



Pearson Higher National DIPLOMA IN BUSINESS

ASSIGNMENT BRIEF

UNIT 20: EMPLOYEE RELATIONS

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Colbourne College

Student Cover Page And Assignment Brief

Unit Number and Title	Unit 20: Employee Relations		
Academic Year			
Unit Tutor			
Assignment Title	Labour Laws, Conflict Resolution and Employee Relations in organisational contexts		
Issue And Submission Date	ISSUED ON:	DUE ON:	
<p style="text-align: center;">NAME OF CONTRIBUTORS</p> <p style="text-align: center;">Authenticity Of Own Work</p> <p>By affixing my name, I hereby confirm that this is my own work and all information included were credited to the source. No part of this work is plagiarised.</p>			
Plagiarism Report Is Included	YES	NO	Number Of Pages In The Assignment

Submission Format

PAPERS 1, 2 3 & 4 | INDIVIDUAL ASSIGNMENTS

This a business report. You should read, understand and analyze the scenarios in the case study that are provided. That is, draw from the information and examples in the case studies and provide your own perspectives/ideas where required in order to address the tasks fully. Notwithstanding, you will support your arguments through evidences from both the case study and independent research.

PRESENTATION REQUIREMENTS:

- ❖ Any information that you pull from the different literature/sources **must** be referenced both in-text and in the reference list. If you fail to reference your work this will lead to a fail grade.
- ❖ You will write in clear and concise languages. Use paragraphs to differentiate the main ideas presenting. Your font style should be Arial and font size 11.
- ❖ The recommended word requirement for each of the P tasks is 750 words. M and D tasks are usually 350-400 words each. You **MUST** use the headers same as given e.g. P1, M1, P2. Do not reword them from the original
- ❖ Save your work as PDF before submitting.

ASSIGNMENT BRIEF

You should demonstrate the following competencies:

- LO1.** Apply the principles of employee relations in an organisational context
- LO2.** Determine appropriate advice relating to rights, duties and obligations of the employment relationship
- LO3.** Explain the different types of rights, duties and obligations an employer and employee have within the workplace.
- LO4.** Evaluate the broader impact of negative and positive employee relationships

CASE STUDY AND SCENARIO

The County Of San Human Resources Department Employee & Labour Relations understands that their employees may act as either advocates or as adversaries and that positive employee and employer behaviour can decrease negative actions that will likely result in better quality relationships in the workplace. They have developed policies that are consistent with the laws of Jamaica.

Due to recurrent concerns and conflict between workers and their managers about the amount of leave to be granted, HR has issued general guidance to employees regarding tardiness and absenteeism. The general guidelines are published here:

<https://elr-smc.gov.org/what-can-i-do-to-avoid-leave-problems/> and examples of the leave problems experiencing are here: <https://elr-smc.gov.org/what-are-some-examples-of-leave-problems/>

You are the Employee Relations Manager with the county. The Employee Relations Division plans and conducts labour negotiations, implements labour agreements, and assists managers and supervisors with employee issues, including corrective action. You asked to address the prevailing issues that are resulting in conflict between the line managers and their employees.

You will discuss the value and importance of employee relations in application to the case and scenarios and will explain the fundamentals of employment law that apply to these specific organisational examples. You will draw conclusions and make justified recommendations based on critical insight into the role of different stakeholders and the broader impact of unchecked conflict on employee relationships, morale and performance.

To successfully complete Paper 1. Learning Outcome 1:

- 1) You are to read the employee guidelines and the examples of leave problems at the links above.
- 2) Assess the case scenarios provided below
- 3) Review the recommended literature here on managing workplace conflict: <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingworkplaceconflict.aspx>
- 4) carry out independent research
- 5) Prepare and present a report of the investigation, findings, and recommendations to the Stakeholders

Scenarios:

Scenario I – George is a Fiscal Office Assistant II who works from 8:00 5:00 with a one-hour lunch. George drives his children to childcare in the morning and is 510 minutes late about twice a month. George's tardiness does not have an adverse impact of service delivery or on his ability to complete his workload.

