

CAREER and Enterprise

Career and Enterprise - Foundation 11

Contents

Unit 1: Core

1. Exploring work 1
2. Work health and safety 45

Unit 2: Core

3. Work behaviours 85
4. Designing your future 125

Electives

5. Workplace communication 165
6. Personal organisation 175
7. Rights and responsibilities 185
8. Team work 195
9. Workplace numeracy 205
10. Personal presentation 215
11. Personal presentation 225
12. Volunteering/experiencing work 235

Career and Enterprise: Foundation 11

Uncorrected draft sample,

Subject to change

For preview purposes only

Do not copy

Copyright © 2016 Michael Carolan. Developed, written, compiled and cover by Michael Carolan. Edited by Michael Carolan.

1st published July 2016

DELIVER Educational Consulting, PO BOX 23, Mooroolbath, VIC 3055, Victoria, Australia.

Contact: www.delivereducation.com.au

michael@delivereducation.com.au
Carolan, Michael

Career and Enterprise - Foundation 11

ISBN: 978-1-925172-28-7

Images: Originals by Michael Carolan. Image on cover adapted from tovoan/iStock/Thinkstock © 2016. Others in text: © 2016 Thinkstock.com (where noted within text). All others: © 2016 Jupiterimages Corporation and Copyright DELIVER Educational Consulting and its licensors. All rights reserved. Some warning signs: generated by <http://www.says-it.com/safety/index.php> or accessed through Free Printable Signs at <http://signs.gkcd.com/index.php> copyright Act. For information contact the Copyright Agency Limited.

Acknowledgements:

- Australian Bureau of Statistics material available through Creative Commons License Attribution 2.5 Australia.
- MCEECDYA, 2010 The Australian Blueprint for Career Development, prepared by Miles Morgan Australia, Commonwealth of Australia, Canberra. Available at: www.blueprint.edu.au

Disclaimer: All material is provided in good faith but it is the responsibility of students and teachers to check current and appropriate guidelines, assessment information and publications.

Foundation 11

Order form: Current from Term 3, 2016 (Note: All prices are GST inc.)

WACE: Career and Enterprise	Printed text	e-version master	Total
Career and Enterprise Foundation 11 (exp. Jan 2017)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise Foundation 12 (now available)	_____ @ \$49.50	_____ @ \$595	_____
Career and Enterprise General 11 (Dec 2015)	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11 (Jan 2016)	_____ @ \$55	_____ @ \$660	_____
Career and Enterprise ATAR 12 (exp. Jan 2017)	_____ @ \$59.50	_____ @ \$770	_____

Careers, Work Education & Personal Development	Printed text	e-version master	Total
Career Pathways 2015	_____ @ \$35	_____ @ \$440	_____
Work Experience Journal 2015	_____ @ \$20	_____ @ \$165	_____
Work Placement Journal 2015	_____ @ \$27.50	_____ @ \$220	_____
Personal Development Activity Planner: Introductory 2015	_____ @ \$25	_____ @ \$165	_____
Personal Development Project Planner: Advanced 2015	_____ @ \$27.50	_____ @ \$220	_____

Industry and Enterprise	Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 3ed. 2015	_____ @ \$33	_____ @ \$440	_____
I&E Units 1&2: Towards an Enterprising You 4ed. 2015	_____ @ \$42.50	na	_____
I&E Units 3&4: Towards an Enterprising Australia 3ed. 2012	_____ @ \$59.95	na	_____

Industry-Specific Resources	Printed text	e-version master	Total
Retail - Foundation 2014	_____ @ \$33	_____ @ \$165	_____
Retail - Intermediate 2014	_____ @ \$33	_____ @ \$165	_____
Community Services - Foundation 2015	_____ @ \$33	_____ @ \$165	_____
Community Services - Intermediate 2015	_____ @ \$33	_____ @ \$165	_____

VCAL/ Applied Learning Resource Sets	Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e-version
Literacy - Intermediate 3ed. New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior New 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
PDS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
PDS - Senior 2ed 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Foundation 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Intermediate 3ed. 2016	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
WRS - Senior 2ed. 2014	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	nya
Totals	_____	_____	_____	_____	_____	_____

Add Postage: CD-only orders = \$6 Melb metro printed books = \$12
Regional Vic and interstate 1 book = \$13, 2-4 books = \$15 Contact me for larger orders.
***I recommend Express Post of \$15 for up to 4 VCAL, Industry-Specific or Careers etc. books; or for 2 CAE books or 2 I&E books. (More for larger orders.)**

Postage amount \$ _____
Grand Total \$ _____

Order Details

Name: _____

Position: _____

e-mail: _____

School: _____

Address: _____

Order No: _____ **Approx. Amount \$** _____ **ABN:** _____


DELIVER Educational Consulting
PO Box 40, Moonee Vale 3055 Ph & Fax (03) 9939 1229 ABN 80 922 381 610
Check for samples at: www.deliverededucation.com.au michael@deliverededucation.com.au

Career and Enterprise Foundation: Unit 1

Welcome to your studies of Career and Enterprise and congratulations on taking this step to achieve your career pathway goals.

Career and Enterprise - Foundation 11 has been specifically developed to support you in your investigations into the world of work. The resource is aimed at supporting and helping you to develop into a more enterprising young worker for this year and beyond.

To make best use of this resource you should:

- ✓ participate in class discussion  about the issues and advice that you are studying
- ✓ reflect on how the things that you are learning apply to your own career pathway
- ✓ apply enterprising strategies to your own career pathways development
- ✓ find and participate in workplace learning, volunteer and community placements
- ✓ build your skills-sets through training and workplace learning
- ✓ build and improve your work-related literacy and numeracy
- ✓ apply what you are learning in the classroom to work-related situations
- ✓ apply what you discover in work-related situations back to what you are learning in the classroom
- ✓ maintain, update and reflect on your Career and Enterprise Portfolio as part of your Individual Pathways Plan and Electronic Pathways Plan.

Unit 1 (Semester 1) Structure

Each semester will require you to complete two core units and three electives.

In Unit 1 you will complete two core units.

⇒ **Section 1: Exploring Work**

⇒ **Section 2: Work in the World**

You will also be required to complete three elective units in Unit 2. Your teacher will inform you which of these your class will do, as well as the timing of these throughout the semester.

Advice and help

It is vital that you realise that although this is your own journey, you don't have to make the journey on your own. At any time you can seek advice, support, feedback and help from people in your career network. So what are you waiting for; let's get started working on your future!

Career and Enterprise: Foundation 11

Unit 1

C11.1 Semester 1, Term 1 (5-6 weeks)

2. Exploring Work	11
1. Career	2
2. Individual pathways plan	6
3. Why work?	10
4. Types of work	14
5. Pay and remuneration	18
6. Work settings	22
7. Interpersonal effectiveness	26
8. Workplace communication	30
9. The world of work	34
AT1: Exploring Work	42
IPP1: My TACKS	44

C11.2 Semester 1, Terms 1-2 (5-6 weeks)

2. Work Health and Safety	45
1. 1 Workplace safety	46
2. WHS in Work Settings	50
3. 3 SAM	54
4. Workplace hazards and risks	58
5. 5 Safety information	62
6. Safety signs	66
7. Personal protective equipment	70
8. Roles and responsibilities	74
9. WHS - By the numbers	78
AT2: WHS Audit & Report	82
IPP2: Me and WHS	84

Exploring Work

1. My career	2	6. Work settings	22
2. IPP	6	7. Interpersonal effectiveness	26
3. Why work?	10	8. Workplace communication	30
4. Types of work	14	9. Changing world of work	34
5. Pay and remuneration	18	Assessment task	42

1

My career					
A. My TACKS			B. Personal and social competencies		
Page	Due	Done	Page	Due	Done
2			3		

2

Individual pathways plan					
A. My IPP action plan			B. IPP - Digital footprint		
Page	Due	Done	Page	Due	Done
7			9		

3

Why work?					
A. Why work?			B. Skills Audit		
Page	Due	Done	Page	Due	Done
11			13		

4

Types of work					
A. Types of work			B. Working or not?		
Page	Due	Done	Page	Due	Done
15			17		

5

Pay and remuneration								
A. Pay			B. Wages and salaries			C. Making sense		
Page	Due	Done	Page	Due	Done	Page	Due	Done
18			19			21		

6

Work settings					
A. Work settings			B. Work settings in action		
Page	Due	Done	Page	Due	Done
22			24		

7

Interpersonal effectiveness								
A. Interpersonal effectiveness			B. What's the story?			C. Interpersonal effectiveness in action		
Page	Due	Done	Page	Due	Done	Page	Due	Done
26			27			29		

8

Workplace communication								
A. Effective emails			B. Giving feedback			C. Take note		
Page	Due	Done	Page	Due	Done	Page	Due	Done
30			32			34		

9

Changing world of work								
A. Social changes			B. Technological changes			C. What about me?		
Page	Due	Done	Page	Due	Done	Page	Due	Done
35			37			39		

Investigation		
INV. Occupation Investigation		
Page	Due	Done
40		

Glossary		
Exploring work		
Page	Due	Done
41		

AT
1

Exploring work - Investigation					
Comment:					
Page	Due	Done			
42-43					

IPP1		
My TACKS		
Page	Due	Done
44		

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

1. My career

Welcome to your future, what will you make of it? By choosing Career and Enterprise Foundation you've made a good choice to help you develop your own future.

In order to enjoy a fulfilling and satisfying life you need to do more than just find a job; you need to develop a career pathway.

It is important to work, because being employed as a productive member of society enables you to:

- ⇒ earn an **income**
- ⇒ gain **experience**, develop work skills and workplace **competencies**, and
- ⇒ build and grow **self-esteem** and **responsibility**.

So let's start to explore the world of work and how you can develop your own skills and abilities to help build your career.



Image: iqconcept/
iStock/Thinkstock

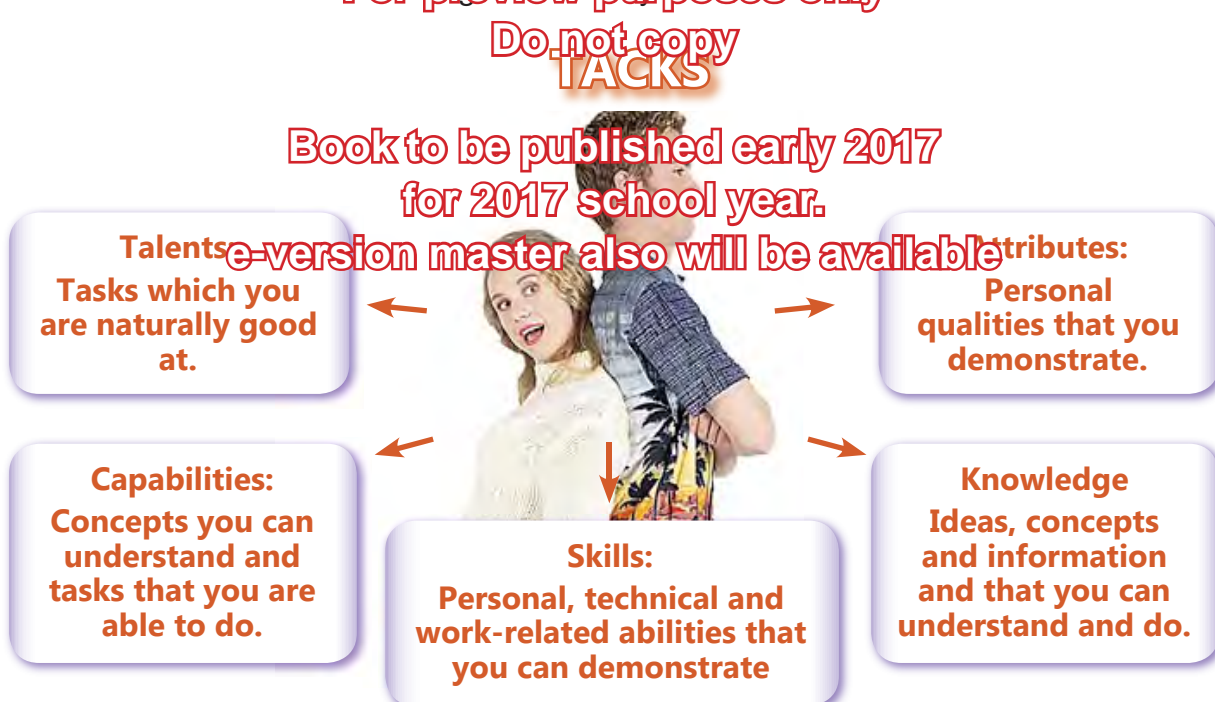
Your future is yours to create,
but it won't just happen by magic!

TACKS

One way to explore your potential career options is to use the acronym of TACKS. **TACKS** stands for **talents**, **attributes**, **capabilities**, **knowledge** and **skills**. Tacks Career and Enterprise: Foundation 11. You can also determine the types of training, qualifications and experiences you might need to improve your skills-sets.



Have a read of the brief description of TACKS in the diagram and reflect on how each of the TACKS areas can help you.





At this early stage of your career pathway development it is important that you self-assess in relation to your TACKS. Over the course of this year you will self-assess further as you develop new skill-sets and broaden your experiences.

1. Complete the sentences with real examples related to you for the 5 TACKS areas.

TACKS	What about me?
e.g. Talents	<i>I am naturally good at <u>cooking</u> which means that I can <u>combine ingredients, prepare meals and even cater and cook for a whole dinner party</u> . But I should aim to improve <u>my ability to make desserts because these are really tricky and hard to get right.</u></i>
Talents	I am naturally good at _____ which means that I can _____ . But I should aim to improve _____ .
Attributes	I can be relied on to _____ which makes me _____ . But I must be better at _____ .
Capabilities	I am able to _____ and as a result I can do _____ . But I need to become better at _____ .
Knowledge	I have a good understanding of _____ so I am able to _____ . But I need to learn more about _____ .
Skills	I am good at doing _____ . But I still need to improve _____ .

2. Choose 1 key word for you for each of the 5 TACKS. Write the first letter of each. (Does it 'spell' anything?) This will be a very short summary of your TACKS.

Talent	Attribute	Capability	Knowledge	Skill
_____	_____	_____	_____	_____

Personal competencies

Personal competencies reflect your inner self and are demonstrated through tasks that you have a natural **ability** for. Personal competencies reflect your talents, attributes, capabilities, knowledge and skills. These are the activities that you are naturally good at and enjoy doing every day. *“Sandrine is good at sport and is capable of exercising all day.”*

You can turn your personal **competencies** into useful workplace **abilities** by developing **knowledge**, **skills** and **competencies** through work-related placements and training. *“Sandrine is working at a recreation centre and is studying a Certificate III in Sport and Recreation.”*

Personal competencies also reflect your **personality**.

Different personality strengths suit different careers. You need to plan your career pathway to complement your personality strengths and weaknesses.

Three key personal competencies include the following. So what are you good at?



- ⇒ Are you able to deal with stress?
- ⇒ Are you reliable and how punctual are you?
- ⇒ Are you prepared and able to handle responsibility?

Social competencies

Social competencies describe your skills in dealing with people and how well you succeed in **social** experiences and your involvement and participation in social events will develop your social competencies. Your understanding of different **people** and different **cultures** is also important.

Socialisation skills are extremely important in the workplace. Positive **interpersonal relationships** are a key success factor. Further you will develop a sense of **team spirit** and **responsibility** for the group you are working with.

Three key social competencies include the following. So how are your people skills?



- ⇒ Are you easy to get along with?
- ⇒ Are you a good (active) listener?
- ⇒ Do you work well in a team?

Image: Ingram
Publishing/Thinkstock



Image: ???/
iStock/Thinkstock

Transferable skills

Transferable skills are all those personal and social competencies that you have developed in your everyday personal lives, educational lives and even your social lives.

You can transfer all these skills to the workplace. This will make you more **employable**. For example, someone who is naturally outgoing might make a good sales rep or front-of-house employee. Someone quiet and analytical might be a good bookkeeper or a technician. So what do you think? What skills have you got that can be transferred to the workplace?



Personal and social competencies

B

1. Complete these tables by describing examples related to your own personal and social competencies.
2. In the 2nd column outline how you could use (or transfer) these competencies for work-related situations.



Personal competencies that I have developed include:	I could use these competencies in work-related situations by...
e.g.	
i.	
ii.	
iii.	
iv.	

