and volunteers

- all decisions relating to employment practices are made with consideration given to the ramifications for the individual, as well as the organisation in general

- any grievance is handled in the most appropriate manner at the earliest opportunity

- all employees and volunteers are treated fairly and without fear of intimidation

Employees must ensure that they attempt to resolve any issues through their immediate supervisor and through internal processes at the earliest opportunity.

Before escalating the process, employees and managers should provide guidance, counselling, mentoring, coaching etc. to limit additional conflict or future problems.

All parties are to maintain complete confidentiality at all times.

PROCEDURES

Step 1: Discussion with supervisor

- Initially, employees should bring their concerns to their immediate supervisor. The two parties should discuss the matter openly and work together to achieve a desired outcome.

- The Manager must ensure that the manner in which the meeting is conducted will be conducive to maintaining positive working relationships, and will provide a fair, objective and independent analysis of the situation.

- The immediate supervisor should respond in writing to the concern within five days of the meeting held with the complainant employee.

Step 2: Written complaint and decision

- If the discussion with the immediate supervisor does not resolve the problem (or if the supervisor does not respond to the complaint), the employee may submit a written complaint to the employee's senior (e.g. General manager, CEO).

   o Take accurate and detailed notes of all conversations (including dates, people involved) and provide any supporting documentation.

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- o Employees may request assistance with writing their complaints from the human resource (HR) department.
- o The employee's senior should forward a copy of the complaint to the HR department.
- o The submission of the written complaint is due within five working days of the response from the supervisor and should include:
  - − the problem and the date when the incident occurred.
  - − the date when the employee met with the immediate supervisor
  - − a copy of the immediate supervisor's written response or a summary of his or her verbal response (If the supervisor provided no response, the complaint should state this.)
  - − suggestions on ways to resolve the problem.

- Upon receipt of the formal complaint, the senior manager must schedule a meeting with the employee within five working days to discuss the complaint.

- Within approximately five working days after the discussion, the senior should issue a decision both in writing and orally to the employee filing the complaint.

Step 3: Appeal of decision

- If the employee is dissatisfied with the decision of the senior, the employee may, within five working days, appeal this decision in writing to the HR department.

- The HR department may call a meeting with the parties directly involved to facilitate a resolution

Step 4: Further action

If it cannot be resolved at senior management level, it may need to be referred to an independent body such as the Fair Work Commission.

ADDITIONAL GUIDANCE

BCCDA reserves the right to impose appropriate disciplinary action for any conduct it considers to be disruptive or inappropriate. The circumstances of each situation may differ, and the level of disciplinary action may also vary, depending on factors such as the nature of the offense, whether it is repeated, the employee's work record and the impact.

WHS Policy and Procedures

PURPOSE

This policy applies to all workers at BCCDA.

To outline the necessary steps taken to ensure the continued safety of the work environment for all staff and others participating in any activities within the premises or under the employment of BCCDA.

All employees, as well as BCCDA as an employer, are responsible for ensuring a healthy and safe workplace.

DEFINITIONS

A hazard is any potentially dangerous situation within the work environment.

Incident means an event or circumstance that leads – or could have lead - to unintended or unnecessary harm during a person's participation in work with BCCDA.

An injury is any incident that causes harm to a person during their participation in work activities with BCCDA.

WHS communication and consultation means sharing information, giving workers a reasonable opportunity to express views, and taking those views into account before making decisions on health and safety matters.

PCBU the principal duty holder under the *Work Health and Safety Act 2011* (WHS Act) is a 'person conducting a business or undertaking' (PCBU). This is BCCDA.

Officer Responsible officers are the CEO and Operations Manager. Officers ensure engagement and leadership by officers in WHS management. This supports sustainability and improvement in WHS performance.

Workers all staff must take reasonable care for their own health and safety and take reasonable care that their actions or omissions do not adversely affect the health and safety of others

OVERVIEW

BCCDA recognises the importance of providing a safe and healthy environment for staff, contractors and visitors during their participation in work.

BCCDA aspires for excellence in workplace health and safety and is committed to providing an environment which is free from risks and conducive to the productivity and efficiency needs of its staff and others.

