

# New Career and Enterprise resources for 2016

New  
resources  
for 2016

## WACE Career and Enterprise and Workplace Learning programs

Now available for 2016: Check for samples on web

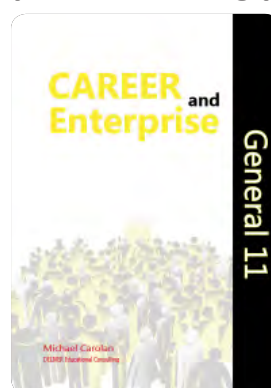
- **Career and Enterprise: CAE - General 11**  
Full colour text/workbook. Approx. 310 pp.  
Price \$52 (ISBN: 978-1-925172-25-6)  
Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.
- **Career and Enterprise: CAE - General 12/ATAR11**  
Full colour text/workbook.  
Approx. 354 pp. Price \$55 (ISBN: 978-1-925172-26-3)  
Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.

### Available mid-2016 (proposed)

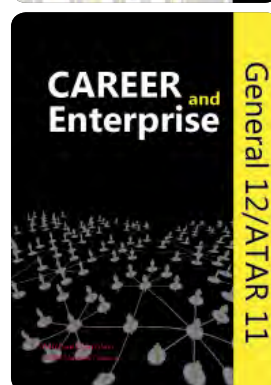
- Career and Enterprise: Foundation 12 and Career and Enterprise: Foundation 11

### Available for 2017 (proposed)

- Career and Enterprise: CAE - ATAR12



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### Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇒ **Personal Development Activity Planner: Introductory & Personal Development Project Planner: Advanced** colour-coded PDS project planning guides.
- ⇒ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements). Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇒ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)  
Industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

### Current resource list: 2016 (\* = new)

#### WACE Career and Enterprise (PDF e-versions also available)

- \* Career and Enterprise General 11
- \* Career and Enterprise General 12/ATAR 11

#### Career pathways, work education and personal development (PDF e-versions also available)

- > Career Pathways
- > Work Experience Journal
- > Work Placement Journal
- > Personal Development Activity Planner: Introductory
- > Personal Development Project Planner: Advanced

#### Industry-specific resources (PDF e-versions also available)

- > Community Services Foundation
- > Community Services Intermediate
- > Retail Foundation
- > Retail Intermediate

#### Industry and Enterprise

- > I&E Unit 1: Workplace Participation 3ed (& e-version)
- \* I&E 1&2: Towards an Enterprising You 4ed
- > I&E 3&4: Towards an Enterprising Australia 3ed

#### VCAL and Applied Learning (Master sets also available)

- \* Literacy - Intermediate 3ed Workbook/text and Activities booklet (revised for 2016) !!!also new e-version!!!
- \* Literacy - Senior Workbook/text and Activities booklet (new for 2016) !!!also new e-version!!!
- > Numeracy - Intermediate Workbook/text and Activities booklet
- \* Numeracy - Senior Workbook/text and Activities booklet (new for 2016)
- \* Personal Development - Intermediate 3ed Workbook/text and Activities booklet (new colour ed for 2016)
- \* Personal Development - Senior 2ed Workbook/text and Activities booklet (new colour ed for 2016)
- > Work Related Skills - Foundation Workbook/text and Activities booklet
- \* Work Related Skills - Intermediate 3ed Workbook/text and Activities booklet (new colour ed for 2016)
- > Work Related Skills - Senior 2ed Workbook/text and Activities booklet

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](http://www.deliverededucation.com.au) [michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au)

## Order form: Current from Term 1, 2016 (Note: All prices are GST inc.)

WACE: Career and Enterprise	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ \$52	_____ @ \$660	_____
Career and Enterprise General 12/ATAR 11	_____ @ \$55	_____ @ \$660	_____

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. <small>New 2016</small>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Literacy - Senior <small>New 2016</small>	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	or _____ @ \$330
Numeracy - Intermediate 2015	_____ @ \$35	_____ @ \$27.50	_____ @ \$165	_____ @ \$77	or _____ @ \$220	na
Numeracy - Senior <small>New 2016</small>	_____ @ \$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
<b>Totals</b>	_____	_____	_____	_____	_____	_____