Social competencies that I have developed include:	I could use these competencies in work-related situations by...
e.g.	
i.	
ii.	
iii.	
iv.	

**Book to be published early 2017
for 2017 school year.
e-version master also will be available**

2. Individual Pathways Portfolio

Your career will not happen by accident. Nor will someone come knocking on your door and offer you your dream job. You know that!

Throughout this year you will do various tasks and undertake positive actions to assist in developing your career pathway. All these career-oriented tasks and actions will do form a part of your **Individual Pathways Portfolio** (IPP).

Your IPP acts as a **Career portfolio** that includes various hard copy and e-format documents. Your IPP will grow to include:

- ⇒ resources (such as lists of your network contacts)
- ⇒ job-seeking tools (such as your résumé)
- ⇒ documents (such as copies of qualifications)
- ⇒ self-assessment activities (such as skills-audits), and
- ⇒ other relevant tasks as determined by your CAE teacher, your Careers Co-ordinator, your VET Co-ordinator and other people who are helping you to achieve your career pathways goals.

IPP requirements

At different stages of the year in Career and Enterprise you will be expected to complete a number of tasks for your IPP. This might seem like a long list but you will refine and add to your IPP and EPP naturally as the year progresses.

Your **strategic goal** for the year is that you will be expected to prepare a **Career Portfolio** as part of your **Career Portfolio** as a mature, enterprising young job-seeker. This will enable you to be ready to tackle the challenges of Year 12 and help set up your future career.

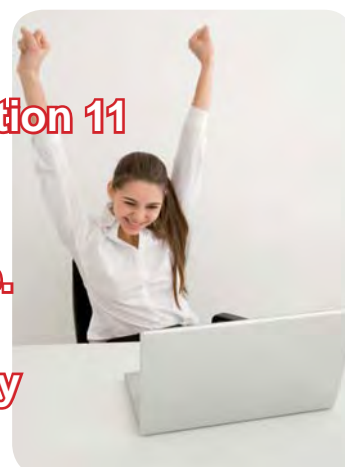


Image: sharpen1234/
iStock/Thinkstock



Your Individual Pathways Portfolio

- | | |
|--|--|
| <input type="checkbox"/> Identify and reflect on your key skills, strengths and weaknesses. | <input type="checkbox"/> Source potential job opportunities from a variety of sources. |
| <input type="checkbox"/> Identify and refine your career pathway goals. | <input type="checkbox"/> Engage with and utilize the steps in a job application process. |
| <input type="checkbox"/> Explore potential career pathways options. | <input type="checkbox"/> Participate in a job interview process. |
| <input type="checkbox"/> Match your skills and competencies to suitable career pathways options. | <input type="checkbox"/> Source and undertake work-related training. |
| <input type="checkbox"/> Develop, refine and update an entry-level résumé. | <input type="checkbox"/> Complete relevant entry-level WHS qualifications. |
| <input type="checkbox"/> Maintain print and e-documents in a career portfolio. | <input type="checkbox"/> Improve your literacy and numeracy skills. |
| <input type="checkbox"/> Actively engage with contacts to expand your network. | <input type="checkbox"/> Develop an action plan for your career pathway beyond year 11. |

My IPP action plan

A

exploring
work

1. What is your career pathway goal for this year, and how can you achieve this goal?
2. Your teacher will have you list down some key IPP and EPP tasks required this year and when you are likely to have to undertake these. They will also assist you to list actions you will need to undertake to achieve these IPP tasks.



My career pathway goal for this year is:

IPP/EPP task	By when?	What actions do I need to take?
e.g. Make contact with 4 people as a career network who can help me achieve my career goals	e.g. June by end of term 2.	<input type="checkbox"/> List potential people who could help. <input type="checkbox"/> Find out and record their contact details. <input type="checkbox"/> Prepare an intro letter to send to them that outlines my career pathways goals.
<p>Career and Enterprise: Foundation 11</p> <p>Uncorrected draft sample. Subject to change For preview purposes only Do not copy</p> <p>Book to be published early 2017 for 2017 school year. e-version master also will be available</p>		

Digital footprint

Now there is one thing that is almost guaranteed nowadays. Because you are growing up in the digital age you might be 'searched for' as part of a job interview process. So what's your digital footprint like?

As part of your career pathway journey you might find that a potential employer is probably going to use **social media** to check you out. This is especially relevant if potential employers actively use social media to promote their enterprise or to recruit job applicants.

So how's your digital footprint looking? Is there some **unprofessionalism** that you should either delete or leave hidden to be shared only with your close and trusted friends?

Is your digital footprint that is flattering or unflattering? Might the things that you have posted cast you in a bad light? This can be especially so if single posts are read out of context. So as a class discuss the following issues.



My Digital Footprint?

Career and Enterprise: Foundation 11

Do you share photos and posts that show you at play (i.e. having too much fun!)?

How many social media sites do you actively participate on?

Do you share too much private info (which can be a personal security problem)?

Have you made comments on others' posts that might cast you in a bad light.

Uncorrected draft sample.
Subject to change

For preview purposes only
Do not copy

Have you made posts that could be considered racist, sexist, spiteful or bullying?

Do you actively criticise companies, products or people (this can indicate an attitude issue)?

Book to be published early 2017
for 2017 school year.
e-version master also will be available

Do you bad mouth your school or your teachers?

Have you criticised or made fun of former bosses, colleagues, customers/clients?

Do you regularly make complaints about society, your community and your life that might also convey attitude issues?

Have you criticised or made fun of former bosses, colleagues, customers/clients?

Do you post information that contradicts what is on your résumé?

Image: ???/
iStock/Thinkstock

Private vs public

As you embark on your career pathway journey you need to take steps to separate your **private life** and **public life**.

So check your **privacy settings**. Who can see what you post? Only friends? Their friends of friends? Or everyone, i.e. public (which is the whole world, if they go looking!) You need to be careful with who might have access to 'friends of friends' posts, especially if you from a smaller or close-knit community.

This all might sound a bit harsh but this is the reality of the digital world in which you participate. This is your problem to own. So leave the private posts for your friends. Tidy up your public image. Delete 'bad' posts and images! And consider creating a separate, professional, digital profile.



IPP - Digital footprint

B

Now is the time to assess your digital profile and 'clean up' and remove some of the more unprofessional aspects of your life that might be on show.

1. Describe how you use each social media platform and your privacy settings.
2. Outline actions you can take to professionalise your digital profile.



Social media	Describe your use.	What actions do I need to take?
Facebook	<p>Career and Enterprise: Foundation 11</p> <p>Uncorrected draft sample.</p> <p>Subject to change</p> <p>For preview purposes only</p> <p>Do not copy</p> <p>Book to be published early 2017</p> <p>for 2017 school year.</p> <p>e-version master also will be available</p>	
Intsagram		
Twitter		
Youtube		
Snapchat		
Forums		
Your choice:		
Your choice:		

3. Why work?

There are many reasons why people work. But the reasons that drive a person to succeed in a career will develop and evolve over time. And you might be surprised that for many people, working is not just about earning money.

Obviously working allow people to earn a living and buy goods and services. So we can say that work enables a person to achieve a certain **standard of living**. And earning an **income** (any income) is especially important when first starting out in the workforce. Earning an income is also vital for your own personal health and wellbeing.

Working enables us to develop as a person. People gain **self-esteem** from working and are able to feel like they are **contributing to society**. People can develop new **skills, competencies** and **knowledge**. You are likely to take on positions of responsibility and find that your personality matures as you build your career.


Working also develops **socialisation** skills. Through work people can broaden their experiences, meet new people and be exposed to new ideas as well as different and **varied cultures**. You can develop new friendship groups and build your **interpersonal skills** to enjoy a more-rounded life.

So you need to make sure that you don't just plan to get a job for the money but instead the **Career and Enterprise Foundation 11** of positive outcomes. Shown below are a number of common reasons that people give when planning the sort of career they want to achieve. Your teacher will lead a class discussion about these factors. Which of these sound like you? Why so?



Uncorrected draft sample.
Subject to change
For preview purposes only
Do not copy

**Book to be published early 2017
for 2017 school year.**
e-version master also will be available



"I want to meet new people."	"I want to do new things."	"I want to go new places."
"I want to enjoy what I do."		"I want to be respected."
"I want to contribute for others."		"I want to respect myself."
"I want to be powerful."		"I want to help my family"
"I want to earn me some serious cash."	"At day's end I want to forget about work."	"I want to make the world a better place."
		"I want to be challenged and to grow."

"I love working at Waccas.
I get to meet new people all day long.
And they even pay me as well!"

Why work?

A

1. Consider these common reasons why people work. For each one explain how working delivers this benefit for a person. Add and explain 3 more reasons.

Reasons for working	How working can make this happen.
e.g. "I want to make the world a better place."	<i>I believe the sign of a strong community is how it looks after its old people. By working in aged care I can help look after elderly people. It is really important that we have people who look after others.</i>
"I want to do new things."	
"I want to respect myself."	
"I want to help my family"	
"I want to be challenged and to grow."	
"I want to enjoy what I do."	

Career and Enterprise: Foundation 11

2. Consider each of these occupations and add 6 or more of your own choosing. Briefly state how working in this job could deliver the outcomes. Add 1 more outcome.

Outcome	Retail	Health	Education	Other
Self-respect				
Meeting new people				
Earning an income				

By the numbers Conduct a survey to find out why people work.

- a. Survey 10 people about why they work. Choose varied people and ages.
- b. Make a list of 10 reasons from this topic and ask them score these out of 5.
Note: Some people might offer different reasons. If so add them to the list.
- c. Collate the results, calculate averages and share and discuss as a class.



TACKS and work choices

When exploring potential occupations that might suit, you have to consider how your TACKS might suit that occupation. All five TACKS areas relate to your **personal values**, likes and dislikes and strengths and weaknesses.

Image: Amanda Rohde/
iStock/Thinkstock

Self-reflection and an honest self-assessment will help you match your TACKS to career options.



i. Your personal values

- ⇒ Values are those things that we rate as important in our lives. Values are often the guiding principles upon which we make our decisions. *e.g. Jinny values helping the community and wants to be a youth worker.*
- ⇒ When planning your career you should consider those things that you value. But you need to consider that these things that you value as important now, might change over time, such as starting a family (much later of course!).
- ⇒ You just explored many different reasons why people work. These are your work expectations. These expectations are influenced by your personal values; and of course these will influence your career work choices.
- ⇒ So what do you want or expect to get from working based on your values?



Career and Enterprise: Foundation 11

ii. Your likes and dislikes

- ⇒ What you like doing and dislike doing are strong influencing factors on your choice of occupation.
- ⇒ One way to consider which of occupations might suit you is to ask yourself the following question. *"If I had to choose a job I'd love to do, but money wasn't the main factor, what would I choose?"*
- ⇒ So find something you like, then make a career of it! This is the key to long-term personal and job satisfaction!
- ⇒ Also consider that what you like and dislike now at this stage of your life is likely to change and evolve in line with your changing personality.
- ⇒ So don't make too hasty a decision right now by writing off potential occupations that could involve you doing things that you might enjoy doing later in life.

iii. Your strengths & weaknesses

- ⇒ Your strengths and weaknesses are another set of influencing factors that will drive your career choices.
- ⇒ Over the course of this year, and beyond, we expect you to turn your key strengths into various TACKS through work-related experiences and training.
- ⇒ You will also identify key weaknesses, such as skills-gaps and knowledge deficits. You will undertake improvement strategies to help you overcome weaknesses that might stop you from achieving your career goals.
- ⇒ By reflecting on your strengths and weaknesses, and then taking action to make personal and professional improvements, will help you match your TACKS to your future career work choices.

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year

e-version master also will be available



1. Circle high, medium or low for what you think your current skill level is for each of the (generic) skills in the Skills Audit. Later, after your work experience you should complete the final column to see whether your skills have developed.
2. Add 5 skills that relate to your own TACKS strengths; and 5 for your weakness.

Skills Audit	What is my current skill level now...			...and after work experience.		
1. Using a computer.	high	medium	low	high	medium	low
2. Calculating and using percentages.	high	medium	low	high	medium	low
3. Drawing and interpreting diagrams and plans.	high	medium	low	high	medium	low
4. Making/fixing things with my hands.	high	medium	low	high	medium	low
5. Using a telephone effectively.	high	medium	low	high	medium	low
6. Fixing machines and equipment.	high	medium	low	high	medium	low
7. Helping people with problems.	high	medium	low	high	medium	low
8. Following instructions.	high	medium	low	high	medium	low
9. Coming up with new ideas.	high	medium	low	high	medium	low
10. Planning and organising my time.	high	medium	low	high	medium	low
11. Calculating prices and making change.	high	medium	low	high	medium	low
12. Working with other people.	high	medium	low	high	medium	low
13. Working out timelines and rosters.	high	medium	low	high	medium	low
14. Asking appropriate questions.	high	medium	low	high	medium	low
15. Being fit enough.	high	medium	low	high	medium	low
16. Being punctual and keeping appointments.	high	medium	low	high	medium	low
17. Recording people's information details.	high	medium	low	high	medium	low
18. Using social media and email professionally.	high	medium	low	high	medium	low
19. Using tools and equipment safely.	high	medium	low	high	medium	low
20. Understanding another language.	high	medium	low	high	medium	low
21. Calculating percentages.	high	medium	low	high	medium	low
22. Giving directions and instructions.	high	medium	low	high	medium	low
23. Filling out forms.	high	medium	low	high	medium	low
24. Driving a motor vehicle.	high	medium	low	high	medium	low
25. Following first-aid procedures.	high	medium	low	high	medium	low
26. Solving customer/client problems.	high	medium	low	high	medium	low
27. Helping people to understand new things.	high	medium	low	high	medium	low
28. Giving a presentation to students and/or adults.	high	medium	low	high	medium	low
29. Greeting customers.	high	medium	low	high	medium	low
30. Working flexible hours and shifts.	high	medium	low	high	medium	low
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
39.						
40.						

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

4. Types of work

In our society people undertake different productive activities. Some of these, such as paid **full-time**, **part-time** and **casual employment**, are classified as work. Others, such as **unpaid domestic duties**, are not classified as work.

You might have to mow the lawns every Sunday. This labour is not viewed as productive work, even if you get pocket-money. But if you are unavailable and Jim's Mowing has to come in and do the job then this will be classified as work.

Imagine that you might have to baby-sit for your cousin. You are giving up your time and using your skills. But this effort on your behalf is not classified as productive work. However, if you are a nanny, child-care worker or a family day carer then this would be productive work.

In addition many hours are contributed by **volunteers** and other people in helping the community.



Image: Dmitrii Kotin/
iStock/Thinkstock

Paid work (employment)

According to the Australian Bureau of Statistics (ABS), the official definition of employment requires someone aged 15+, to have worked for at least one hour or more per week.

People are considered to be employed if they provide their labour in return for:

- ⇒ a wage or salary
- ⇒ a commission or other form of payment
- ⇒ payment-in-kind such as board, free rent or goods and services in return for their labour.

Obviously people are also employed if they are self-employed and/or operate a business (owner-operator).

Of course paid workers who work for charities are also employed.

Both paid and unpaid family members working in a family business are also classified as employed.

In Australia, as at Oct 2016, approximately 11.?? m people were employed.

(Source: ABS 6202.0)

Unemployment

The official ABS definition of unemployment is someone aged 15+, who was not employed during the reference week to;

- ⇒ have actively looked for work during the previous four weeks, and
- ⇒ be available to start work in the reference week if a job was available.

As part of this definition it is important to understand that many people who are 'not employed' are not necessarily unemployed.

These might include retirees, aged spouses, high-school and post-secondary students and other people not part of the labour force for one reason or another, and who choose not to work, and who therefore are not actively seeking work.

In Australia, as at Oct 2016, 7??,000 people were unemployed, i.e. actively seeking work. The unemployment rate was ?.%.

The youth unemployment rate (age 15-24) was 12.??% (2??,000).

(Source: ABS 6202.0)

Types of work

A

1. Match each of these types of work with the correct definition.
2. For each briefly outline an example of someone you know who is employed in this way; or outline how you could be (or are currently) employed in this way.
3. Add, define and give an example of one other type of work.