Scenario II – Jane is a Benefits Analyst who comes in between thirty minutes – two hours late approximately once a month. Jane usually cites automobile problems or traffic as the reason for her tardiness. Jane's tardiness results in client interviews having to be reassigned to other employees or in clients having their interviews rescheduled. Jane's supervisor has counseled her about tardiness on three occasions but has not issued any written warning.

Scenario III – Judy is a Planner II who has worked for the County for six years. Judy is frequently tardy ranging from a few minutes to several hours. Although you have only been Judy’s supervisor for the past eight months, it is your understanding that this has been a long-standing problem. There is no documentation in Judy’s file and no reference to tardiness in past performance evaluations. Over the past six months, you have counseled Judy verbally and then in writing regarding her tardiness, and last month you gave Judy a formal letter of reprimand. Today, Judy arrived for work forty-five minutes late. When you asked her about it, she started to cry and accused you of harassing her. Judy then said that your harassment had given her a headache and that she was ill and needed to go home.

Scenario IV: Harry requests two weeks off to visit Hawaii over Christmas. After checking the workload, his supervisor tells Harry that she can approve the first week but not the second. On the Monday morning that Harry is to return, he calls the supervisor stating that his return flight has been cancelled and he will not be able to report back to work until Thursday or Friday depending on when a flight can be booked.

Scenario V: Jane wants Thanksgiving Day and Christmas Day off. Her supervisor checks the schedule and determines that, in order to balance requests from all employees, Jane can have one day off but not both. He tells Jane that, if she will work on Thanksgiving Day, she can be off on Christmas Day. Jane agrees to this arrangement. On Thanksgiving, Jane calls in sick.

PAPER 1 | LEARNING OUTCOME 1

THIS IS A RESEARCH-BASED ASSIGNMENT. COMPULSORY TASK:

For P1: Discuss the value and importance of employee relations in application to specific organisation.

For P2: Explain the fundamentals of employment law in Jamaica that would apply to these specific organisational examples.

OPTIONAL TASK:

For M1: Using specific examples, analyse the value and importance of employee relations in terms of improving business outcomes.

❖ *P1, P2 and M1 can be combined into ONE essay of 1,500 Words. Use headings to differentiate the tasks.*

PAPER 2 | LEARNING OUTCOME 2

COMPULSORY TASKS: USE ONE OF THE CASES TO ANSWER P2 & P3:

For P3. Explain the different types of rights, duties and obligations an employer and employee have within the Jamaican workplace.

For P4. Drawing from the said scenarios, determine appropriate advice relating to rights, duties and obligations of the employment relationship for a range of given organisational examples.

OPTIONAL TASK FOR HIGHER GRADE

For M2. Evaluate the psychological contract and support for employee work life balance in relation to rights, duties and obligations of the employment relationship

For D1 Explore various mechanisms for managing the employment relationship and make justified solutions for a range of specific organisational examples.

❖ *P3, P4, M2 and D1 can be combined into **ONE essay** of 1,500 Words. Use headings to differentiate the tasks. Remember to save as PDF before uploading the file.*

PAPER 3 | LEARNING OUTCOME 3

COMPULSORY TASK: READ THE CASE STUDY AND ANSWER THE TASKS BELOW:

For P5. Analyse how stakeholder engagement and contribution can support positive employment relationships within an organisation.

OPTIONAL TASK FOR HIGHER GRADE

For M3. Examine in detail different stakeholder perspectives and interests in the broader business environment to support positive employment relationships.

❖ *P5 and M3 can be combined into ONE essay of 1,000 Words. Use headings to differentiate the tasks.*

PAPER 4 | LEARNING OUTCOME 4

COMPULSORY TASK:

For P6. Evaluate the impact of both positive and negative employee relations within the workplace.