**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.)**

<b>Postage amount \$</b>	<b>Grand Total \$</b>
_____	_____

### Order Details

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**e-mail:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Address:** \_\_\_\_\_

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

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# CAREER <sup>and</sup> Enterprise

## Career and Enterprise - General 12/ATAR11

### Contents

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3. Nature of Work 67	8. Career Development 255
4. Effective Job-Seeking 113	9. Nature of Work - Advanced 289
5. Workplace Trends 143	10. Workplace Safety 323

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DELIVER Educational Consulting, PO BOX 40, Moonee Vale, 3055, Victoria, Australia

Contact: [www.deliverededucation.com.au](http://www.deliverededucation.com.au)

[michael@deliverededucation.com.au](mailto:michael@deliverededucation.com.au) (03) 9939 1229

Carolan, Michael

Career and Enterprise - General 12/ATAR11

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- MCEECDYA, 2010 The Australian Blueprint for Career Development, prepared by Miles Morgan Australia, Commonwealth of Australia, Canberra. Available at: [www.blueprint.edu.au](http://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.

General 12/ATAR 11

## Nature of Work

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# 3

3. Nature of Work: Activities	p.	Due date/ Done?	Comment
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nature of work

Comments:

## Introduction: Nature of Work

There are various topics and issues that influence the nature of work in contemporary work-related situations. These impact on rights, responsibilities, regulations, protocols and processes in work-related situations. In this section you will investigate how these impact on the day-to-day roles of workers in work settings in which you are interested, or actually working within.

An enterprising approach to developing your career competencies will assist you to proactively demonstrate each of these six capabilities.

- ✓ **Entrepreneurial behaviours** by accepting responsibility for work-related decisions.
- ✓ **Learning to learn** by completing WHS induction and training. (Refer Section 10 for more detail.)
- ✓ **Career development and management** by building skills and knowledge to access potential career pathways opportunities.
- ✓ **Work skills** by applying what you have learned about the nature of work to work-related situations
- ✓ Understanding **the nature of work** by investigating and following contemporary work-related rights, responsibilities and protocols.
- ✓ **Gaining and keeping work** by sourcing and undertaking career pathway learning, training and work placement opportunities.

### What about you?

To successfully complete this unit you will be required to achieve the following.

1. Demonstrate understanding of key terminology and concepts through a glossary.
2. Active participation in class discussion.
3. Reflect on your career pathway progress in relation to the career management competencies.
4. Apply what you have learned to your own career pathway investigations.
5. Complete and submit ongoing activities as directed by your teacher.
6. Complete an investigation report related to issues impacting on the nature of work.
7. Undertake self-assessment at the end of this unit.



### Your IPP & EPP: Nature of Work

This section furthers the development of your ongoing Individual Pathways Portfolio and your Electronic Pathways Portfolio. Tasks you will be required to complete for your IPP and EPP include some or all of these, as well as other relevant tasks set by your teacher.

- ☐ Investigate and summarise key elements of an employment contract.
- ☐ Outline key WHS rights and responsibilities and WHS induction requirements.
- ☐ Explain key factors that would influence your own job satisfaction.
- ☐ Discuss the importance of cross-cultural skills and equal opportunity for work-related situations.
- ☐ Identify, apply and use appropriate methods of work-related communication.

Your teacher will give you more direction on your IPP and EPP requirements as needed throughout the unit.



# rights & responsibilities

## 1. Rights and responsibilities

Both you as an employee, and your employer, face certain workplace rights and responsibilities. Many workplace rights and responsibilities are set down in law.

You, as an **employee**, have the right to receive fair pay for work done, a right to be treated with respect and a right to a safe workplace. An **employer** has the right to expect productive work from

employees, a right to expect that employees treat each other with respect and a right to expect that employees maintain a safe workplace.