Policy

1. COMPLIANCE WITH LEGISLATION

1.1 BCCDA meets the requirements of the Work Health and Safety Act 2011 and complies with all other relevant legislation, regulations, codes of practice, advisory and best practice standards as well as organisational policies and procedures.

2. ORGANISATIONAL RESPONSIBILITY AND COMMITMENT

2.1 BCCDA is committed to:

- Providing a safe and healthy environment for all staff and others during their participation in activities with BCCDA.

- Implementing effective risk management systems that are relevant and suitable for the organisation's scope of business; promote workplace health and safety at all times; and continuously improve performance in relation to health and safety.

- Encouraging active participation, cooperation and consultation with all staff and others in the promotion and development of measures to improve health and safety.

- Actively responding to, recording and investigating all incidents.

- Maintaining relevant policies, procedures, training, codes of conduct and systems to support and communicate effective health and safety practices throughout the organisation.

- Routinely conducting checks of the work environment to assess risks, identify hazards and identify areas for improvement.

- Taking immediate response to reduce the risk of identified workplace hazards.

- Providing appropriate induction, training, information and updates to staff on a regular basis about workplace health and safety.

3. STAFF RESPONSIBILITY

3.1 All staff including managers have a responsibility to work safely; take all reasonable care for their own health and safety; and always consider the health and safety of others who may be affected by their actions.

3.2 When staff are undertaking work from home or at an off-site location, the staff member is responsible for ensuring the environment they enter into is free from risk and occupational health and safety hazards.

4. REPORTING

4.1 All staff, and others are required to report any identified workplace hazards and associated risks as soon as they become aware of them.

4.2 All staff, and others are required to report any incident that causes harm to a person during their participation in work and/or training activities with BCCDA.

5. RECORDS

5.1 Appropriate records of the organisation's risk management strategy, workplace hazards and workplace injuries will be accurately maintained at all times.

Procedures

1. WORKPLACE HEALTH AND SAFETY INSPECTIONS

	Steps	Responsibility
1.1	Annual workplace inspections. An Annual worksite inspection will be conducted using the Workplace Health & Safety Checklist.	Operations Manager
1.2	Pre-operation workplace inspections Where there is a change to a process or new or modified equipment is introduced, a workplace inspection will be conducted prior to the equipment being used or the process being implemented.	Relevant manager
1.3	Regular workplace inspections Managers and staff must conduct ongoing inspections as part of their job responsibilities. Such inspections identify hazardous conditions and either correct them immediately or report them for corrective action. The frequency of these inspections varies with the amount and conditions of equipment use. Daily checks by users assure that the equipment meets minimum acceptable safety requirements.	
1.4	Home office inspections. A pre-operation in section is to occur to check the home office environment. As at work, staff members must report any hazards identified in their work environment accordingly and record the outcomes on a Safety Hazard Control Plan. These records are to be provided to the General Manager as completed.	All staff
1.5	**Control hazards** All hazards identified through any of the above inspections must be reported to the Operations Manager using the Workplace Hazard Report. Appropriate actions must be taken to control any hazards identified. Hazards and control mechanisms are to be recorded in the central Safety and Hazard Register for all identified hazards. Risk ratings are to be added to the Risk Management Plan.	

2. IDENTIFY AND CONTROL HAZARDS

	Steps	Responsibility
2.1	Identify and control hazards. • All staff have a responsibility to respond to hazards and perceived risks to health and safety. • Any staff member who identifies a potential or actual workplace hazard must report it immediately to the Operations Manager using the Workplace Hazard Report. • The Operations Manager will take appropriate actions to control the identified hazards in accordance with the Health and Safety Policy. • The Operations Manager will complete the Hazard Register for all identified hazards. • Hazards and their control mechanisms are to be recorded in the Workplace Injury Register. • Any risk ratings are to be added to the Risk Management Plan.	All staff and Operations Manager

3. WORKPLACE INCIDENTS

	Steps	Responsibility
3.1	Workplace incidents • If an incident occurs in the workplace any persons attending to the incident or witness to the incident are to fill in a Workplace Incident Form. • Where the incident involves an injury, the first person in attendance to a workplace injury should contact the First Aid Officer or emergency services in the case of a serious injury. • Workplace Injury Forms are to be provided to the Operations Manager who will use the records to gather accounts of the incident and use them as the basis of an investigation into the incident, if required. • All serious injuries will be reported to Worksafe.	All staff Operations Manager