OPTIONAL TASKS FOR HIGHER GRADE

For M4. Critically evaluate how both positive and negative employee relationships can affect employee engagement, motivation and performance.

D2. Make justified conclusions and recommendations based on critical insight into the role of different stakeholders and the broader impact of employee relationships.

❖ *P5 and M3 can be combined into ONE essay of 1,500 Words. Use headings to differentiate the tasks.*

Guidance To Students. You should read this information before starting:

- 1) Read the brief and think about what the assignment brief is asking. Make sure you understand the assessment criteria and nature of the evidence that must be produced. If you are not clear seek guidance from the tutor on the unit.
- 2) Guided by what the subject areas and issues in the task, you will conduct literature review to produce research findings that provide valid answers to the problem/subject/issues that you are inquiring.
- 3) Produce an appropriate assessment action plan that includes relevant research resources and timeframes. Submit this to the tutor for additional support or clarification if required.
- 4) You must be clear on the requirements to develop an appropriate specification to produce and communicate your work to the intended audience e.g. for written essays or reports you will organise the paper in sections:
 - 4.1. SECTION 1: **Introduction** – In a short opening statement you will outline what the task is asking and the aim/s of the paper. Further, you will briefly define the key terms in the assignment.
 - 4.2. SECTION 2: **Research Findings** - you will research the subject area/s and find answers and generate the knowledge to correctly investigate the issues raised. To carry out the research, apply a range of secondary research sources to elucidate the scope of the subject and support the requirements set out in the task. The research findings that you produce must be valid. This means that the findings must be relevant, and the sources used are appropriate. You will apply the research findings to your work to support, compare, analyse and validate the ideas and arguments. All arguments and ideas discussed must be credited to the source. That is, you must correctly state the name of the Author or source that you obtained the information from e.g. (Brown, 2016). The required referencing style is Harvard Referencing.

RESEARCH SOURCES: Secondary research sources that you can use to gather information for your work may include textbooks, journal articles, magazine articles (not factual accounts) and newspapers. Other sources that you may collect information from are *primary research sources* which include original first-hand accounts, legal and historical documents, results of experiments and market research data collection.

RESEARCH METHODS: You will further apply *qualitative and/or quantitative research methods* to evaluate the research findings from the primary sources. Qualitative is reasoning with arguments while quantitative is numbers and figures.

AVOID PLAGIARISING: You must reference all the sources in the body of your work (in-text). Further, create a reference page to list all these in-text sources that you cited in the work. Failure to reference your work in-text and on the reference page will result in a fail grade for the unit, as this is plagiarism (cheating/academic misconduct).
 - 4.3. SECTION 3: **Discussion** - this is substantive discussion of the research findings. Here you will carry out the command verb in relations to the task you are assigned. E.g. you may be asked to analyse, explain, assess, apply, justify, compare etc. These are different commands and will require different approaches. Also, if the research findings are not relevant to the task, no matter the quality and rigor of the discussion, the criteria will not be met because your discussion should be an expansion of the research findings. Hone your discussion to meet all criteria set out in the task.
 - 4.4. Section 4: Conclusion. Draw conclusions to form the basis for recommendations. Conclusions are summary of the main points in the work. Recommendations are future actions needed based on the conclusion/outcome.
- 5) Submit a **pdf copy of your work** on or before the published deadlines. Work past due is not acceptable under any circumstances except in extenuating circumstances which must be approved before the deadline expires.
- 6) Submit your work using the correct portal on iTutor. Work sent to incorrect portal will not be marked.
- 7) Students will be awarded either Pass, Merit, Distinction, Referred, Incomplete, or Fail grade. In practice, this means that a student must achieve all the required learning outcomes to be awarded pass grade or higher. Thus, for students to achieve Pass, they must achieve all of the requirements that define the Pass. To achieve a Merit, students must achieve all the requirements that define Pass and Merit. For Distinction, the student must achieve all Pass, Merit and Distinction requirements. Referred Grade is where one or more tasks does not achieve a Pass Grade. You will be given feedback and the opportunity to submit the corrections at a future time agreed with your Supervisor.
- 8) Failure to submit any part of an assignment will result in the work marked In-Complete. In-complete then changes to Fail. Avoid fail grade at all cost. In-complete (IC/NC) and Fail Grade (F) mean that you must pay to take over this unit/course. Here are the ways to fail: 1) not doing the working at all; 2) not attempting all the tasks listed as P (e.g. P1, P2 etc), 3) getting over 60% of the tasks as referred grade; and 4) plagiarising. Historically, less than 5% of the class will Fail.