In order to ensure that these rights are being adhered to, employees and employers have certain responsibilities that they have to fulfil. These responsibilities usually require a joint effort on the part of both employees and employers and create a positive **workplace culture** with minimal conflict. To ensure this, workplaces will develop **protocols**, **codes of conduct** and **standards of behaviour** and expect employees and other stakeholders to follow these. These responsibilities may also often extend to **external stakeholders** of the enterprise such as customers, clients, suppliers and others.



### Basic employee rights

As an employee you naturally have the right to the following:

- ⇒ fair and proper pay
- ⇒ minimum working conditions such as personal leave and other basic entitlements
- ⇒ a safe and healthy workplace environment
- ⇒ safe work practices that minimise harm
- ⇒ access to appropriate training and career development
- ⇒ freedom from discrimination
- ⇒ freedom from verbal or physical harassment and bullying
- ⇒ freedom of association to join or not to join a union
- ⇒ protection against unlawful termination and unfair dismissal (only where valid)
- ⇒ to be treated with respect and dignity.

### Basic employee responsibilities

However, as an employee you are expected to fulfil certain responsibilities:

- ⇒ to perform a fair day's work
- ⇒ to act in the best interests of employers
- ⇒ to not disclose confidential information about the employer, clients, customers and processes
- ⇒ to carry out work duties in a safe manner following workplace procedures
- ⇒ to not harass, bully or intimidate other workers, customers or suppliers
- ⇒ to undertake relevant training as directed by your employer
- ⇒ to contact and inform the employer of absences and other issues in accordance with workplace guidelines
- ⇒ to appropriately, safely and correctly use equipment, tools and machinery
- ⇒ to follow relevant legal guidelines and rules.

## This is what you want...

### Working isn't always fun. Sometimes

it's easy to forget that as well as your employer owing you things, such as a fair wage, decent conditions and a safe and civil work environment. You also owe your employer in return and need to follow protocols and codes of conduct to meet standards of behaviour.

If your employer pays you a fair wage in accordance with your award or agreement or job classification, then it is only reasonable to give your employer consistently productive labour and a high level of quality of effort in return. You must work productively in your role, according to your job description.

If your employer trusts you with confidential or sensitive information, then it is only reasonable that you don't blab about the big-spending customer, or about new strategies for a merger, or even about the new and exciting promotional campaign before it is announced. Privacy guidelines are required by law as well as being internal policy. Imagine if you show up on *The Project* being quoted about the Paleo-health guru who comes to your take-away store to gorge themselves on double deep-fried pork fat in ice cream every lunchtime!

In some occupations you are responsible and legally bound to follow rules such as zero blood-alcohol limits or mandatory reporting of child abuse and other codes of conduct.

If an employer provides you with a safe work environment then it is your responsibility to undertake your duties safely, follow safe work practices and safely maintain your work area, tools and equipment so as to ensure that relevant safety and WHS rules and laws are being followed.

In addition, if an employer provides you with a safe work environment then it is

your responsibility not to risk that safety by failing to act; or by not reporting information about yourself, another worker or a situation that jeopardises the safety of various stakeholders, e.g. a drug affected chef working with knives and fire; or a blocked fire exit; or missing safety equipment.

If you are sick, in many cases you are not doing your employer or your fellow workmates any favours by coming to work. Imagine a food processing worker sneezing over every lardburger they wrap in a day!

Work involves a legal contract between the employee and the employer. Basic workplace rights are set down in law. Many employee responsibilities are developed to follow legal guidelines. As at 2016, all employees working in Australia are protected by a set of minimum conditions. This safety net includes 10 'National Employment Standards' that set down basic entitlements that apply to all employees.

As part of the Australian industrial relations system modern awards apply to an industry or to an occupation and set down minimum conditions for employees across Australia who work in that same industry or occupation.

Employees who are covered by registered agreements (collective agreements or sometimes still known as EBAs) have their conditions bargained collectively, usually by their unions. Conditions in modern awards and registered agreements must also satisfy these minimum 10 'National Employment Standards'.

Western Australia also includes some separate industrial laws that apply to employees in many small enterprises and to state government employees. This can mean that some WA workers are covered under state WA awards, state based registered agreements or state-based sets of minimum standards (very similar to the Australian NES). Australian Apprenticeships are governed under their own special contract of training which outlines employee and employer rights and responsibilities as part of the Australian industrial relation system.