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> full-time | <input type="checkbox"/> seasonal | <input type="checkbox"/> traineeship |
| <input type="checkbox"/> part-time | <input type="checkbox"/> contract | <input type="checkbox"/> owner/operator |
| <input type="checkbox"/> casual | <input type="checkbox"/> apprenticeship | <input type="checkbox"/> _____ |

Type of work	Definition	Example
	A flexible employment arrangement that attracts a higher base wage, but without leave and other conditions.	
	Certain types of work that is regularly available at different times of the year.	
	Ongoing employment based on a standard working week that is usually defined as 38 hours.	
	Competency-based training involving both on-the-job and off-the-job learning usually for 3-4 years.	
	Ongoing work at less than the standard working week with its own conditions allocated pro-rata.	
	A person(s) who run their own enterprise normally as a sole trader, partnership or as a company.	
	Competency-based training involving both on-the-job and off-the-job learning usually for 1-2 years.	
	Temporary employment for a set period of time.	

By the numbers Use www.joboutlook.gov.au to complete these tasks.

- a. Choose 3 occupations in which you are interested.
- b. Find out the number employed and the average weekly hours worked.
- c. Find out the proportion of full-time, part-time workers and recent job growth.





Unpaid work

Many people perform 'work' or some other type of productive activity which does not get counted as 'being employed' or as contributing directly to our economy. So is their contribution to our society more or less valid?

i. Voluntary work

Some people participate as unpaid voluntary workers and they willingly give up their time and lend their expertise to help their community. Volunteering and community work also helps build skills for volunteers. Many **not-for-profit organisations** that are trying to make a difference in their community would not exist without their unpaid volunteer workers.

ii. Unpaid domestic work including parenting

Many people don't actually perform voluntary work for external organisations but instead might be very actively engaged in performing unpaid domestic duties at home or for members of their extended family. Their efforts, 'labour' and their economic contribution and value as **domestic engineers** (parent or domestic engineer) are not included in any official definitions of employment.

Many parents put in more labour hours (unpaid of course) for their family than they would if they were employed full-time. **Parenting** is a full-time job that can be transferred to the workplace. However, for many parents, the demands on their time prevents them from working in a full-time capacity. However, social change is seeing a greater proportion of parents participating in the workforce.

iii. Caring

Over recent years there has been a significant increase in informal care. This is due to an **ageing population**, increased **female participation rate** in the workforce and other factors. Besides parent care-givers, the main types of care are:

- ⇒ caring for elderly and frail family members
- ⇒ caring for sick, invalid and disabled family members
- ⇒ caring for grandchildren by grandparents.

According to the ABS, there were 2.7 million people providing informal care to others in 2012. 56% of these were female. 40% of carers reporting spending 40+ hours per week providing care. 11% of carers were under 25 years old.

(Source: ABS, 4430.0 - Disability, Ageing and Carers, Australia, 2012)



According to research, 34% of the adult population volunteered 'giving' about \$25b of economic contribution.

Source: 2010 Volunteering Australia Fact Sheet

According to various ABS studies, many people (generally women) perform up to 50 hours of unpaid family work per week.

Image: ???/iStock/Thinkstock

iv. Training and study

People of all ages have to undertake study and training in order to develop their careers. This commitment to **lifelong learning** is expected of contemporary employees. However, most people are not paid while studying - or they have to take on other work to support themselves. And of course people have to pay the fees for their training courses.

One way to combine training and paid work is to undertake an **Australian Apprenticeship**.

Apprentices and trainees enjoy a training wage based on their stage of completion and attend TAFE training. Some (not all) employers even cover the training costs of their Australian Apprentices.

We have also witnessed the growth in **internships**, many of them unpaid. These unpaid interns are working - but are they actually counted as being employed?



Training is an investment of both time and money in your career.

Image: monkeybusinessimages/
iStock/Thinkstock

Working or not?

B

For each of these situations outline whether the person is officially employed, or unemployed, or neither. Then, based on your own opinion explain whether you think they are 'working'.

Career and Enterprise: Foundation 11

Situation	Official status	Do you think they are 'working?'
Albi is a personal trainer for a local gym.	Uncorrected draft sample. Subject to change For preview purposes only Do not copy	
His partner Maxx is full-time at TAFE doing her fitness training.		
Jupita, is a qualified beauty therapist trying to find work.		
John runs his own fish & chip shop.		
Cass (16), his daughter, works on weekends for free to help out.	Book to be published early 2017 for 2017 school year. e-version master also will be available	
John's wife Marge looks after her invalid mother full-time.		
Simmo, loves the surf. He doesn't work but is a volunteer lifeguard.		
Reggie (16) is doing her WACE and works at the local IGA.		
And you?		

5. Pay and conditions

Workplace conditions relate to both the monetary and non-monetary benefits and rewards (**remuneration**) that an employee obtains from working. The monetary rewards that come from working are generally referred to as an employees' pay. Most workers will be paid either according to a **wage** (per hour) or a **salary** (per year). Other monetary rewards include **allowances**, **bonus**, **commissions**, **retainers** and **profit** (for owner-operators).

Workers are entitled to receive **superannuation** contribution payments from their employers. This contribution applies to full-time, part-time and casual employees, employees aged 18+ (also for employees <18 who are working 30+ hours/week) and those earning more than \$450 gross a month.

Non-monetary conditions include **annual leave**, **personal and carers leave**, RDOs, workplace freebies, perks and discounts.

Employees in most entry-level jobs will be paid a wage based on the number of hours worked. The wage rate is set down in an **award**, **enterprise agreement** or as part of the **National Wage case** or **WA Wage review**.

Some awards and agreements provide extra payments called **penalty rates**. These may apply when working shiftwork, odd hours, on weekends, public holidays or for overtime.

Workers under 21 are normally paid a percentage of an adult rate based on their age. For example, most retail employees aged 16 usually receive 50-55% of the adult rate. **Apprentices** and trainees will be paid a proportional rate according to their job, stage of completion and/or age.

Casual workers are normally paid extra (usually 20-25%). However, they must forgo non-monetary conditions such as annual and personal and carers' leave.

"So how much do we get paid?"

"Beats me, I only work here?"

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

A Pay

Book to be published early 2017
for 2017 school year.

Revision master also will be available

1. What is pay?

2. What might a workers 'pay' include?

Wages

- ⇒ Wages are calculated on an hourly basis and normally apply for trades, para-professionals; or for lower, semi-skilled, and temporary employees.
- ⇒ A set rate is determined in an award, a federal pay scale or the National Wage Case (or WA case) minima.
- ⇒ In some cases employees can earn higher wages if they perform higher duties such as when acting in a supervisory role.
- ⇒ Employees might also be able to earn overtime or penalty rate loadings depending on shift, holiday and weekend work.
- ⇒ A wage will be related to an employee's classification and junior wage rates will apply in most industries; and in Australian Apprenticeships.

Salaries

- ⇒ Salaries are calculated on an annualised basis and normally apply for higher-skilled, managerial and professional occupations.
- ⇒ Although salary earners don't automatically earn more than wage earners, the types of occupations that are normally paid a salary tend to have higher income levels. (However this might not be the case for highly paid wage jobs in construction and mining.)
- ⇒ Salaries are not just paid once a year! Just like wages they are usually paid fortnightly or monthly.
- ⇒ Most salary earners don't get paid overtime and are usually expected to work long hours as part of their normal employment responsibilities.

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Wages and salaries

B

Use examples to explain the difference between a wage and a salary. Which are you more likely to earn and why?



Book to be published early 2017

for 2017 school year.

e-version master also will be available

Extension

Interview people you know who earn a wage, and other who earn a salary. What are their occupations? Ask politely for their wage rate or salary level. Annualise their wage rates and calculate salaries on a per hour basis. Your teacher will guide you!

Set up a table in your workbooks like this one to show your information

Person	Occupation	Wage or salary	Hourly	Weekly	Annualised
e.g. Glonsork Elver	Aquaculture farmer	wage	\$20 (per hour)	\$760 (38 hrs)	\$39,520 (52 weeks)

Pay structures

It's not easy to find out something as simple as wage minimum wage rates.

Workplace conditions such as rates of pay are set down in law. These will vary depending on the type of workplace agreement that you are employed under (and your state if in WA).

The two main types of workplace agreements that cover most workers are modern (national) **awards** and **registered enterprise agreements** (sometimes called EBAs).

Some WA workers are covered under **Western Australian state awards**; or by state registered industrial agreements (EBAs) registered by the Western Australian Industrial Relations Commission

Some high-level employees such as executives and managers might be on an individual **contract**. In WA this might be known as an employer-employee agreement (**EEA**).

Nearly all other employees not covered by an award or registered agreement will be covered by the **minimum pay rates** set down by the **Fair Work Commission** (unless they are a WA Award free employees).

Award free employees (WA)

Some WA workers are not covered under a WA state award or agreement (EBA), or a national enterprise agreement, or employed by a small business in the industrial system. They are called **Award free employees**.

Award free employees are usually employed by **small enterprises** such as sole traders and partnerships.

Award free pay rates are set down by the **Western Australian Industrial Relations Commission** in a similar way to the National pay rates.

Minimum pay rates

The *Fair Work Commission* reviews minimum wages each year. This national minimum wage applies to employees who aren't covered by a national award or agreement.

- ⇒ In July 2016 the minimum rose to \$17.70/hour (approx. \$672.70 for a 38 hour week) for adults, a rise from \$17.29/hour in 2015.
- ⇒ Minimum pay rates in modern awards were increased by 2.4% as well.
- ⇒ Casuals got an extra 25% hourly in the 2014 review.
- ⇒ Apprentices get between 55-95% of this rate.
- ⇒ Juniors get between 36.8-97.7% of this rate.
- ⇒ Workers with a disability might have different rate

(Source: *Annual Wage Review, Fair Work Australia, 2014, 2015 & 2016*)

Image: aarest/Thinkstock

WA Award-free employees

These rates apply to WA employees not covered under national or state awards and agreements; and who are not employees.

As at July 1, 2016

- ⇒ Adult 21+: \$18.23/hour
- ⇒ 20 years: \$16.41/hour
- ⇒ 19 years: \$14.59/hour
- ⇒ 18 years: \$12.77/hour
- ⇒ 17 years: \$10.94/hour
- ⇒ 16 years: \$9.12/hour
- ⇒ <16 years: \$7.29/hour

(Source: *Government of Western Australia, Department of Commerce*)

1. As you can see, understanding the correct pay is quite complex. Let's see if we can sort it out a bit. Use the information in this topic to answer the following.

Question	Answer
a. Wages are calculated (and earned) on an....	_____ basis
b. Salaries are calculated (and earned) on an...	_____ basis
c. Extra payments earned for working shiftwork or weekends are called...	_____ rates
d. Workers under 21 are paid a proportion of an...	_____ rate
e. Casual workers are normally paid an extra % of...	____ % to ____ %
f. Trades, semi-skilled and temporary employees are normally paid according to a...	_____
g. Trades, semi-skilled and temporary employees are normally paid according to a...	_____
h. Many managers and professionals are paid an annual...	_____
i. Workplace conditions can vary depending on your....	a _____ & s _____
j. The two main types of enterprise award are a _____	_____ a _____
k. High level employees might be covered by an individual...	_____
l. WA workers not covered under state or national agreements or awards are known as _____	_____

2. Now let's try some problem-solving. Answer each of the following true or false. But you can't just guess. You have to prove or calculate each answer!

Question	T/F	Proof/calculation
a. Salaried workers are only paid once a year.	_____	
b. Most workers are covered by awards and registered agreements.	_____	
c. Apprentices and trainees receive a higher proportion of the adult rate.	_____	
d. From July 2016, a worker covered by the national minimum gets \$17.29/hr.	_____	
e. Award free workers are usually employed by large WA enterprises.	_____	
f. In 2016 a 17 year old WA Award free worker gets 50% of the adult rate.	_____	
g. From July 2016, a national wage covered worker would earn \$531 for a 30 hour part-time week.	_____	
h. In 2016, a 20 year old Award free worker would earn \$623.58 for a standard full-time week.	_____	

6. Work settings

The world of work is diverse and extensive and the nature of jobs, job tasks, work settings and industries can vary greatly.

It is vital that you start building your understanding of the sort of work tasks, occupations and work settings that might suit your abilities, values and interests.

Your preferred occupation and career pathway might see you work in a particular work setting.

A work setting (and its associated) **work environment** reflects the types of goods or services that an organisation produces.

Work settings and work environments also reflect the characteristics of the industry an organisation is part of.

Work settings and work environments also both support and reflect the day-to-day **roles** and **responsibilities** required of workers within that work setting.

When you investigate different work settings there are three things to keep in mind.

- i. Organisations can have many, varied work settings.
- ii. Work settings can vary within workplaces.
- iii. Occupational roles vary depending on the work setting.

Career and Enterprise: Foundation 11

A Work settings

1. Use 2 different enterprises with which you are familiar to complete the table.

	Enterprise 1:	Enterprise 2:
List 3 different work settings that exist across the enterprise.		
List 3 different work settings within the same worksite.		

2. How might workers in the same occupation work in varied work settings doing different tasks? Use examples to explain.

Occupation:		
Type of enterprise	Type of work setting	Type of work tasks
Worker 1:		
Worker 2:		
Worker 3:		

i. Organisations can have many, varied work settings

Organisations can be complex and might have many different work settings with different work environments.

For example, the large organisation Woolworths is a retail work setting but within the company there are a number of varied work settings each with different work environments and specialised work tasks.

These include work settings associated with grocery, retail, liquor, warehousing, finance, administration, customer service on registers or even as a fresh food buyer.

In addition Woolworths Ltd has a number of different retail store work settings such as Big W and Dan Murphy's each with its own different work environment and specialised work tasks.



ii. Work settings vary within workplaces

Different employees who work for the same organisation, who might even be situated at the same worksite might work in different work settings. This is due to the nature of their job tasks.



Image: Piotr Krze?lak/
iStock/Thinkstock

Career and Enterprise: Foundation 11

For example, compare the 'work settings' of your Career and Enterprise teacher, with the Foods teacher and your school's business manager.

What about the varied work settings of a cook, a cleaner and a concierge at a 5-star hotel The Hyatt Regency?

And how about the differences in settings between an accountant, a mining engineer and a mining payroll officer. They might all work for the same mining enterprise, yet they may undertake work roles and responsibilities in totally different work settings.

**Book to be published early 2017
for 2017 school year.**

e-version master also will be available

iii. Occupational roles vary depending on the work setting

Employees who have the same 'job' title might work in vastly different work settings. These different settings will then influence the day-to-day roles and responsibilities expected of these workers.

Compare a carpenter working for Mirvac on a major office tower construction site in the CBD, with a carpenter who works on new housing estates in the outer-suburbs and a carpenter who does domestic work in a small regional town. Same occupation, but quite varied roles in vastly different work settings (and work environments).



Image: monkeybusinessimages/
iStock/Thinkstock

Different work settings

We can classify work settings these into four main categories based on the type of **work environment** that usually exists, the **work tasks** commonly performed and the **location** of the worksite.

As you investigate these varied settings think of how suitable each might be for you. Also discuss examples of work settings that you are aware of that share these characteristics, as well as the types of jobs and work tasks that you might commonly experience in each.

Indoor/outdoor

- ⇒ Most people work indoors in retail, business services, manufacturing, hospitality, education, healthcare, media and other indoor environments.
- ⇒ Outdoor workers include those in mining, construction, sport and recreation, agriculture, forestry and fishing and so on.
- ⇒ You will already be aware of your indoor/outdoor preferences. Some people cannot work inside sitting in front of a computer all day; whereas others do not want to work outside exposed to the natural environment.
- ⇒ Which would you prefer?

Mobile/stationary

- ⇒ Mobile work settings require workers to move about as part of their work roles.
- ⇒ Examples include nurses who are usually on their feet all day, couriers who are on the road, waitstaff who move around a restaurant and service jobs that come to the client.
- ⇒ Stationary work involves work that occurs at a fixed work station such as callcentre worker, factory machinery operator or a cashier.
- ⇒ Some jobs involve a combination of static and mobile work, however, most jobs now require workers to be less active.

City/country/remote

- ⇒ Work settings exist throughout Australia in metropolitan areas, in country (regional) cities and in remote areas.
- ⇒ Most 'city' jobs also exist in country areas (but usually fewer). But most big companies have their headquarters in metro areas.
- ⇒ Specific 'country jobs' involve agriculture, forestry, fishing, mining, ecotourism, etc. due to the relationship of the work setting to the availability of land.
- ⇒ Remote jobs exist in mining, construction, fishing, farming and usually require long distance travel, FIFO or living remotely.