COURSE CONTENT

LO1: Apply the principles of employee relations in an organisational context

Employee relations:

- ❖ As a principle and as a concept. The value of positive employee relations as opposed to the potential negative impact of negative employee relations.

Power and politics in organisations:

- ❖ Where does the power really lie?
- ❖ How can this be determined?
- ❖ Types of power, including expert power and referent power.
- ❖ The damaging effects of 'office politics'.

Legislation and law:

- ❖ The fundamentals of employment law in Jamaica and their relationship to employee relations.
- ❖ Contracts, terms and conditions of employment.
- ❖ The impact of legislation on human capital development and the free movement of trade.

Key contemporary trends in employee relations:

- ❖ Contextualised and contemporary, national and/or regional trends

LO2: Determine appropriate advice relating to rights, duties and obligations of the employment relationship

The rights of employees and the rights of employers:

- ❖ Consider how both could be beneficial to the employment relationship.
- ❖ Consider how they are legally binding and the implications if the law/legislation is broken.

The psychological contract:

- ❖ Consider the unwritten expectations which could be based on culture, values and/or ethics.
- ❖ How important is the psychological contract to employees and employers?

Developing positive employee relations:

- ❖ Making the work-life balance a key principle for an organisation.
- ❖ Consider opportunities to improve work-life balance through flexible working or annualised hours.

Developing positive employee relations:

- ❖ Ensuring duties and obligations are met.
- ❖ Consider the role of unions and collective bargaining

L03. Determine how barriers to change influence leadership decision-making.

Determining positive employee relationships:

- ❖ The perception of this will vary between stakeholders. Employees are key and should be the main concern of an employer.

Effective relationship management:

- ❖ Understanding stakeholder expectations through a stakeholder analysis.
- ❖ Positive employee engagement and involvement.
- ❖ Seeing employees as partners.

L04. Apply a range of leadership approaches to a change initiative.

Managing conflict:

- ❖ How to identify conflict in the workplace.
- ❖ Why does conflict exist?
- ❖ Is all conflict bad?
- ❖ Impact of negative relationships on employee motivation: Examples would include, increased absenteeism, reduced productivity and/or increase in error rate

Impact of positive relationships on employee motivation:

- ❖ Examples would include, greater cooperation, increase in commitment and/or effective communications.

Employee welfare:

- ❖ As a concept and as a concern. The unitary and pluralist perspectives of employee relations and their impact on employee welfare.

LEARNING RESOURCES TO SUPPORT UNIT 20

Links to Online Articles

- ❖ How does a supervisor address leave problem: Tardiness & Absenteeism?
LINK: <https://elr-smc.gov.org/how-does-a-supervisor-address-leave-problems/>
- ❖ Jamaica Labour Laws, Collective bargaining, and Grievance Procedures:
LINK: <https://www.jtug.info/labour-laws/>

Recommended Resources Textbook

- ❖ AYLOTT, E. (2014) Employee Relations. London: Kogan Page.
- ❖ BRIDGER, E. (2014) Employee Engagement. London: Kogan Page.
- ❖ WILLIAMS, S. (2014) Introducing Employment Relations: A Critical Approach. 3rd Ed. Oxford: Oxford University Press.

Journals

- ❖ Employee Relations: An International Journal
- ❖ Employee Relations
- ❖ Work, Employment and Society

SEE THE RECOMMENDED TEXTS ON THE WEBSITE