“...legally bound to follow rules such as zero blood-alcohol limits or mandatory reporting of child abuse.”

## Rights and responsibilities

A



1. List what you believe to be the 5 most essential employee rights.
2. Briefly describe how each of these rights might relate to your work placement or for an occupation you are interested in.
3. For each of these rights explain why they are such an important right for employees.
4. For each of these rights, explain what an employee could do if these rights are not granted.

Right	Re: Work Placement	Why important?	What to do?

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nature of work



## 2. Employment contracts and conditions

When you start employment you are required to sign some official documentation from your employer. One of these documents will be your employment declaration relating to your tax file number and another is likely to be your **employment contract** or workplace agreement.

Many employees are unaware of the type of workplace arrangement they work under. If you are aged under 18 and covered under a registered agreement, this must be co-signed by a parent or guardian. You cannot be forced or coerced into signing an agreement or contract that you don't understand.

### Which workplace arrangement?

All employment is governed by an employment contract regardless of your job, industry, state or type of workplace arrangement. The employment contract will stipulate a range of important factors, conditions and entitlements. The employment contract is a legal document. The conditions and entitlements can vary depending on whether you are working under one of the following arrangements; a registered enterprise agreement, or a modern award (or state award for WA) or simply employed under the minimum national conditions or (award-free employee in WA). However, all contracts must meet minimum conditions outlined in the National Employment Standards and minimum pay rates set by the Fair Work Commission.

#### Registered enterprise agreement

- ⇒ A registered enterprise agreement is an agreement negotiated between an employer (or employers) and employees; or most likely by a union acting on their behalf (such as the *Woolworths National Supermarket Agreement, 2012*).
- ⇒ Many medium-sized and large organisations use these to set wages and conditions.
- ⇒ Workers employed under these agreements usually have much better wage rates and conditions than the NES and usually better pay rates than (modern) awards.
- ⇒ An agreement will contain dozens of conditions such as rest breaks, long-service leave, allowances and many other conditions specific to the type of workplace and occupational classification. You should be able to look up these through:

[www.fwc.gov.au/awards-and-agreements/agreements](http://www.fwc.gov.au/awards-and-agreements/agreements)



#### (Modern) Awards

- ⇒ Modern awards (or simply awards) apply to an industry or to an occupation and prescribe a set of minimum conditions for employers and employees across Australia who work in that same industry or occupation (such as the *General Retail Industry Award 2010*).
- ⇒ These minimum employment standards apply in addition to the National Employment Standards.
- ⇒ Some employees in the WA industrial relations systems are employed under state awards.
- ⇒ Modern awards might not apply to some managers, nor some high income employees.
- ⇒ You can look up modern awards through:

[www.fairwork.gov.au/awards-and-agreements/awards](http://www.fairwork.gov.au/awards-and-agreements/awards)



## National Employment Standards

Workplace conditions are set down in law with employees working in Australia protected by a set of minimum workplace rights and conditions of employment. This set of 10 'National Employment Standards' are basic entitlements that apply to all full-time employees, and to part-time employees (on a pro-rata basis). The safety net also includes a set of minimum pay rates reviewed annually.

However, Western Australia is the only state that operates under both the national industrial system and its own state industrial system. This means that some WA employees are not covered by the national NES but rather by local conditions.

### National Employment Standards

1. A maximum standard working week of 38 hours for full-time employees, plus 'reasonable' additional hours.
2. A right to request flexible working arrangements to care for a child under school age, or a child (under 18) with a disability.
3. Parental and adoption leave of 12 months (unpaid), with a right to request an additional 12 months.
4. Four weeks paid annual leave each year (pro rata).
5. Ten days paid personal/carer's leave each year (pro rata), two days paid compassionate leave and two days unpaid carer's leave, for each permissible occasion.
6. Community service leave for jury service (paid up to 10 days) or activities dealing with certain emergencies or natural disasters (unpaid).
7. Long service leave.
8. Paid days off on public holidays unless required to work.
9. Notice of termination and redundancy pay.
10. The right for new employees to receive the Fair Work Information Statement.

nature of work

## 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 2015 the minimum rose to \$17.29/hour (approx. \$657 for a 38 hour week) for adults, a rise from \$16.87/hour in 2014.
- ✓ Minimum pay rates in modern awards were increased by 2.5% 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.