FIFO/DIDO

- ⇒ FIFO (fly-in/fly-out) essentially means that workers are flown in from far away to work in remote areas rather than relocate to live there. With DIDO the workers drive in as they might live closer to their work.
- ⇒ Remote FIFO and DIDO workers can be rostered on for extended days, such as an eight days on/six days off shift. They are usually expected to work long shifts.
- ⇒ Working remotely in mining and construction created the need for FIFO and DIDO workers.
- ⇒ How would you cope working and living remotely like this?

Different work settings

B

exploring
work



- Briefly explain your preference for each of these work settings.

Indoor or outdoor?	Mobile or stationary?	City, country or remote?	FIFO, DIDO or neither?

- Analyse each of these images by considering the different types of work settings.
 - Identify the most likely occupation(s) involved.
 - Describe the type of work settings that most likely suit this job.
 - Explain why you would or wouldn't like to do this job in this work setting.

Image: Thinkstock images/
Stockbyte/Thinkstock



Image: cyan066/
iStock/Thinkstock



Image: Goodluz/
iStock/Thinkstock



Image: AbleStock.com/
AbleStock.com/Thinkstock



Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017
for 2017 school year.
e-version master also will be available

- Find or create 3 images of different work settings for your workbooks. Complete questions a,b,c, from Q2 above for each of these.



7. Interpersonal effectiveness

When you start working you will naturally have to work effectively with other people. People work better and enjoy their work more when they have positive interactions with other **work-related stakeholders**.

There are certain **professional standards** required of all workers. These may vary depending on the type of work, the industry and the level of interpersonal interaction required of the job roles.

So it is vital that you are able to improve your interpersonal effectiveness. This means developing your interpersonal skills, including your **communication** skills, which are vital for workplace success.

Some of these interpersonal skills come naturally. However, you might have to work at others in order to improve.

Effective interaction

All interaction with other people occurs through communicating. This can involve **verbal, non-verbal, technological, visual, aural** and other communication methods.

It is important to realise that a lot of workplace communication is **formal**. Therefore certain standards of behaviour are expected. You can interact with others more positively by:

- ⇒ using **active listening** techniques when communicating
- ⇒ making appropriate **eye contact** when speaking and listening to others
- ⇒ **speaking** and **communicating clearly** and directly
- ⇒ taking into account the **context** of the communication
- ⇒ using appropriate **greeting** and **informal** situations
- ⇒ considering the **medium** of communication, especially when writing.

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

A Interpersonal effectiveness

Book to be published early 2017

for 2017 school year.

e-version master also will be available

1. What is the key interpersonal skill for your class? Why is this important?

2. List your strongest interpersonal skills as positive statements e.g. *I can...*, *I am good at...*, *I am able to...*, etc..



Active listening

- ⇒ Active listening refers to a range of verbal and non-verbal techniques to show communication engagement. With active listening you use your voice, your eyes, your ears and your body.
- ⇒ Active listening lets your communication partners know that you are engaging with them fully and are following what they say.
- ⇒ Verbal: When asked questions or given directives repeat key words to reinforce your understanding. *"So I need to finish the dogfood aisle within 30 minutes."* or *"Just want to make sure, you want me to contact the supplier before I contact the customer."*
- ⇒ Non-verbal: Nod or smile when appropriate to indicate agreement (you can combine this with an affirmation such as yes).
Boss: *"So you need to finish the trench before lunch."* You, nodding: *"Will do!"*
- ⇒ Appropriate active listening reinforces understanding, demonstrates self-confidence and makes communication a much better, two-way process.
- ⇒ Other cultures can have varied non-verbal communication. Smiling doesn't always mean what it does in Australia. But falling asleep is pretty universal!

Eye contact

- ⇒ Humans learn a lot from each other through eye contact. Maintaining appropriate eye contact is a sign of interest, it indicates listening and can also support non-verbal communication.
- ⇒ No eye contact can indicate disinterest. (i.e. *"He's not listening at all, I might as well be talking to the wall!"*)
- ⇒ Intense eye contact such as staring can be intimidating. (i.e. *"What's up with that salesgirl, she's freaking me out with her evils!"*)
- ⇒ Looking all about when speaking or being spoken to can lead to mistrust. (i.e. *"A shifting gaze can be shifty."*)
- ⇒ Being more interested in a device indicates inattention and is rude.
- ⇒ Appropriate eye contact usually involves a firm gaze for a few seconds, look away (down, up left or right) and then back again; coupled with active listening.
- ⇒ When questions or directives are involved use eye contact!
- ⇒ People trust others who can look them in the eye. Sales people use this. People who work in education, health and community support use this.
- ⇒ People are intimidated by staring. Sportspeople and MMA fighters try this!
- ⇒ Be aware that eye contact is not universal and is used differently.

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

What's the story?

B

Discuss active listening being shown by Liz and also what her eyes might indicate.

Image: ChristiTolbert/iStock/Thinkstock



Using appropriate greetings

- ⇒ Greetings are often known as salutations and require both personal and professional manners and etiquette.
- ⇒ Formal greetings may include introductions, a handshake, use of surnames and even reference by 'sir' and 'madam' or 'maam'.
- ⇒ Use formal titles such as Mr. and Ms. until instructed otherwise. It is ok to be too formal but not ok to be too informal.
- ⇒ In work-related situations it is the role of the employee to establish contact with a customer by greeting them appropriately. Different work settings will determine the level of formality. In a restaurant, *"How can I help you sir?"* In a cafe, *"What would you guys like to order?"* At a foodtruck, *"Hey man, whatcha after?"*
- ⇒ When communicating electronically you also have to use appropriate greetings. This includes emails that may resemble business letters.
- ⇒ Formality can usually be relaxed when you are aware of the workplace culture.
- ⇒ Formality can change across cultural settings including age, race, religion and other cross-cultural differences.



Image: Szepy/
iStock/Thinkstock

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Speaking clearly and directly

- ⇒ Speaking clearly involves correct use of tone. e.g. *"You want me to clean the toilets."* vs *"You want ME to clean the toilets."* vs *"YOU want me to clean the toilets."* vs *"You want me to clean the TOILETS."* These all have the same words, in the same order, but have different interpretations.
- ⇒ Speaking clearly involves choosing appropriate content (what to say) as well as context (when to say this).
- ⇒ Speaking directly involves a clear and concise message, the use of appropriate language and using a method that is received and understood.
- ⇒ You need to speak slowly and clearly, not too fast, so that your words to rely on. Unusual names can be hard to understand on the phone.
- ⇒ Don't over-communicate. Use the rule of threes. Your instruction should have three components ie. What to do, how to do it and when by. e.g. *"I need you to set up the dining hall, for a 3 course setting, by 11am."*
- ⇒ When giving instructions or directives make sure you have the person's attention. Use eye contact. If sending electronically, ask for a response.
- ⇒ Use active listening to make sure the instruction is understood. *"So you're clear what you have to do?"* or *"Any problems?"* *"Do you have any questions?"*
- ⇒ Once again cross-cultural differences could mean that you might have to change the way you speak e.g. more formality, less jargon or slang, supported by written or visual instructions, giving a step-by-step guide and so on.

Career and Enterprise: Foundation 11

**Uncorrected draft sample.
Subject to change
For preview purposes only
Do not copy**

**Book to be published early 2017
for 2017 school year.
e-version master also will be available**



8. Workplace communication

email

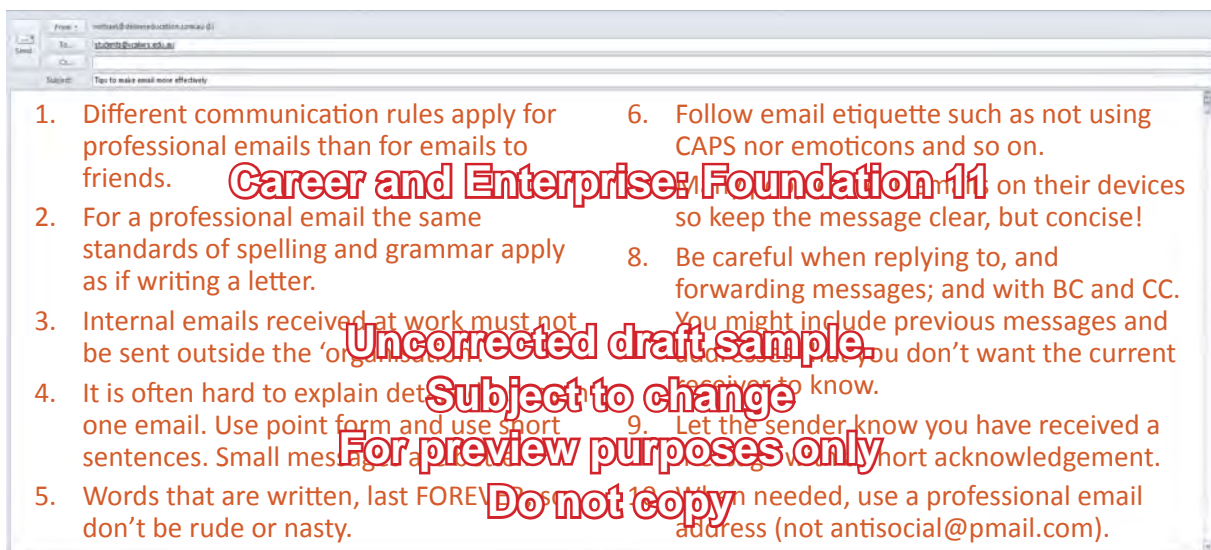
email remains the backbone of **e-communication** in business and professional communication throughout all industries.

You will be expected to use email effectively and appropriately if you work in an office or service environment. Many tradespeople and industrial workers will need to email clients when sending quotes or confirming orders or bookings.

Most business supplies are ordered through email. And of course nearly all enterprises use **internal email systems** to send notices, memos, rosters, meetings and other important and timely information.

emails are still used throughout industry because they provide an electronic record of communication that can be saved and traced in a format common to all enterprises.

Effective use of email messaging does not come naturally. So use these tips to help make your emails more professional.



A Effective emails

Book to be published early 2017
for 2017 school year.

Draft concise but appropriate emails for each of the following.

e-version master also will be available

- a. Your boss emails all employees and asks you all to attend a meeting directly after work at 5.30 and confirm by email. How would you respond?
- b. You have a doctor's appointment at 5.45pm. How would you respond now?
- c. One of your team members was absent yesterday. You need the work they were supposed to do - but you need it in 3 hours. What do you put in the email?
- d. Someone in your network has told you about a possible chance of a job at Typhoon Industries. They said to email jojohnstone@typhoon.com.au .
- e. A customer has sent a complaint email that trashes the service at your café and the quality of the food. You don't know that customer.

Instructions

Most basic learning comes from imitation and following instructions. Many of these instructions are informal and given as advice and help. Work-related tasks rely on the development, communication and understanding of instructions.

Some instructions are **written**, some may be **verbal** and some may be **visual**. Many instructions use a combination of each of these formats. So which type of instructions you prefer. Why so?

When creating a set of instructions you need to bear in mind that the person to whom you are giving instructions might have less understanding than you. They might also have a different preferred **learning style**. You have to anticipate how any of these factors might alter the way you give your instructions.

You will need to consider the words you use, the number of steps, the assumed level of skills and knowledge, how fast you speak and even the volume at which you speak.

You will also need to consider the situation a person will be in when following the instructions. Will they be sitting, standing or travelling in a vehicle? Will they be dealing with customers, delivering a baby or even doing a job that is dangerous?



1. Organise your instructions into easy to follow and logical steps.

2. Keep your language simple and clear to suit the target audience.

3. Introduce steps with a number or an enumeration marker: e.g. first, next.

4. Eliminate any unnecessary information.

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Giving instructions

B

Use the tips opposite to create a set of short instructions for one or more of the following tasks.

- ☐ How to log on to a computer.
- ☐ How to take and record details in a phone message.
- ☐ How to change a nappy.
- ☐ How to email an image using a tablet.
- ☐ Your choice _____



Pair up and then have someone use your instructions to complete the task.

Get feedback and make revisions to improve your instructions.

Giving instructions

- ☐ Use short sentences.
- ☐ Use one instruction per sentence.
- ☐ Translate technical terms and jargon.
- ☐ Use accessible language that is easy to follow.
- ☐ Read the instructions as both an eight and an eighty year old would.
- ☐ Consider whether a picture, diagram or visual aid would do a better job.
- ☐ Are the instructions easily able to be seen or heard?

Taking notes

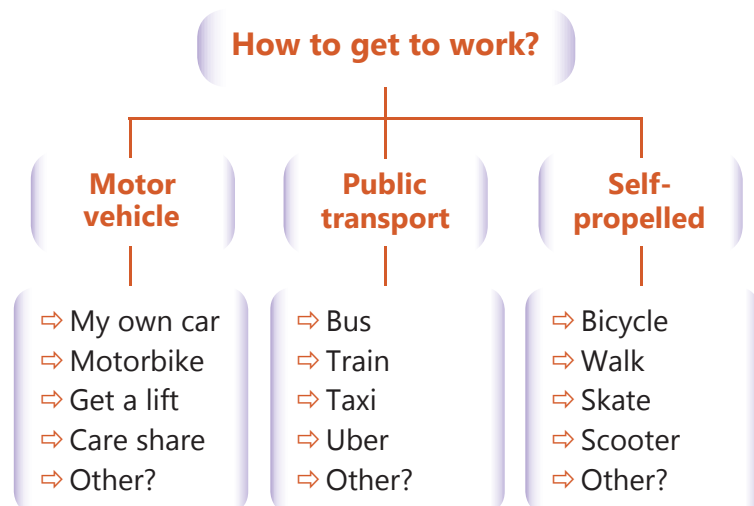
Being able to take notes is important for workplace effectiveness. As a skill **note-taking** can enable you to summarise key information, **take messages** and build an understanding of key ideas, tasks and responsibilities. Note-taking also helps you to remember what you are expected to do. Three strategies are discussed in this topic but your teacher might add more.

Structured overview

A structured overview uses a **hierarchical diagram** format to organise information such as key words and topics.

You start with a key word or phrase and then list 3-4 key headings.

Under each of these you then organise key points that are relevant or could be investigated further.



Career and Enterprise: Foundation 11

Mind map

A mind map is a type of **visual diagram** that can also assist you to organise key thoughts and relevant information.

You start with a key word or phrase in the centre of a page. You then branch out in different directions using key words or images. You can then create thinner branches (thin lines) that extend from the main ideas and information.

Mid maps are fluid diagrams and allow for you to make connections between different ideas and information. Given this they are a good planning tool when coming up with a new work-related idea especially in team situations.

Image: ???/
iStock/Thinkstock

Image: ???/
iStock/Thinkstock

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

Brainstorming

With brainstorming you list whatever thoughts come into your head that you relate to a key concept or idea. During the brainstorming process no suggestion is criticised or rejected.

The initial idea is to generate a list of words/phrases related to a concept or problem. This way, brainstorming acts as a great starting point to develop ideas.

Brainstorming is useful for generating **creative ideas** because one word, leads to another, and then to another which can help people come up with new ways of thinking about a concept, issue or problem.

In a **team** brainstorming situation, the words of other people can drive you or someone else to come up with new solutions. When the team is finished the brainstorming process, the group then focuses in on the 'best' ideas.

We all naturally brainstorm all the time. When we think of something specific we then start to think of other possibilities. Our mind to follow different directions and see possible solutions to problems.

Effective brainstorming

- ⇒ Write the key idea large and bold for everyone to see on a poster or whiteboard.
- ⇒ Set a short time limit, between 60 seconds and 2-3 minutes.
- ⇒ Get someone to write down all the responses for all to see.
- ⇒ Use 'hands-up' for ideas.
- ⇒ Ideas are not criticised or rejected during the process.
- ⇒ Encourage everyone to contribute.

Take note

C

1. Your teacher will get you to develop either a structured overview or a mind map related to a key concept.

☐ First they'll show the whole class how to do this using a topic such as 'finding a job', 'developing my skills' or 'what I want to do in my career'.