4. HEALTH AND SAFETY CONSULTATION AND COMMUNICATION

	Steps	Responsibility
4.1	Health and safety consultation and communication will be carried out as follows: • Team meetings (where work health and safety is always an agenda item) • One off meeting to discuss health and safety issues arising • Briefing sessions on new health and safety requirements/information Records of all meetings will be kept and action plans to address issues will be drawn up as required. Follow up of actions to be taken will occur through regular team meetings	Operations Manager

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Assessment Task 2: Checklist

Did the student:	Completed successfully?		Comments
	Yes	No	
Provide leadership in the supervision of diverse work teams on two occasions, including implementing all requirements, procedures and techniques?			
Obtain, interpret and confirm work requirements in relation to the supervision of work teams?			
Access, interpret and apply documentation (workplace policies and procedures) required to provide leadership in the supervision of the diverse work teams?			
Determine and document the scope and boundaries of the supervisory role according to workplace policies and procedures and objectives relating to the employment and supervision of diverse work teams?			
Identify and document the strengths and support requirements of diverse work teams?			
Establish realistic expectations and conditions with stakeholders through negotiation?			
Discuss the benefits of mentoring with stakeholders and establish agreement on relationships and conditions?			
Identify and explore cultural factors that can impact on a team, including identifying and using networks to effectively support and lead the team?			
Identify and explore potential conflict that can impact on a team, including identifying and using networks to effectively support and lead the team?			

Apply a framework for performance expectations that is consistent with workplace objectives, values and practices?			
Identify and then apply strategies to gain diversity in selecting and recruiting staff?			
Use a range of strategies to support, report on and promote the development of diverse team members in their work role and environment following workplace procedures?			
Identify and then develop work practices that acknowledge diversity, identify unconscious bias and encourage team members to develop empathy, respect, and collaboration?			
Provide encouragement and advice to support decision making that is consistent with personal and workplace goals and career development?			
Prepare personal development plans in consultation with diverse team members and that reflect both individual and workplace goals and performance outcomes?			
At the presentation, use oral communication skills including: clearly and distinctively articulated diversity requirements using language that your audience can understand?			
At the presentation, applied at least two behaviours that meet Code of Conduct requirements?			
Identify suitable networks and use these to provide support and assistance to team members?			
Provide information, guidance and constructive feedback incorporating reflective practice to enhance engagement in the workplace?			

Address cultural differences, and personal and workplace barriers that are consistent with maintaining positive support and relationships?			
Provide planning guidance and support in a form and style to suit team members and workplace requirements?			
Monitor performance providing regular and consistent feedback to team members on progress towards achieving agreed expectations and personal and workplace goals?			
Recognise and negotiate changes in behaviour, expectations and outcomes with appropriate stakeholders			
Recognise potential and experienced tension and conflict and seek advice and support to provide resolutions according to workplace procedures?			
Consult with stakeholders, including team members, other supervisors, mentors, and management to ensure corporate, workplace, team and individual goals are achieved?			
Address allegations of harassment, discrimination, bullying and complaints following workplace procedures.			
Identify and document the benefits of a diverse work team?			
Promote diversity and associated obligations within the workplace?			
Contribute to the identification or practices and approaches that achieve individual and organisational diversity objectives?			
Share ideas and suggestions on the challenges and barriers for supporting diverse work teams and improving individual and workplace outcomes?			

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Student Notes

Student Notes

Assessor Feedback Sheet – Assessment Task 2

Assessors: Please complete and return this feedback sheet to the student with their results and feedback.

A copy must be supplied to the office and kept in the student's file with the assessment evidence.

Assessment Task 2	Result	Date	Was this a resubmission?
Project	☐ Satisfactory (S) ☐ Not Satisfactory (NS)		☐ Yes ☐ No

Is Resubmission required?	☐ Yes ☐ No	Resubmission Due Date:	

ASSESSOR FEEDBACK

Assessor Signature:			
Assessor Name:		Date:	

Student Notes

Re – Attempt Questions

Re – Attempt Questions