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



**Do you know what you are signing when you start work?**

## B Employment contracts



The Australian industrial relations system is a complex subject and could be an entire secondary subject in itself. And there is the added layer of difficulty faced by employers and employees in WA, given that the state still operates its own system for some organisations and workers. But it is vital that young employees are aware of the main legislative requirements that apply to employment contracts. This is important for two main reasons.

- i. Many of you will work in casual or part-time positions while you are studying and you need to be aware of the conditions, other entitlements and responsibilities stipulated in your job contract.
- ii. As you develop your career pathway you are likely to be confronted with totally new conditions and entitlements as part of the award system, a registered agreement, or indeed even a common law contract for higher level managerial and professional positions.

So the best way for you to get your head around this area is to actively investigate the specific information as it relates to either a job you are employed in now; or one which matches your career pathways goals. The online information is pretty good, but also complex to navigate when first starting out. So let's see how you go?

### Tasks

1. List the key website tools and URLs that can assist you to find out information about employment contracts and conditions. Consider both national and WA information.



*Weblinks and online tools:*

2. Investigate the wages and conditions of a position in which you are interested. This might be your current job; or preferably a position aligned to your preferred career pathway. Use the table opposite to draft your information then finish this in your workbooks.
3. Identify and outline any differences that apply to WA employers and employees that you have discovered through your investigation. Include this in your table, or do a second, WA-based table for the same occupation.
4. Develop advice that you would give young people trying to find out this information. Summarise these as a series of dot points and present to the class. Draft some information below.

*Draft information:*

Name:	
Occupation/classification:	Workplace:
Type of workplace agreement that applies:	Title of workplace agreement that applies:
Position title/main functions or description:	Job classification/level or grade:
Relevant wage rates:	Casual loading & minimum shift hours:
Junior wage rates (%'s):	Apprenticeship/traineeship rates (%'s):
Relevant allowances:	Rostering:
Loading/penalty rates:	Overtime loadings:
Meal/rest breaks:	Leave provisions:
Other information:	



### 3. Workplace safety

One of the most important workplace rights that you have is the right to a safe workplace. **Work health & safety** or WHS is the general term used to describe all the rights, responsibilities, training, regulations, guidelines, laws and other issues that relate to ensuring that workplaces provide a safe work environment. In Western Australian legislation you might see that the term OSH is also used!

It is vital that you are aware of WHS issues before you enter a workplace. As potential employees you trust that an employer has taken all possible steps to ensure that the work environment and work practices have been 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. This is part of responsibly following WHS protocols and demonstrating expected standards of behaviour. (Much more detail is given in Section 10)

### WHS Stakeholders

#### Employees

- ⇒ Carry out work tasks and duties and have a fundamental right to a safe workplace.
- ⇒ Employees have a responsibility to perform work in the safest manner and to report any hazards.

#### Employers

- ⇒ Design work environments and implement and supervise work practices and must do so with the utmost care and concern for safety of employees and any other stakeholders; by law!

#### Governments

- ⇒ Most WHS laws and guidelines are controlled and enforced by the relevant government in each state. In WA this is WorkSafe (Department of Commerce) and WorkCover WA.
- ⇒ Safe Work Australia is the national body that develops model work health and safety laws.

#### Unions

- ⇒ Play a proactive and leading role in the development of WHS policies, guidelines and laws throughout Australian industry.
- ⇒ Unions work with government, employers and employees to ensure that workers have access to a safe workplace.

#### WHS officer

- ⇒ Many workplaces have an official WHS officer who has the responsibility to monitor and maintain safety conditions.
- ⇒ They will usually act as a go-between for employees and management.