☐ When it's your turn make sure you use a large sheet of paper to draft your diagram or map. It's best to do this in a quiet area.

☐ Find examples online for your subject and skills. Get these out.

Topic: _____

2. You have 180 seconds to brainstorm 9 words/terms associated with the key concept of: **Unemployment**.

- ☐ Share and compare yours with the class. How are they similar & different?
- ☐ Do a class brainstorming session on a local work issue.



9. Changing world of work

The world of work is evolving. The **workforce** you will enter is much different from that of the past. It is important that you understand some of the key work-related changes that are happening over time.

These changes are influenced by two key factors

- ⇒ **social factors**, and
- ⇒ **technological factors**.

Social factors - Working parents

Various social factors that occur both **domestically** (in Australia) and **globally** are impacting on the workforce. Social factors reflect changes in society and the changing **attitudes** of varied **stakeholders**.

One such change has been in respect to working parents. One outcome of this change has been the growth in **flexible work practices** such as casual and part-time work arrangements. How many people do you know that work according to these flexible arrangements?

The 'typical' Australian family looks much different from what it did in the past. Between 1911 and 2006 the average household size fell from 4.5 to 2.6.

As a result, parents are more engaged in the workforce because they have fewer kids.

Since 1983 the number of couples with dependent children, working one job only, has declined from almost 50% to 30%. In contrast the proportion of these couples with one and a half jobs rose from 17% to 36%. The proportion of these couples with two jobs rose from 17% to 24%.

So in summary in about 60% of **households with children** both parents work.

Since 1976 the proportion of households consisting of **lone parents** increased from under 7% to 15% in 2011. The proportion of mothers with dependent children, in paid work, was 43% in 1981 and grew to 63% by 2009.

In 1981, 19% of mothers were working full-time and 24% were working part-time. By 2009, these proportions had grown to 28% and 35%.

So this indicates that there are more lone parent households. There are also more mothers working. Workplace attitudes to working parents has changed.

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

Social factors - Age discrimination

Another social factor impacting on work has been an increase in both perceived and actual age discrimination.

Age discrimination is typically felt by **younger workers**. It is hard for **entry-level** employees to get a start in the workplace, especially if they are young with little experience.

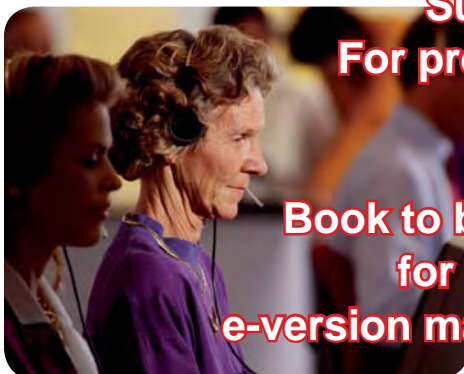
Entrenched **societal attitudes** surround younger job-seekers. These attitudes, such as a perceived sense of entitlement or perceived unreliability of younger workers can mean that employers avoid employing young workers. Does that seem fair to you?

These attitudes can lead to higher levels of **youth unemployment**. This means that young people can get caught in a cycle of long-term unemployment.

Age discrimination also impacts on **older workers**. Older workers may lose their jobs due to **industry closures** and other economic changes - often through no fault of their own.

Some societal attitudes play out in discrimination whereby older job-seekers, especially those who are not seen as suitable for unsuitable for, the types of jobs that are being created in an evolving economy.

Some firms do not wish to spend money **re-training** older workers. Others feel that older workers are not capable of learning how to use emerging technologies. Many believe that it is not worth employing someone close to retirement age! Yet



"This is lame as, I wish I had extended my gap year!"

Career and Enterprise: Foundation 11

Uncorrected draft sample.
Subject to change

For preview purposes only

Do not copy

Book to be published early 2017
for 2017 school year.
e-version master also will be available

"I'm never too old to learn. It's just like using a typewriter and landline."

Social changes

A

In your workbooks identify an entry-level occupation in an industry in which you are interested.

1. Outline 3 key social factors that might impact on you.
2. What will you have to do in order to deal with these social factors?
3. What other social changes do you think might happen over time? How might these impact on your own career choices?



Technological factors

Technology refers to tools, equipment, machinery, communication networks and devices, data-processing machines (computers), transport and any other relevant piece of equipment used by humans to make a task less effortful or 'easier'.

Technology is vital for workplace success. However, ongoing development of new and innovative technologies is driving workplace change.

As a result, there are two key factors influencing workplace change; increased reliance on workplace technology and the requirement for new technological skills.

Technological factors - Increased reliance on new technologies

Work-related technological innovation is ongoing. New technologies continue to emerge and are driving workplace change. This change is impacting on all jobs throughout all industries. However, the types of changes that result do vary depending on the nature of the **work setting** and the day-to-day **work roles** expected of employees in that work setting.

More and more work practices are becoming **capital-intensive** and replacing employees who previously performed **labour-intensive**, lower-skilled jobs. This can be seen with many manual and practical tasks in construction, agriculture, food processing and manufacturing.

The global shift towards **computer-controlled manufacturing** has meant that many workers must learn how to control the systems that control these manual processes. This has impacted on both the number and the types of manufacturing and industrial jobs available.

Technology has increased speed and **efficiency** in global transport, communication, trade and commerce. **Innovative information and communications technologies** have impacted significantly on clerical, 'paper-based' jobs. This has also meant that employees have had to adapt from manual processes to **B2B e-Commerce**, data management processes.

This requires new skills and re-training. Technology has replaced many service workers in retail, banking and other industries where electronic transactions and communications are used.

Use of the ICT and eCommerce is also replacing many lower-level clerical and service workers with organisations outsourcing customer service and data management to **global call-centres** and information processing centres.



Image: George Doyle/
Stockbyte/Thinkstock

Technological factors - Technologies require new skills

As global technological **innovations** and advancements continue to occur employees need to undertake **lifelong learning** to continuously update their technological and work-related skills.

Changes to manufacturing, construction and industrial technologies require workers to use sophisticated, expensive and dangerous tools and equipment - and use these technologies more **safely**. These changes require enhanced training, especially when completing **Australian Apprenticeships**.

Entry-level employees are also expected to have a wider suite of technological skills that can be applied and transferred to suitable work-related situations. For example an apprentice carpenter would need to know how to choose appropriate equipment and tools, use these effectively and also use these safely - even before they are 'employed'.

The growth in ICT, programs, app-based ordering for the consumer market and sophisticated databases and computer networks have replaced many local clerical tasks and have led to job redesign for remaining clerical employees. Essential they have become **information employees** using ICT to complete their work tasks. This change requires the development of new skills. Using ICT for work purposes is much different than for personal and leisure activities. Workers must develop a suite of **professional ICT skills** that they can carry to any job.

Instant communication technologies and **mobile devices** such as smart phone and tablets now dominate workplaces. It is naturally expected that entry-level employees can use these devices appropriately for work-related tasks. Once again, using these devices for a complex application.

Training focuses on **communication skills** for professional **etiquette** and **legal** and **ethical** knowledge.

Another impact is that people in the workforce are working longer and longer hours because many are essentially on call due to ICT communication devices. This means they need the technological skills to use these devices appropriately, improved communication skills and **flexibility**.

There are thousands of **innovations** in technology that are driving skills development. So how might these impact on your own preferred career pathway choices?

B

In your workbooks identify an entry-level occupation in an industry in which you are interested.

1. Outline 3 key technological factors that might impact on you.
2. What will you have to do in order to deal with these factors?
3. How could you go about developing the skills needed to use these technologies more effectively and safely?

A changing world

Because the world of work is changing this naturally has consequences for entry-level jobs. When you enter the **labour market** you are going to be facing varied situations and different **expectations** compared to workers 20, 10 or even just five years ago.

By **being enterprising** you can both acknowledge and prepare for these changes and the potential impacts that they might have on your own **entry-level opportunities**.

Teams-based/collaborative work

- ⇒ All workers work with others including managers, colleagues, suppliers and contractors.
- ⇒ One of the most important factors that employers look for when employing someone is their ability to work with other people.
- ⇒ Effective teams are based on team members having a range of skills. This means that individual weaknesses can be avoided.
- ⇒ Working as a team creates synergy because people are selected to work together based on their complementary strengths and weaknesses and not on their friendships.

Social skills

- ⇒ Employees who are able to work effectively with others are the key to enterprising workplaces.
- ⇒ Social (interpersonal skills) might even be more important to an employee than industry-specific skills and technical skills.
- ⇒ To get your career started you must have the people-skills to match and support your technical skills and qualifications.
- ⇒ This also includes better skills in cross-cultural communication and an understanding of social diversity and empathy.
- ⇒ Emotional intelligence can help young workers.

Technological competence

- ⇒ Technological innovation keeps driving workplace change.
- ⇒ Potential employees are expected to enter with a higher level of technological competence.
- ⇒ Entry-level workers are expected to be able to utilise work-related technology to improve efficiency and safety. This includes both manual and information technologies.
- ⇒ That's why completion of vocational courses is recommended for young people seeking to enter the workforce. You need to start safe and competent and then get better with training.

Geographical flexibility

- ⇒ Workers are more than ever expected to be part of a mobile workforce.
- ⇒ Working remotely in mining and construction has created a growing army of FIFO workers. But industry decline has impacted on these jobs.
- ⇒ Many other employers expect workers to be mobile including transport, trades, sales, engineering and others.
- ⇒ Professional services such as finance, trade, education and health operate across diverse regions. They also support firms and FIFO/DIDO workers

What about me?

C

exploring
work



1. After discussing each of these 4 entry-level consequences complete this table by explaining your current abilities in relation to each question.
2. Reflect on how your abilities could help you as a potential entry-level worker.

Ask yourself	Explanation	How can this help me?
e.g. What do I bring to a team?	<i>I don't mind asking questions so that I can be sure of instructions. This means I can speak up for other team members who might be more reserved.</i>	<i>This helps show initiative and leadership and a willingness to communicate. These are all valued by potential employers.</i>
What do I bring to a team?		
How well do I respond to feedback and review?		
Am I able to communicate effectively?		
Can I use professional manners and etiquette?		
What industry-specific technology can I use effectively now?		
How willing am I to learn how to use new technologies?		
Am I prepared to travel to get the type of work I want to do?		
What will I do if travel interferes with my personal or family life?		

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

By the numbers

- a. Use different statistics from this topic to create 3 sentences that describe how social change can impact on employment.
e.g. By 2006 the average Australian household size had fallen to just 2.6 people which means that people, especially women, might have more opportunity to work.
- b. Find 3 statistics that indicate how age discrimination can impact on employment. Use these in a sentence.
e.g. A 2014 report by consulting firm CBRE and Genesis said that due to technical innovation an estimated 50% of jobs may no longer exist by 2025.
- c. Find 3 statistics that indicate how technological change can impact on employment. Use these in a sentence.
e.g. A 2014 report by consulting firm CBRE and Genesis said that due to technical innovation an estimated 50% of jobs may no longer exist by 2025.



INV Occupation Investigation



Complete this investigation for an occupation in which you are interested.

Occupation Investigation Summary



(Use www.myfuture.edu.au (and/or) Job Outlook www.joboutlook.gov.au)

Correct Occupation Title (& any alternative names):

⇒

Summary Description:

⇒

5 Main Tasks:

⇒

⇒

⇒

⇒

⇒

Specialisations (if applicable):

⇒

⇒

⇒

Career and Enterprise: Foundation 11

Personal Requirements:

⇒

⇒

⇒

⇒

⇒

**Uncorrected draft sample.
Subject to change
For preview purposes only
Do not copy**

Education & Training Required:

⇒

Course Entry Requirements:

⇒

**Book to be published early 2017
for 2017 school year.
e-version master also will be available**

Employment Opportunities:

⇒

Additional Information:

⇒

Contacts (for your state):

⇒

Related Occupations:

⇒

**Use Job
Outlook to
find out the
following info.**

Total
Employment

When? _____

Employment
Growth (5 yrs)

To When? _____

Unemployment
Rate

Year? _____

Weekly Earnings

Year? _____

Projected Job
Growth

To when? _____

% Full-time

When? _____

Main Industry

When? _____

Average Age

When? _____

% Male/Female

When? _____

There are a number of key words and terms highlighted throughout this section.

1. List these and provide a definition for each.
2. For each one give an example that relates to your own experience; or alternatively list some other information or a resource that relates to this term.
3. Your teacher might add some other key words/terms for you to complete.

Word/term	Definition	Example/information/resource
TACKS		
individual pathways plan		
active listening		
greetings		
teamwork		
collaboration		
paid work		
unpaid work		
work setting		
remuneration		
wage		
salary		

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

AT1 Exploring work**Investigation**

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

Assessment Task 1 - Investigation: Exploring work

Name: _____

Tasks	Re- quired	Due by	Done	Teacher
-------	---------------	--------	------	---------

Part A:

⇒ Negotiate a suitable report format.

i

ii

iii

iv

v

⇒ Present draft to your teacher for checking.

Part B:

i

ii

iii

iv

v

⇒ Present draft to your teacher for checking.

Preparing your report

⇒ Finalise your information and incorporate feedback

⇒ Prepare/submit final written report in suitable format.

⇒ Give presentation report to the class (if required).



Additional information:

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change ✓

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

IPP1 My TACKS



My TACKS

For this individual pathways portfolio task you are required to report on and document your TACKS in terms of your own strengths and weaknesses

Doing this IPP task will:

- ✓ enable you to list real examples of your own TACKS, skills and competencies on your résumé later in the year,
- ✓ support you in being able to communicate these key TACKS, skills and competencies to a potential employer, and
- ✓ identify areas of weakness and skills gaps so that you can plan to take steps towards improving your skills and competencies over the course of the year.

Required

- ⇒ Complete the following tasks for your IPP using short concise action statements that include an example.
- ⇒ Where suitable use a table format.
- ⇒ If your teacher wants you to do this task for your EPP then use ICT to complete the questions. You can also use the EPP pro-formas (ask your teacher about these).

My talents	My attitudes	My capabilities	My knowledge	My skills
I have a natural ability...	As a person I...	I am able to...	Concepts/topics I understand are...	Tasks I can do competently are...
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Work-related skill	Example	Training/qualification
In a workplace situation I am able to:	demonstrated this skill this is:	Training and qualifications I have done related to this are:
-	-	-
-	-	-
-	-	-
-	-	-

My key strengths	How these make me a good worker
In summary, my key strengths are:	My strengths make me a good worker because:
-	-
-	-
-	-
-	-

My key weaknesses and skills gaps	Improvement action plan
In summary, my weaknesses and skills gaps are:	To make improvements I will need to:
-	-
-	-
-	-
-	-

2. work health & safety

Work Health and Safety

1. Workplace safety.....	46	6. Safety signs	66
2. WHS in Work Settings	50	7. Personal protective equipment..	70
3. SAM	54	8. Roles and responsibilities.....	74
4. Workplace hazards and risks.....	58	9. WHS - By the numbers	78
5. Safety information.....	62	Assessment task.....	82

2

work health
and safety

1 Workplace safety
A. WHS Introduction
Page Due Done
46

2 WHS in Work Settings
A. Retail safety
Page Due Done
51

3 SAM
A. Spot the hazard
Page Due Done
54

4 Workplace hazards and risks
A. Workplace hazards
Page Due Done
59

5 Safety information
A. Hazardous material signs
Page Due Done
63

6 Safety signs
A. Safety signs
Page Due Done
67

7 Personal protective equipment
A. PPE
Page Due Done
70

8 Roles and responsibilities
A. WHS rep
Page Due Done
76

9 WHS - By the numbers
A. WHS statistics report
Page Due Done
79

Investigation
INV. WHS Audit
Page Due Done
80

Glossary
Work Health and Safety
Page Due Done
81

AT 2 WHS Audit and Report - Investigation
Comment:
Page Due Done
82-83

IPP2
Me and WHS
Page Due Done
84

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

1. Workplace safety: Introduction

This section will introduce you to basic rights and responsibilities related to work health and safety in a workplace context.

One of the most important workplace rights that you have is the right to a safe workplace.

Before you can enter a workplace you must demonstrate that you can be a safe employee.

If you are not aware of workplace safety then both your own and other peoples' safety is at risk.

Workplace safety is a shared responsibility and different workplace stakeholders play an important role in maintaining safe work practices.

WHS rights and responsibilities extend to a range of stakeholders who come into contact with a workplace or its products. These stakeholders include:

- ⇒ employees
- ⇒ managers and owners
- ⇒ customers and clients
- ⇒ suppliers
- ⇒ work health and safety regulatory agencies



Career and Enterprise: Foundation 11

Terminology

Nationally, work health and safety (WHS) is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to a safe work environment.

You will experience that this acronym, WHS, is commonly used in West Australian workplaces.

But official WA legislation actually uses the acronym OSH! (However, as at 2016, Victoria still uses the term occupational health and safety (OH&S) which is important to know if you are dealing with a Victorian enterprise).

A

WHS Introduction

Complete each of these sentences using your own words

- i. Western Australian workplaces will generally use the term _____.
- ii. Before you enter a workplace _____.
- iii. If you are not aware of workplace safety _____.

Safety authorities

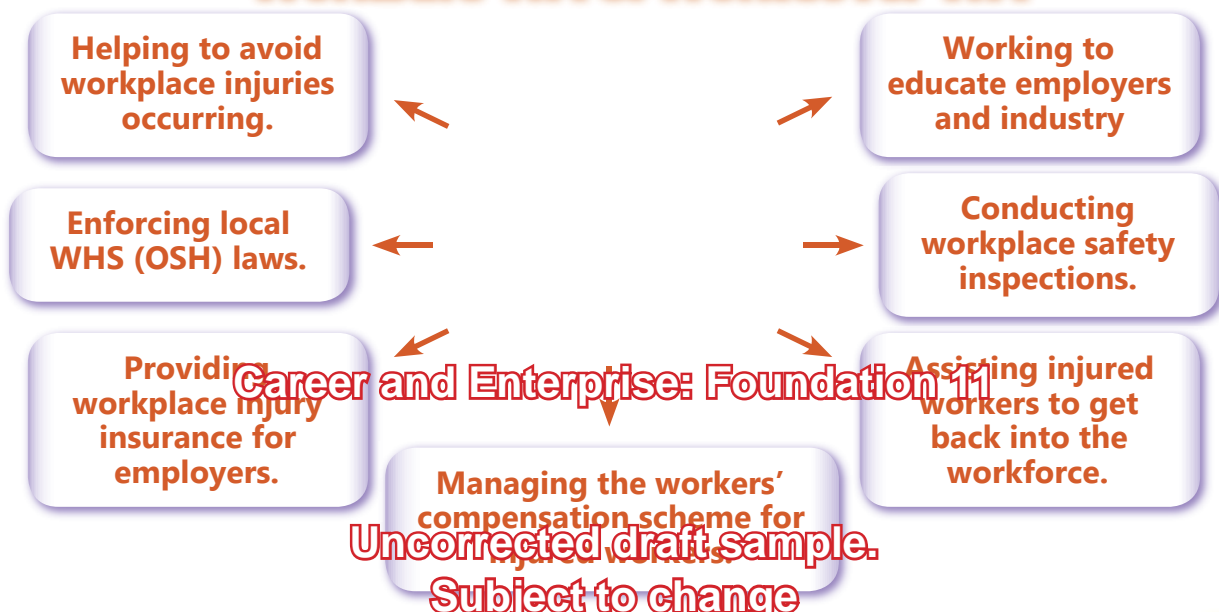
Safe Work Australia is a Commonwealth Government body that develops national policy on work health and safety and workers' compensation.

Safe Work Australia does not have responsibility for regulating work health and safety laws. Workplace safety laws are governed by a regulatory body in each state. However, the responsibilities are very similar in each jurisdiction.

In the west, **WorkSafe WA** has responsibility for workplace safety.

WorkCover WA looks after insurance and workers compensation. Some of their main responsibilities of these agencies are listed in the diagram.

WorkSafe WA & WorkCover WA



For preview purposes only
Do not copy

B

1. List 3 key responsibilities of both WorkSafe WA and of WorkCover WA.

WorkSafe WA - Key responsibilities	WorkCover WA - Key responsibilities
i.	
ii.	ii.
iii.	iii.

2. Find out and list key website addresses for workplace safety agencies.



Work Health and Safety Induction

As a student you will be required to complete an appropriate WHS induction program before you are allowed to go on work experience or work placement.

In WA schools that will be the SmartMove Safety Passport program and the SmartMove Certificate programs.

In Victorian schools that might be safe@work; or another similar program for your state.

If you are undertaking a VET certificate course you will need to undertake the accredited WHS unit of competency before commencing any structured work placement as part of your VET, TAFE course or Australian Apprenticeship.



School-based induction

It is vital that you are aware of your work experience placement induction requirements.

Some states have legislated to mandate that students undertake a specific WHS induction program, whereas others recommend relevant induction guidelines and procedures as part of their policy governing a school's work experience or work placement program.

It should be noted that this information is only a general guide and that any state-based work experience requirements might change in line with changes in governmental policies and laws. Therefore, your teacher will give you the most current and up-to-date information. Also structured workplace learning placements as part of VET in schools have their own requirements.

Western Australian students have to successfully complete the online or print-based version of the SmartMove Safety Passport program and the SmartMove Certificate programs.

- ⇒ The Safety Passport program involves eight general lessons and a number of industry-specific lessons or modules.

- ⇒ The SmartMove Certificate includes a General Module and relevant Industry Modules.

Students in other states such as Victoria must do safe@work, many South Australian schools use The Passport to Safety and NSW, Queensland, Tasmania, Northern Territory and the ACT have their own guidelines that must be followed.

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change
For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

SmartMove Safety Passport

WorkSafe Western Australian created this WHS program to specifically to prepare senior secondary students and young workers for key work health and safety issues.

The Safety Passport includes eight sequential lessons. The SmartMove Certificate program includes a general module to be completed by all students. It also includes 14 industry-specific modules to be completed depending on a student's particular work experience and placement circumstances. There is also a WHS Extension module that you might have to complete.

SmartMove Safety Passport

1. Spot the hazard
2. SAM in the workplace
3. Employer responsibility
4. Worker responsibility
5. Worksite inspections
6. Incident reporting
7. Emergency response plans
8. WHS inductions.

SmartMove Certificate program includes:

- ⇒ a general module
- ⇒ 14 specific industry modules.

My induction requirements

C

Your teacher will lead a discussion about WHS induction with your class.

1. List the specific safety induction requirements you must successfully complete before you can undertake your work experience placement. Note relevant dates.

Career and Enterprise: Foundation 11

WHS training/induction that I must complete is:	By when?
Uncorrected draft sample. Subject to change For preview purposes only Do not copy	
Book to be published early 2017 for 2017 school year.	

e-version master also will be available

2. Unscramble these phrases to correctly name each of the 14 industry modules.

a movie tout	in ming	teenager mingles in &
bin tissues &	art ice cell	a farming uncut
a sheriffs fronting grimy &	a cheesecloth mint ivy rums &	constipate error &
a hi motility sprouts &	radish singer	a cab teeth ugly loin yon &
a litre	scorbutic donut lining &	

2. WHS in Work Settings

Australia's 12 million workers work in varied work settings across industries as diverse as education, retail, manufacturing, primary production, finance, sport and recreation, construction, health and community services and many more!

Different work settings have different work environments. These work environments present real and challenging workplace health and safety issues.

Some of these issues are general and apply across work settings in all industries such as testing and tagging of electrical equipment and emergency procedures and evacuation plans.

Other issues are industry-specific or even workplace-specific such as the use of specialised personal protective equipment e.g. respirators for automotive spray painters or mesh mittens for chefs and butchers.

Different work settings

We can classify different work settings based on some general characteristics. Consider the following:

- i. **Location:** Is the work setting inside or outside, onsite or offsite, or is it mobile or even remote?
- ii. **Environment:** Is the work setting and its associated environment an office, warehouse, factory, industrial site, shop, service centre, outdoors and so on?
- iii. **Variability:** Does the site have front-of-house and back-of-house operations with different safety hazards e.g. shop and warehouse, factory and office, restaurant and kitchen?
- iv. **Traffic:** Is the work setting exposed to high traffic flows including customers (supermarket, service centre, large factory), suppliers (warehouse), contractors (admin office), mobile equipment (mine or construction site) and so on.

Each of these different characteristics present many and varied hazards for workers and other workplace stakeholders.

Retail: Shops

More than 1.3 million workers are employed in the Australian retail industry across varied types of retailers in small (micro) work settings through to very large settings. Retail work settings include the actual front-of-house shop as well as back-of house warehouse, office, distribution and support functions.

Common hazards and risks:

Some risks are common to all retailers (e.g. lifting and manual handling hazards) whereas other vary depending on the type of retailer (e.g. a butcher vs a pharmacy).

- ⇒ Manual handling, lifting and moving of heavy and bulky items.
- ⇒ Falls from heights accessing high shelves and using inappropriate access equipment.
- ⇒ Trips and falls resulting from poor housekeeping, storage and spills.
- ⇒ Burns, cuts and hygiene injuries and illness associated with food retailing.
- ⇒ Repetitive strain injuries (e.g. Working checkouts and lifting of bags).
- ⇒ Stress, bullying, aggression, intimidation & violence from customers and other stakeholders

Some WHS strategies:

- ⇒ Improve storage equipment, remove boxes and stock from floors and store within safe weight guidelines on shelves.
- ⇒ Utilise 2-person handling for heavy and bulky items.
- ⇒ Use pallet-jacks, lifting trucks and forklifts, have suitable steps and ladders and train in safe use for working at heights.
- ⇒ Implement processes to clean and remove all spills and trip hazards and use appropriate signage.
- ⇒ Use appropriate PPE and hygiene practices.
- ⇒ Utilise ergonomic checkouts and adjustable height work benches.
- ⇒ Implement conflict-resolution training and monitor for bullying, etc..

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change
For preview purposes only
Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

Retail safety

A

1. Discuss and list common hazards faced by retail workers.

2. In your workbooks outline strategies to help retail workers deal with these hazards. Research information from: www.commerce.wa.gov.au/worksafe



Administration: Offices

More than 6.0 million Australian workers are employed in small, medium and large office and administrative work environments across all industries. These people perform a variety of professional, clerical and client support roles.

Common hazards and risks:

Contrary to popular belief, office work isn't safe work. Although the dangers aren't as obvious as industrial work many hazards exist that expose office and administration workers to risk and danger.

- ⇒ Postural injuries from non-ergonomic work environment such as desks and chairs.
- ⇒ Falls from heights accessing shelves and using inappropriate access equipment.
- ⇒ Trips and falls resulting from poor housekeeping, storage and cords/cables.
- ⇒ Repetitive strain injuries from overuse of ICT devices including eye strain
- ⇒ Stress from increased, workplace demands, bullying and harassment.

Some WHS strategies:

- ⇒ Improve work environment using ergonomic equipment.
- ⇒ Have suitable steps and ladders and train in safe use for working at heights.
- ⇒ Eliminate cable, boxes, cabinets and furniture from thoroughfares.
- ⇒ Implement breaks, moving, stretching and job rotation to prevent RSI injuries.
- ⇒ Adjust work hours to decrease stress, and monitor for bullying, etc..

Career and Enterprise: Foundation 11

More than ??? million workers are employed in varied industrial work settings such as manufacturing, construction and heavy industry. These practical, manual, technical and trades workers

Common hazards and risks:

Industrial work settings are dangerous. Specific training and ongoing monitoring and review is required to minimise WHS hazards.

- ⇒ Injuries to head, body and limbs from the operation of industrial equipment.
- ⇒ Strains from manual handling, lifting and moving of heavy and bulky items.
- ⇒ Falls from heights when using inappropriate access equipment.
- ⇒ Eye damage from dust or particles and hearing damage from continuous noise.
- ⇒ Exposure to dangerous chemicals, poisons and other agents.
- ⇒ Repetitive strain injuries from overuse of equipment.
- ⇒ Stress from increased workplace demands, bullying and harassment.

Some WHS strategies:

- ⇒ Appropriate guards, PPE and servicing when using equipment.
- ⇒ Utilise 2-person handling for heavy/bulky items, use industrial lifting equipment and conveyors; have suitable steps and ladders and train in safe use.
- ⇒ Use appropriate PPE, training and job rotation to protect eyes and ears.
- ⇒ Follow appropriate recording, storage and safe use of chemicals, use PPE, substitute for non-hazardous chemical agents.
- ⇒ Update equipment, rotate workers and train in safe use.
- ⇒ Adjust work hours to decrease stress, and monitor for bullying, etc..

Primary: Mine sites

Primary industries include mining, agriculture, forestry and fishing and employ almost 10% Australians. 10% work in mining mainly in WA and QLD.

Common hazards and risks:

Mining work is dangerous with workers exposed to many of the hazards and risks facing industrial workers; as well as others specific to mining sites and operations.

- ⇒ Injuries from the operation of heavy industrial equipment (including eye and ear).
- ⇒ Repetitive strain injuries from overuse of tools and equipment.
- ⇒ Strains from manual handling, lifting and moving of heavy and bulky items.
- ⇒ Falls from heights when using inappropriate access equipment.
- ⇒ Risks from accidents from mobile equipment and vehicles.
- ⇒ Exposure to dangerous chemicals, poisons and other agents; as well as exposure to adverse weather conditions.
- ⇒ Risk of harm from explosives; and from the environment of mine sites.
- ⇒ Fatigue and stress from long shifts, FIFO and DIDO arrangements and heavy workplace demands; and also bullying and harassment.

Some WHS strategies:

- ⇒ Appropriate guards, PPE and servicing when using equipment.
- ⇒ Utilise 2-person handling for heavy/bulky items, use industrial lifting equipment and conveyors; have suitable steps and ladders and train in safe use.
- ⇒ Separate access and egress, use of reversing and warning lights.
- ⇒ Follow appropriate recording, storage and safe use of chemicals, use PPE, sun and weather protection, substitute for non-hazardous chemical agents.
- ⇒ Use strict procedures for storage, transport and activation of explosives.
- ⇒ Adjust work hours and conditions to reduce fatigue, implement support programs for workers, and monitor for bullying, etc..

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

Working safely

B

1. Discuss and list common hazards faced by 1 of office, industrial or mining workers.

e-version master also will be available

2. In your workbooks outline strategies to these retail workers deal with these hazards. Research information from: www.commerce.wa.gov.au/worksafe
3. Develop or source a set of images, or create a graphic, to outline how workers (in a particular work setting) should deal with common hazards and risks.



3. SAM

There are many different hazard management processes used in varied WHS induction and training programs. WorkSafe recommends the ThinkSafe SAM method.

SAM is a 3-step process recommended by WorkSafe to guide workers, especially newer, inexperienced or younger workers, in dealing with potential workplace safety issues. You should 'think' SAM for every work task you do!

- i. Spot the hazard
- ii. Assess the risk
- iii. Make the changes.

i. Spot the hazard

As you have seen in the previous section different work settings present a range of hazards on a day-to-day basis. When you first start off in a workplace you may not be aware of all of the potential hazards that might exist. However, appropriate induction and training, as well as support and guidance from supervisors will assist you to be able to quickly and appropriately spot hazards.

As you gain experience in work environments you will also develop the ability not only to spot hazards, but also anticipate potential hazards and give guidance and support to others to 222 hazards.

It is important that you use all of your senses to spot potential hazards. This way you are attuning yourself to your work environment. For example:

- ⇒ a childcare worker can use sight to monitor children playing safely
- ⇒ a construction worker will use hearing to assess for dangerous noise levels
- ⇒ a hairdresser might use smell to monitor bleaching chemicals they are using
- ⇒ a chef might use taste to ensure that food is safe
- ⇒ a recreation guide will use touch to ensure that harnesses are fixed tightly.

A Spot the hazard

1. Choose a work setting that interests you. Identify 3 potential hazards that a new worker must be aware of before they start work.
2. Your teacher will ask you to share your list with the class. Based on discussion and feedback, add 3 more other potential hazards that might exist in that workplace.

Work setting:

i.	ii.
iii.	iv.
v.	vi.

ii. Assess the risk

The second stage of the SAM process requires you to assess potential risks associated with a hazard. When assessing potential risks there are two factors for you to consider.

- ⇒ The likelihood of the hazard occurring or causing harm.
- ⇒ How much harm might occur if this happens.

Some hazards are more than likely to occur depending on the nature of the work environment and the day-to-day tasks performed by employees.