#### WHS consultant or inspector

- ⇒ These are usually external specialists who are contracted to assess an organisation or work setting for WHS risks. Inspectors might also be representatives of their local WHS authority which gives them power to deal with WHS issues.
- ⇒ They help employers design and implement work environments and work practices that minimise harm and can also be involved in training employees and management in WHS issues.

## WHS rights and protocols

**T**here are some general WHS rights that apply to all employees in all workplaces. As a result of these, employers (together with relevant WHS stakeholders) develop codes of conduct and protocols that all workplace stakeholders must follow.

### Employer responsibility

Generally speaking employers are responsible for ensuring the following minimum safety standards.

- ❑ Providing and maintaining safe plant machinery and equipment and safe systems of work.
- ❑ Implementing arrangements for the safe use, handling, storage and transport of machinery and equipment and dangerous substances.
- ❑ Maintaining the safe condition of the workplace including fire exits and emergency equipment.
- ❑ Providing workers and contractors with adequate facilities including clean toilets, cool and clean drinking water and hygienic eating areas.
- ❑ Ensuring workers have adequate information, instruction, training and supervision so that they can work in a safe and healthy manner.
- ❑ Adequately monitor workers' health and conditions in the workplace.
- ❑ Keep information and records relevant to their workers' health and safety and provide WHS information in relevant languages.
- ❑ Where required, engage people with the necessary skills and expertise to advise on health & safety issues.
- ❑ Ensure that external stakeholders such as customers, visitors and the general public are not endangered by the conduct of their business.



There are also specific requirements that may apply to particular workplaces or industries.

- ❑ Employers must also have suitable WorkCover insurance policies.
- ❑ Display relevant signage and WHS information.
- ❑ Meet additional WHS requirements if employing trainees or apprentices.
- ❑ Record all injuries appropriately using designated documents and allow an injured worker to visit a doctor if required.
- ❑ Support injured workers in returning-to-work.
- ❑ Meet certain licensing requirements and specific extra safety requirements relating to particular (hazardous) industries such as mining and construction.
- ❑ Nominate a WHS officer (or themselves) to deal with the employees' WHS rep.

In addition employers are expected to follow recommended codes of practice on how to comply with a general duty, or specific duties, under Western Australian OSH laws.

### Employee responsibility

- ❑ Take care of their own health & safety.
- ❑ Inform their supervisor about potential hazards or personal physical problems in the workplace.
- ❑ Follow all safety guidelines/systems of work according to training and instructions.
- ❑ Take reasonable care not to affect health and safety of others by their actions or omissions (failure to act).
- ❑ Work with their employer to make the workplace safer.
- ❑ Ensure that they have a certificate of competency before operating any industrial equipment that requires certification.
- ❑ Report any injury immediately to a WHS officer.

#### 4. Student 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.

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.



#### Work experience/placement 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 Australia schools use The Passport to Safety and NSW, Queensland, Tasmania, Northern Territory and the ACT have their own guidelines that must be followed.

#### SmartMove Safety Passport

Created by WorkSafe Western Australian this WHS program has been developed specifically to prepare senior secondary students and young workers for key work health and safety issues.

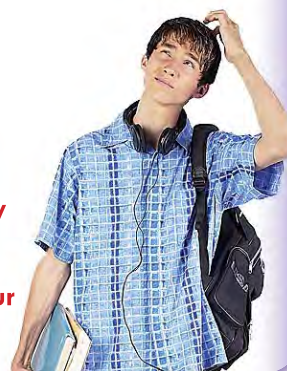
The Safety Passport includes eight sequential lessons:

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.

The SmartMove Certificate program includes:

- ⇒ A general module
- ⇒ Fourteen specific industry modules.

**Your teacher will clarify these WHS induction requirements for you and build these into your learning program.**



## WHS rights and responsibilities

C

1. Outline 5 key responsibilities in relation to WHS for employers and employees.

Employers must...	Employees must...

2. Your teacher will lead a discussion about your WHS requirements with your class. List the specific safety induction requirements you must successfully complete before you can undertake your work experience placement.



WHS training/induction that I must complete is:	By when?

nature of work



## 5. Organisational structures

An organisational (or management) structure refers to the organisation of responsibilities, employees, assets and operations within an enterprise.