For example, deskbound office workers are quite likely to experience vision strain, repetitive strain injuries to their hands and posture-related injuries. Outdoor practical and manual labourers are quite likely to experience exposure and sunburn, lifting strains and physical overuse injuries.

Work practices must be designed to minimise these hazards, otherwise they are very likely to occur on a daily basis. And the harm from these can accumulate into significant chronic injuries. Risk control will require appropriate training, equipment and supervision.

Some hazards have a lower chance of occurring, such as a fire in an office building, but if this hazard does occur, then the potential for harm is significant. That's why all work environments need well-developed preventative safety measures and thorough emergency procedures.

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Assess the risk

B

For each of these occupations out of the list of hazards occurring and the potential harm that might occur. Add 2 more occupations of your own choosing.

Occupation	Likelihood of hazards occurring	Potential level of harm
Truck driver		
Chef		
Personal trainer		
Check out operator		

Book to be published early 2017

for 2017 school year.

e-version master also will be available

iii. Make the changes

The final stage of the SAM process is to make the necessary changes to ensure that hazards are minimised and controlled and that the potential for harm is reduced or (if possible) eliminated).

Change might have to occur in relation to one or more (usually it's more) of these.

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

C Make the changes

Book to be published early 2017

for 2017 school year.

e-version master also will be available

Work setting:	
i.	ii.
iii.	iv.
v.	vi.


SAM in action

D

1. Consider the following example. Apply the SAM process to appropriately Spot, Assess and Make changes to deal with this the hazard and its associated risks.
(Consider who could you ask for advice and assistance with this?)

Spot the hazard	Assess the risk	Make the changes

Career and Enterprise: Foundation 11

2. Use the SAM process to deal with a risk commonly faced by workers in a work setting or occupation. **UnCorrected draft sample.**  **Subject to change**
Describe the situation: **For preview purposes only**
Do not copy

Spot the hazard	Assess the risk	Make the changes
Book to be published early 2017 for 2017 school year. e-version master also will be available		

4. Workplace hazards and risks

Just about every activity we do in life has some sort of hazard associated with it. Risks abound in the food we eat (excessive fats and sugars), our leisure activities (sports injuries), travelling (vehicle collisions), our work lives (workplace accidents and stress) and other activities. We need to effectively control and manage risks and hazards.



Just as in life, it is also vital that you are able to assess risks and control hazards in work-related settings. One way to help enable you to achieve this is by using a hazard control process.

A hazard control process, (such as SAM) uses a procedure that has consistent steps which can be followed and applied for all workplace tasks, activities and jobs. Some industries even have their own specialised hazard control processes to deal with common work-related safety hazards, such as the handling of dangerous chemicals in the Manufacturing industry.

Career and Enterprise: Foundation 11 Common Workplace Hazards



Workplace hazards

A

1. For each of these hazards identify 2 occupations that might experience this hazard. Add 3 more common hazards of your own choosing
2. Choose 1 of these occupations and explain how this might be a hazard as part of an worker's day-to-day tasks. Add 3 more of your own choosing

Hazard	Occupations	How might this be a hazard?
using hand tools		
repetitive work activities		
lifting of objects		
using machinery and equipment		
fatigue and long hours		
exposure to noise	Career and Enterprise: Foundation 11 Uncorrected draft sample. Subject to change For preview purposes only Do not copy Book to be published early 2017 for 2017 school year. e-version master also will be available	
bullying and harassment		

work health
and safety



Risk assessment

As you have seen, all workplaces present many potential hazards. Once hazards have been identified it is important to both anticipate and assess potential risk associated with these hazards.

Risk assessment refers to identifying the likelihood of an injury/illness occurring, as well as assessing the potential level and seriousness of harm associated with a hazard.

For example, some hazards in the Construction industry include using industrial machinery and equipment. This presents associated noise hazards. Prolonged exposure to excessive noise is a risk to workers. This hazard can cause serious harm and permanent damage leading to hearing loss.

As another example, chefs working in hospitality also use hazardous tools and equipment such as cutting implements and food slicing and grinding equipment. This hazard presents the risk of cuts, abrasions and even potentially far worse injuries, such as permanent disfigurement or even amputations.

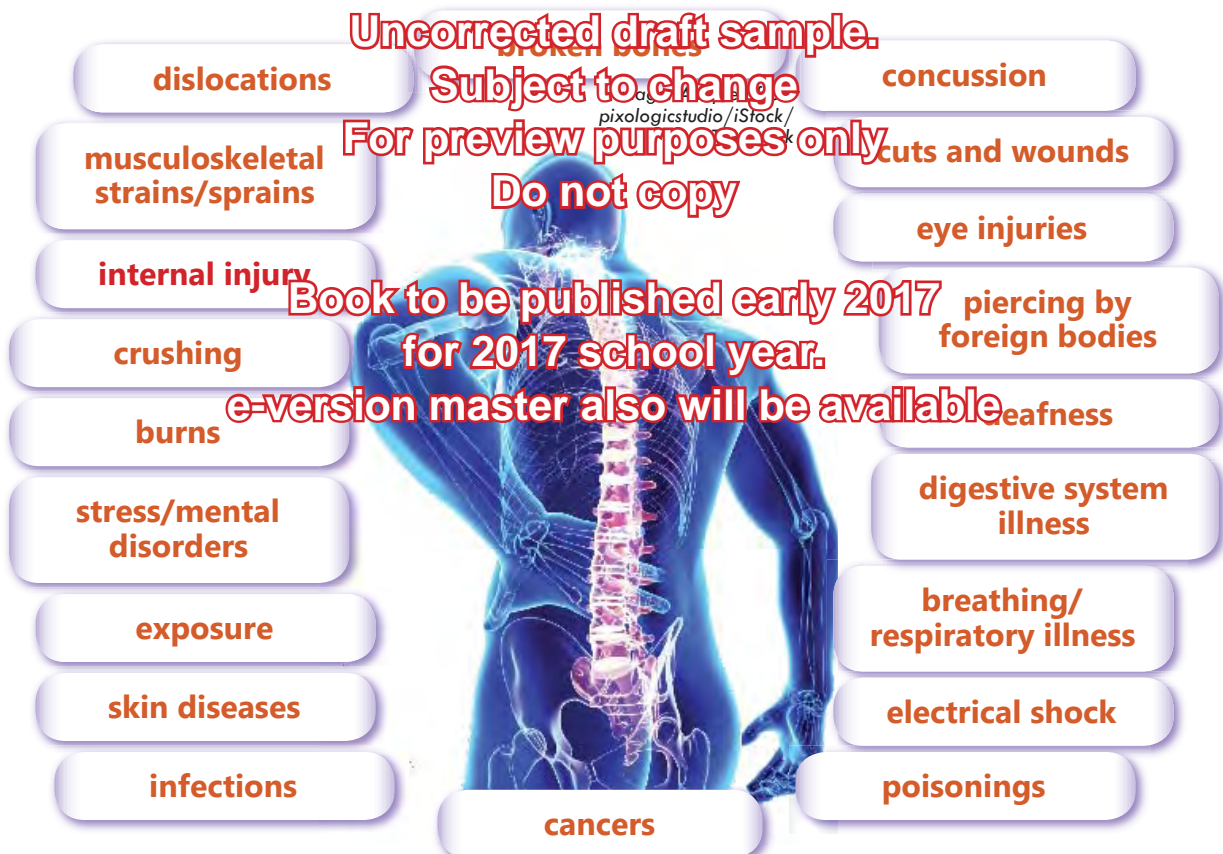


The risks associated with static desk work can often be greatly underestimated.

Image: ???/iStock/Thinkstock

Career and Enterprise: Foundation 11

Work-Related Risks: Injuries/ Illnesses



Dealing with hazards

B

Visit the WorkSafe website at www.commerce.wa.gov.au/worksafe (or relevant site for your state). Click on Overview , About WorkSafe and then choose Priority Areas and select a topic from the expandible list such as Manual Tasks.

1. Outline some of the key issues and hazards associated with this work practice.
2. List possible strategies to deal with WHS issues associated with this work practice.

Health & safety topic:

Key issues and hazards:

Possible strategies to deal with this hazard:

Career and Enterprise: Foundation 11

work health
and safety

Hazards by the numbers

C

These statements are all facts based on research conducted by the WA Department of Commerce and represent 2014-15 preliminary data. For each statement find the exact statistic that supports the fact. Discuss as a class.

Outcome	Statistic
Based on a normal full-time shift length, 16 WA workers were injured per 'day' in 2014-15.	Two workers injured every hour.
More than 17,000 days were lost in 2014-15 due to work-related injuries/disease in WA.	
Almost 5,000 WA workers who were hurt required 60+ days off from work.	
1.01% of WA female workers required at least a day's absence due to injury/disease.	
1.85% of WA male workers required at least a day's absence due to injury/disease.	
The WA Agriculture, forestry & fishing industry had the highest frequency rate of work-related injuries/disease.	
The WA Manufacturing industry had the second highest frequency rate of work-related injuries/disease.	

5. Safety information

When a worker is in a workplace they will have access to a variety of safety information. The main purpose of this information is to:

- ⇒ warn of hazards and dangers
- ⇒ provide a guide for safe operational work practices, and
- ⇒ instruct and train in safe use of tools, equipment and machinery.

Some of the key types of safety information that you are likely to encounter within your work environment includes:

- ⇒ warning signs (such as HAZCHEM signs)
- ⇒ danger signs (such as electricity warning signs)
- ⇒ safety signs and information (such as emergency exit signs)
- ⇒ safety instructions (such as for emergency cut-offs)
- ⇒ operating instructions (such as how to ???)
- ⇒ operating manuals (such as how to use equipment safely).

i, Hazardous material signage

Many workplaces use hazardous materials as part of their production process. Hazardous materials include, chemicals, poisons, flammable substances, biohazards, radioactive substances, hazardous agents (such as asbestos) and others.

These hazardous materials are commonly found in work environments in manufacturing, mining, construction, engineering, textiles, petro-chemical and other industries.

Also keep in mind that nearly all workplaces have hazardous substances for cleaning and other support operations. Other types of jobs use these substances such chemicals in hairdressing, biohazards in medical and health work environments and flammable substances in work environments such as wholesalers dealing in the food and drink industry.



Hazardous material signs

A

1. What is a HAZCHEM sign? Draw or source and describe an example.

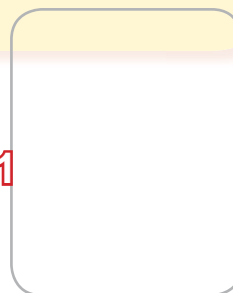


2. Why are HAZCHEM signs important in a workplace?

HAZCHEM signs are also used by emergency services to immediately determine what type of fire retarding agent to use on a fire. In your workbooks use examples to describe the 4 different categories. Explain the circumstances in which certain types of extinguishers both should and should not be used and why!

ii. Workplace specific warnings

Some workplaces will obviously use warnings and safety information that is specifically required for their operations. You must be made familiar with these before you start any work or work placement in these work environments. This must occur as part of your induction process. Your employer, manager, supervisor or a WHS rep must make instruct you on these. They must also check that you understand the signs, and that you carried back to them what the information is communicated. It is a shared responsibility. If an accident happens it's too late that you should not have done! And in an emergency, workers are required to act quickly, calmly and according to established guidelines and procedures.



Be sharp!

B

What is a sharps container and why do workplaces need sharps containers? Use an obvious example and not so obvious example to explain.

What would you do?

You are doing a work placement at a newsagency. Part of your morning duties are to sweep in front of the shop, clean the windows and pick up any rubbish. You find that someone has dumped a syringe at the doorstep? What's the process?

iii. Safety Instructions

Do you know what one is one of the best way to learn and do tasks? To read the instructions! However, many people overlook this simple task because they want to get straight into the doing part of a job. But you can't rush safety!

Safety instruction exists for a reason. They provide a guide on how to use tools, equipment and machinery appropriately. They also advise on safe operating procedures such as temperature, duration of use and other issues. They can also provide an how-to-use manual, which can support appropriate training.

Types of safety instructions

Safety instructions normally consist of as a series of words and images. These instructions are usually developed by the manufacturer/supplier. These types of instructions might often be 'technical specifications' used by the boss or WHS rep to assist them to ensure that the machinery safely in their workplace.

Workplaces using tools, equipment and machinery will also develop specific safety use guidelines. These might be communicated as part of WHS training; and as part of control and risk-assessment, which or procedure.

As a general rule safety instructions should include the following information in an easy to read and use format; and preferably contain short concise steps and supporting images.

Safety instructions

1. Tasks/steps involved in the work process or procedure.
 2. Description of the type of hazards or risks that exist for each step.
 3. WHS control measures that have been built into these tasks/steps.
 4. Personal protective equipment to be used when completing each task.
 5. Actions to be undertaken to reduce the risks in undertaking the task.
- Procedures to follow in the event of an emergency.

C Safety instructions version master also will be available



Find an example of safety instructions for tools, equipment or machinery in a workplace with which you are familiar. Investigate these in your workbooks and then report to the class.

- a. How easy or hard was it to follow the instructions? Why so?
- b. What format did they take? (e.g. Words, pictures, other?)
- c. What did you learn that you didn't know?
- d. How could you make improvements to these instructions?
- e. Summarise the most important elements of these instructions and share.

Example: Using a deep fryer

1. Tasks/steps

- ☐ Turning on gas with taper/sparker.
- ☐ Filling with oil.
- ☐ Operating the fryer.
- ☐ Emptying the fryer.
- ☐ Cleaning the equipment.

2. Hazards/risks

- ☐ Contact burns and oil-splash burns.
- ☐ Oil fire from overfilling/overheating.
- ☐ Slips and falls.
- ☐ Gas fires or explosion.
- ☐ Electrical shock.

3. Controls

- ☐ Installation/servicing by licensed contractor.
- ☐ Thermostat control to regulate safe temperature.
- ☐ Supervised training in safe use.
- ☐ Locate frying equipment away from water/wet areas.
- ☐ Install a splash guard.
- ☐ Install safe use signs.
- ☐ Supply fire suppression equipment & train in use.
- ☐ Regular cleaning and maintenance.

4. PPE

- ☐ Non-flammable, sleeved clothing and/or apron; non-slip footwear.
- ☐ Use of mittens/hairnets.

5. Actions

- ☐ Training and supervision for inexperienced employees.
- ☐ Check fire suppression equipment before use.
- ☐ Monitor temperature and timer.
- ☐ Fill oil to the safety level.
- ☐ Shake water from food before frying.
- ☐ Lower baskets slowly into oil.
- ☐ Allow baskets to cool and drain after frying.
- ☐ Lower temperature when not in use.

6. Emergency procedures

If safe:

- ☐ Turn off gas and power.
- ☐ Use fire blanket or hood.
- ☐ Use wet chemical extinguisher.

If unsafe:

- ☐ Evacuate immediately to safe area.
- ☐ Call 000 and advise of type of incident.

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy safety information in action

D

As a class discuss the instructions for using a deep fryer. There are a few things missing, what else do you think is needed?

Application/presentation

- ⇒ Form into pairs or groups and discuss work that has hazards and risks.
- ⇒ Prepare a set of safety instructions using words and/or pictures. Use the 6 steps outlined on p.64
- ⇒ Prepare a report to the class to demonstrate these instructions. Role play, or make a video or do a multimedia presentation. Get feedback from your class.

Consider:

- ☐ What you must do, including training and use of PPE.
- ☐ What you must not do.
- ☐ What else you could do to minimise hazards and risks
- ☐ What you need to do in an emergency.

6. Safety signs

You probably have already been exposed to some safety signs as part of your everyday environment, or in your school or at a workplace. In order for safety signs to be effective they have to be universal. The viewer must be able to understand the picture or phrase immediately.

Therefore, signs need to use recognisable pictures and simple text.

Signs can also use colour to convey their message such as **red** for danger, **yellow** for caution, **green** for exits and so on.

Workplace safety, warning and danger signs play an important role in helping to promote a safer work environment. So do you know the meaning of different signs? Discuss your understanding.



Image: ByteDust/
iStock/Thinkstock

Career and Enterprise: Foundation 11

Safety Signs

Uncorrected draft sample.
Subject to change
For preview purposes only
Do not copy

Warn of potential hazards and dangers.

Advise on first-aid equipment and procedures.

Display mandatory hygiene practices.

Reinforce WHS rules and laws that must be followed.

Book to be published early 2017 for 2017 school year.
e-version master also will be available to wear and use.

Safety signs

A

1. Briefly identify the risk or hazard indicated by each of the warning signs shown below.
2. Suggest an occupation that has each sign as part of its work environment.
3. Add 2 more of your own. (You could generate these using a website such as www.says-it.com/safety/index.php or source images from www.seton.net.au.)



Career and Enterprise: Foundation 11

Uncorrected draft sample.
Subject to change
For preview purposes only

Do not copy

Book to be published early 2017
for 2017 school year.
e-version master also will be available

B Warning signs

1. Fill in the missing letters to complete the danger signs shown below.
2. Suggest an occupation that might have each sign as part of its work environment.
3. Create 3 danger signs of your own related to a workplace you are familiar with.
4. Take and print photos of danger signs from industry and the wider world.

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available



Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

7. Personal protective equipment

One of the most important ways to control workplace hazards is to use the appropriate personal protective equipment (PPE).

PPE can include commercial grade safety boots and vests, eye and ear protection, special clothing, safety harnesses, respiratory barriers, gloves, mittens and many, many more items.

Before you commence work tasks you need to be:

- ⇒ informed of the correct PPE required
- ⇒ supplied with the appropriate equipment; in some cases you might have to supply your own PPE, (this is especially relevant for contractors)
- ⇒ instructed on how to properly use this PPE to control hazards
- ⇒ monitored on the safe and effective use of PPE.

Workplace supervisors, WHS reps and employers also have to check equipment periodically for signs of wear and tear, damage, whether the PPE is up-to-date with current guidelines as well as other issues.

So what PPE have you used before?



"My boss has given me the kit, so I'm fit to work!"

Career and Enterprise: Foundation 11

A PPE

Uncorrected draft sample.

Subject to change

For preview purposes only

Choose an occupation in which you estimate you will use the appropriate personal protective equipment required for 3 different work tasks. Source an image.










Occupation: _____		
Work task 1:	Work task 2:	Work task 3:
PPE and why important?:	PPE and why important?:	PPE and why important?:

Book to be published early 2017
for 2017 school year.
e-version master also will be available

Types of PPE

B

1. Identify each item of PPE shown below. Also suggest an occupation that might use this.
2. Find 6 other images of PPE and label these.

		
		
		
<p>Book to be published early 2017 for 2017 school year. e-version master also will be available</p>		

Career and Enterprise: Foundation 11

Uncorrected draft sample.
Subject to change
For preview purposes only
Do not copy

work health
and safety

Safety eyewear

- ⇒ Includes spectacles, goggles, face shields, masks and hoods.
- ⇒ Different classes exist for different hazards to prevent eye damage.
- ⇒ Dangers involve impact forces, foreign bodies or particles such as dust and metals, chemicals and radiation.
- ⇒ Common risks come from collisions, contact activities and sports, using power equipment, arc welding, use of chemicals, solvents and acids, working with lasers and many other tasks.
- ⇒ Workers must be supplied with the appropriate eye protection, as spectacles only provide limited protection against some hazards.

Safety footwear

- ⇒ Includes rigid boots and shoes, steel-caps and other footwear protective properties.
- ⇒ Steel toe inserts protect from falling object impact or compression (a weight going over a foot).
- ⇒ Shoes and boots might also be pierce-resistant (underfoot).
- ⇒ Boots and shoes may need to be resistant to slips (rubber outsoles) oil, chemicals including acids and other situations.
- ⇒ Smelting workers will require flame retardant leather boots.
- ⇒ Some boots are shock resistant (but not shock proof)!
- ⇒ Some occupations require waterproof boots and shoes.

Career and Enterprise: Foundation 11

- ⇒ Fully buttoned lab coats are used in laboratory work environments if workers are likely to be exposed to hazardous materials and chemicals.
- ⇒ Lab coats might need to be static resistant, flame resistant and water resistant and might need to be supplemented by a special purpose apron.
- ⇒ Some jobs, especially healthcare, will use gowns or even single use coats.

For preview purposes only**Protective gloves****Do not copy****Overalls**

- ⇒ Includes gloves, mittens, gauntlets, etc. in many different materials and fabrics.
- ⇒ Hand protection might be needed to combat heat, cold, chemicals, cuts, abrasions, handling, knocks and other potential injuries. Use of these is normally mandated for relevant tasks.
- ⇒ Barrier gloves might be needed to prevent infection, to guard against cross-contamination and to ensure adequate hygiene process are in place. At times these gloves might be single-use.

- ⇒ Includes overalls, coveralls and other similar workwear
- ⇒ They might be flame resistant, water resistant or have other properties depending on the job, protection.
- ⇒ They need to combine functionality with protection.
- ⇒ Some workwear might include high-vis and reflective elements especially for mining, construction, warehouse manufacturing and transport workers.
- ⇒ Workers working with hazardous materials will need disposable coveralls.

PPE in action

C

Identify 2 types of each of these PPE. For each outline why an occupation or work task would require this PPE. Go online and source images and prices of these.

(Tip: Search PPE supply companies in Australia).

PPE	Example of PPE	Why needed for occupation/work task?	Price
Safety eyewear			
Safety footwear			
Protective gloves			
Overalls			
Lab coats			

Career and Enterprise: Foundation 11

Uncorrected draft sample.
Subject to change

For preview purposes only
Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

Application and research



work health
and safety

8. Roles and responsibilities

Workplace safety is a shared responsibility. There are a range of workplace stakeholders who have various rights and responsibilities related to workplace safety. The three key stakeholders are employers (your boss and supervisors) employees (you and your colleagues and designated safety officers (WHS reps).

Employer responsibilities

Employers have a duty of care to provide a safe workplace for all stakeholders. As part of this duty of care employers are responsible for complying with any laws and regulations prescribed in the *Occupational Health and Safety Act 1984*.

Employers must also adhere to any regulations stipulated in *The Occupational Safety and Health Regulations 1996*. These general regulations prescribe minimum standards to be met in all workplaces.

The regulations also define an employers' requirements related to a specific hazard (such as hazardous chemicals), type of work and/or industry (construction) or work practice (driving). The regulations also cover licensing and other issues. In some cases the regulations might refer to an Australian Standard or Australian/New Zealand Standard which must be complied with. This is especially relevant to the use of PPE.

In other cases employers should follow codes of practice or guidance notes or develop their own work practices that meet (or exceed) these.

Career and Enterprise: Foundation 11

Employer Responsibilities

"I have to provide and maintain machinery and equipment."

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

"I need to follow procedures for safe use, handling, storage and transport of machinery, equipment and any dangerous substances."

Book to be published early 2017

for 2017 school year.

e-version master also will be available

"I have to make sure that I have developed safe systems and processes associated with all work activities."

"My workplace has to have safe conditions such as fire exits and emergency equipment."

"I need to provide facilities such as clean toilets, cool and clean drinking water and hygienic eating areas."

"I must give my workers proper information, instructions, training and supervision to enable them to work in a safe and healthy manner."

"I'm expected to monitor my workers' health and conditions in the workplace."

"I must keep information and records relevant to workers' safety."

"If needed I should engage experts to advise on health & safety issues."

"I need to ensure that any customers, visitors and the general public are not endangered by the conduct of my business."

roles and responsibilities

Employee rights and responsibilities

Workers have a natural and undeniable right to a safe workplace. This means that you should not be harmed by the work activities you perform in work-related situations.

To help protect this right, governments develop and pass WHS (OSH) legislation that becomes law, e.g. the licensing of tradespeople such as electricians.

WorkSafe agencies enforce these laws, they prepare guidelines to help employers and employees work safely and also offer training. e.g. Industry specific hazard control resource packages and workplace safety reps training.

But you have to be an active participant in workplace safety. It is up to you to ensure that you follow all WHS guidelines and that you report any safety issues and problems to the appropriate workplace personnel. This is part of your workplace responsibility. You also have to take care not to harm yourself or any other workplace stakeholders while you are carrying out your work activities.

For example, truck drivers must not risk the safety of other road-users; manufacturers must dispose of chemicals and waste properly and hospitality workers must ensure that all food served to customers meets appropriate hygiene guidelines.

As potential employees you trust that an employer has taken all possible steps to ensure that the work place is safe. The work place should be well designed and maintained to ensure safety for all involved. However, you should always be on the lookout for potential dangers and should report them to someone with a position of responsibility.

Some of the key rights and responsibilities of workers are outlined below.

Employee Rights and Responsibilities

Do not copy

Book to be published early 2017 for 2017 school year. e-version master also will be available

Subject to change For preview purposes only

Uncorrected draft sample.

work health and safety

"I must always follow all safety guidelines/systems of work according to training and

"I'm expected to take care of my own health and safety by working

"I must inform my supervisor about potential hazards or physical problems that I notice in the workplace."

"I cannot operate any equipment unless I have the appropriate certificate of competency."

"I need to take reasonable care not to affect the safety of others in what I do, and also not risk the safety of others by failing to act where needed."

"I am expected to actively work with my employer to make the workplace safer."

"I must immediately report any injury to the WHS supervisor or person responsible for WorkCover."

Workplace safety representative

When you commence your work experience you will see that every workplace needs to have a person responsible for safety issues. Generally we call this person a WHS (safety) representative. But they might have a different title depending on the type or size of the workplace such as the designated safety officer (or this could even be OSH rep!).

- ⇒ In many small businesses, the owner or senior manager usually acts as the WHS rep.
- ⇒ In larger organisations or industrial worksites the WHS rep might be an elected employee. (or)
- ⇒ The safety rep might also be a professional employed specifically for this role.



"Who do I speak to if I need to report a safety problem?"

The main role of a workplace safety rep is to be the go-between for employers and workers in relation to workplace safety issues. This means that the safety rep works both with workers, and bosses, to ensure that work activities and processes are carried out in a safe manner.

When workers find or experience a workplace safety issue, they know that they can go to a fellow employee who can take their issues and concerns to management. Career and Enterprise: Foundation 11 workers should develop safe work processes and procedures as part of proactive hazard control. Often the safety rep is aligned to a union role.

It is vital that you meet with this person before you commence any work experience or placement. As part of this induction with your safety rep you must ask them how you go about raising any safety issues that you might come across.

Uncorrected draft sample.
Subject to change
For preview purposes only
Do not copy

A WHS rep

Interview a WHS rep to find out their role. Find out 6 duties associated with their role.

Workplace: e-version master also will be available		
1.	2.	3.
4.	5.	6.

Employer and employee responsibilities

B

1. Choose 3 of the employer responsibilities shown on p74. Choose a workplace you are familiar with and explain what that employer actually does to meet this responsibility.



Employer/workplace:

e.g. My employer Sal Gee at Sal's Tile emporium contracted in an expert Safety Auditor to do a workplace safety audit because workers were starting to have a lot of little accidents when using the tile production machinery.

i.

ii.

iii.

Career and Enterprise: Foundation 11

2. As a class, or in teams of 3-4, discuss and develop a list of workplace rules or guidelines that you must follow when undertaking work experience or a work placement.



e.g. I will immediately ask my supervisor if I don't understand how to use equipment properly and safely.

i.

iii.

v.

vi.

Uncorrected draft sample.
Subject to change
For preview purposes only
Do not copy

Book to be published early 2017
for 2017 school year.
e-version master also will be available

9. Safety by the numbers

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

Career and Enterprise: Foundation 11

Uncorrected draft sample.
Subject to change
For preview purposes only
Do not copy

Book to be published early 2017
for 2017 school year.
e-version master also will be available

INV WHS Audit



Complete this WHS audit for an internal work setting with which you are familiar

Workplace Safety Audit

Workplace: _____ Worksite: _____

Inspected by: _____ Date(s): _____ Time(s): _____

→ Floors...

- ☐ Coverings free from holes.
- ☐ No spills, waste or rubbish.
- ☐ No stock, boxes or materials on floor.
- ☐ _____

→ Aisles...

- ☐ Free from clutter and spillages.
- ☐ Proper line-marking and/or traffic signs.
- ☐ Adequate vision and illumination.
- ☐ _____

→ Windows...

- ☐ No broken panes.
- ☐ Allowing adequate illumination.
- ☐ Allowing appropriate ventilation if appropriate.
- ☐ _____

→ Illumination...

- ☐ Proper lighting for area.
- ☐ Avoidance of shadowing.
- ☐ Light fittings in good repair.
- ☐ _____

→ Workspace...

- ☐ Free from clutter.
- ☐ Benches, desks, chairs correct height.
- ☐ Adequate lighting.
- ☐ _____

→ Safety equipment...

- ☐ Equipment in good repair.
- ☐ All employees using equipment.
- ☐ _____

→ Machinery...

- ☐ Safety cutoffs accessible and working.
- ☐ Proper guards in operation.
- ☐ Adequate lighting.
- ☐ _____

→ First-aid...

- ☐ Trained first-aid officer available and known.
- ☐ Equipment clean, maintained and locatable.
- ☐ Emergency procedures known and displayed.
- ☐ _____

→ Electricals...

- ☐ Appliances tagged.
- ☐ No frayed leads.
- ☐ Appropriate storage of items.
- ☐ _____

- ☐ Appropriate extinguishers in place & serviced.
- ☐ Fire exits marked and kept clear.
- ☐ Emergency procedures known and shown.
- ☐ _____

→ Other relevant WHS issues...

- ☐ _____
- ☐ _____
- ☐ _____

- ☐ _____
- ☐ _____
- ☐ _____

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change
For preview purposes only
Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

Glossary: Work Health and Safety

G2

There are a number of key words and terms highlighted throughout this section.

1. List these and provide a definition for each.
2. For each one give an example that relates to your own experience; or alternatively list some other information or a resource that relates to this term.
3. Your teacher might add some other key words/terms for you to complete.

Word/term	Definition	Example/information/resource
ThinkSafe SAM		
workplace hazard		
safety signs		
safety equipment		
safety officer		
Career and Enterprise: Foundation 11		
Uncorrected draft sample.		
Subject to change		
For preview purposes only		
Do not copy		
Book to be published early 2017		
for 2017 school year.		
e-version master also will be available		

work health
and safety

AT2 Work Health & Safety



Investigation: WHS Audit and Report

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

Assessment Task 2 - Investigation: WHS Audit and Report

Name: _____

Tasks	Re- quired	Due by	Done	Teacher
-------	---------------	--------	------	---------

Part A: Being enterprising

⇒ Negotiate a suitable report format.

i

ii

iii

iv

v

⇒ Present draft to your teacher for checking.

Part B: Sourcing work

i

ii

iii

iv

v

⇒ Present draft to your teacher for checking.

Preparing your report

⇒ Finalise your information and incorporate feedback

⇒ Prepare/submit final written report in suitable format.

⇒ Give presentation report to the class (if required).



Additional information:

work health
and safety

Career and Enterprise: Foundation 11

Uncorrected draft sample.

Subject to change ✓

For preview purposes only

Do not copy

Book to be published early 2017

for 2017 school year.

e-version master also will be available

IPP2 Me and WHS



My work health and safety skills

For this individual pathways portfolio task you are required to report on and document your work health and safety skills and experience.

Doing this IPP task will:

- ✓ enable you to list real examples of your own work health and safety skills, qualifications and experience on your résumé later in the year,
- ✓ support you in being able to communicate your WHS skills to a potential employer, and
- ✓ identify areas of weakness and skills gaps so that you can plan for and take steps towards improving these over the course of the year.

Required

- ⇒ Complete the following tasks for your IPP using short concise action statements that include an example.
- ⇒ Where suitable use a table format.
- ⇒ If your teacher wants you to do this task for your EPP then use ICT to complete the questions You can also use the EPP pro-forma (ask your teacher about this.)

Safe work-related task	Safe work-related process	Training/qualifications
Work-related tasks I can do safely include:	Safe processes I can follow to do these are:	Training and qualifications I have done related to these:
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-

Uncorrected draft sample.

Subject to change

For preview purposes only

Do not copy

Tools, equipment and machinery	WHS training/qualifications/certification
I can safely use these technologies:	Training/qualifications/certification I have achieved related to the safe use of these are:
-	-
-	-
-	-
-	-
-	-

WHS skills experience needed	WHS improvement action plan
WHS skills and experience I still need to develop include:	To develop these WHS skills and experience I will need to:
-	-
-	-
-	-
-	-
-	-