The organisational structure sets out the functional, geographic or divisional departments of the organisation. The organisational structure also sets out the **lines of command** that exist and can also illustrate the level of control at departmental levels.

An organisational structure will reflect the levels of **authority**, the degree of **responsibility** and the structure of **accountability** of different management levels. The organisational structure will also determine how workplace activities are carried out including working relationships, methods of communication and participation in decision-making.

### Vertical and horizontal structures

The **vertical structure** of an organisation sets out the relationship between the levels of command. All organisations require a vertical structure to establish responsibility, authority and accountability.

Enterprises then establish a **horizontal structure** which sets out the departmental groupings within the organisation. Different levels of the organisation's vertical structure may set out different types of horizontal structures. The horizontal grouping combines with the vertical grouping to establish the overall organisation's structure.

### Types of organisational structures

There are different types of organisational (or management) structures that have evolved over hundreds of years of organisational development. Different structures may be described as:

- ⇒ **centralised** or **hierarchical** structures which are bureaucratic and hierarchical, tall with lots of management levels and vertical specialisation; or
- ⇒ **decentralised** or **flat** structures which are organic and evolving with fewer management levels, more flexibility with crossover specialisations.

An organisation must choose, develop and implement the most appropriate structure that it feels will allow it to achieve its objectives. The structure of an organisation determines how all of the work activities of the entire organisation will occur such as:

- ⇒ decision-making
- ⇒ resource allocation
- ⇒ employee involvement
- ⇒ financial reporting and
- ⇒ operational activities.

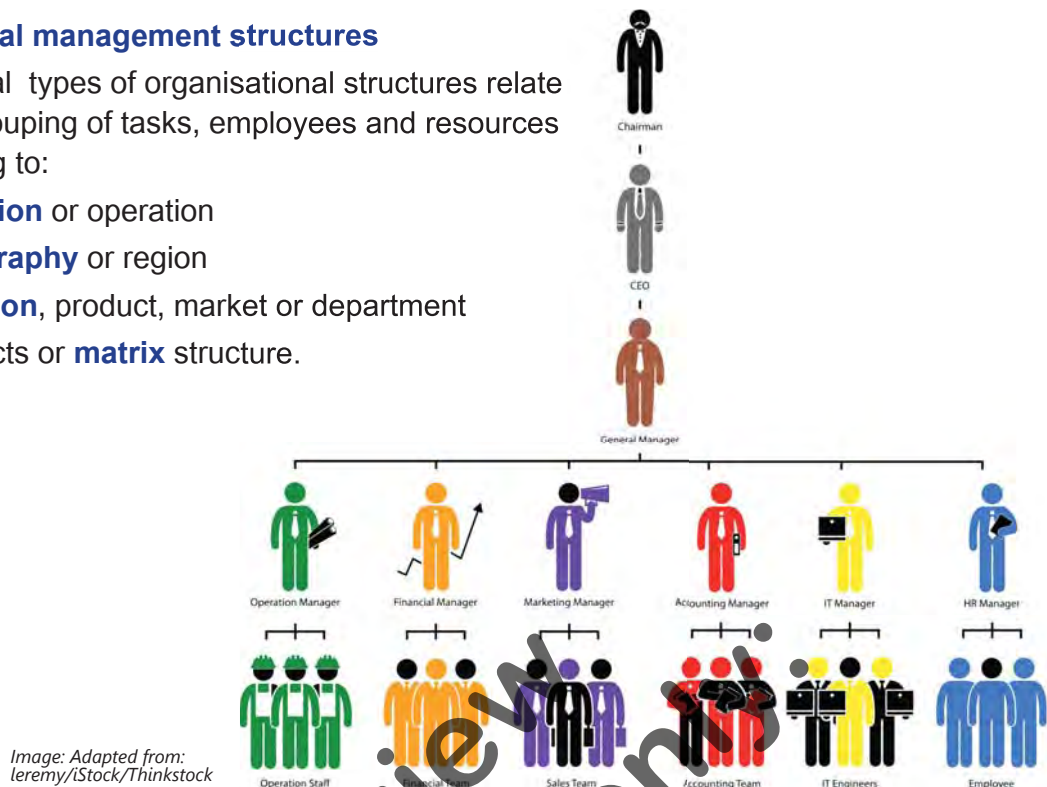


# organisational structures

## Horizontal management structures

Horizontal types of organisational structures relate to the grouping of tasks, employees and resources according to:

- i. **function** or operation
- ii. **geography** or region
- iii. **division**, product, market or department
- iv. projects or **matrix** structure.



nature of work

### i. Functional structure

- ⇒ A functional structure organises employees and decision-making based on the nature of the task performed.
- ⇒ A functional approach to management structures focuses on inputs.
- ⇒ Departmental employees have functional responsibility for their specialisation across all activities of the business.
- ⇒ A functional structure may be suited to an organisation that offers a limited or homogenous range of products with specialised employee responsibility.



### ii. Geographical structure

- ⇒ A geographical, or regional structure organises employees and decision-making based on the geographical trading patterns and regional business activities of an organisation.
- ⇒ Specialised functions such as operations, marketing, finance, human resources, etc. are grouped under a regional general manager.
- ⇒ Specialised functional managers may be accountable to a head office functional manager, but many functions might be duplicated across each of the regions.
- ⇒ In today's highly mobile and global commercial environment many organisations rely on geographical organisational units that are autonomous and self-sufficient and that are able to undertake appropriate decision-making.



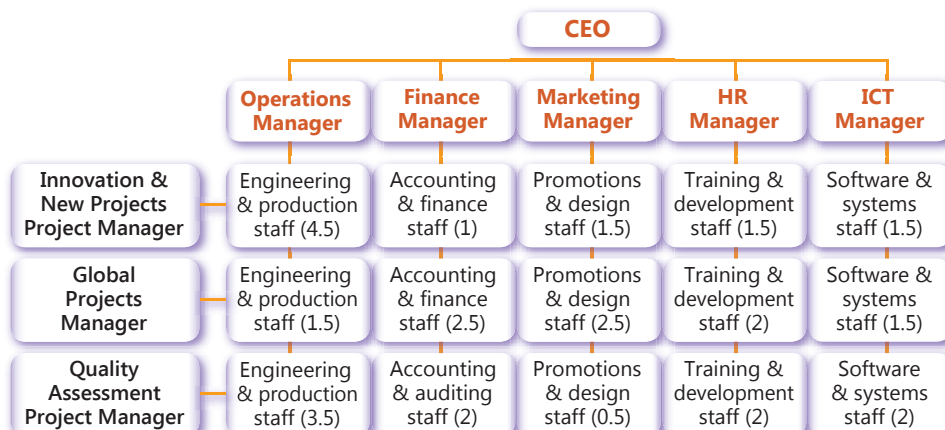
### iii. Divisional structure

- ⇒ A divisional, or product or market structure organises employees and decision-making based on an outputs approach.
- ⇒ Specialised functional managers are grouped together according to:
  - their involvement in the production of a particular product range e.g. beer, wine, etc..
  - their involvement in providing a product to a particular type of customer or market e.g. trade customers and household customers.
- ⇒ This structure groups together all the necessary functional skills and focuses these skills on managing a product line or customer group.
- ⇒ This structure may be necessary when the production of different products or the servicing of different customers requires differing skills and expertise.
- ⇒ Each management division is usually given autonomous control over their decision-making but is accountable to head office, which may more closely resemble a traditional functional structure.



### iv. Matrix or (projects) structure

- ⇒ The matrix structure is a flexible, fluid and dynamic structure which emphasises cooperation and synergy across all units of the organisation.
- ⇒ Managers, employees and decision-making may be organised primarily along traditional divisional or functional structures but they can then be assigned to various projects. It may include outsourced specialists or contractors.
- ⇒ The matrix structure allows organisations to identify the most appropriately skilled managers from within a particular division or function and then assign them and their staff to a specific project. For example, a confectionary manufacturer might assign their finance manager to the Easter trading project.
- ⇒ The matrix structure allows an organisation to efficiently assign skilled specialist managers and staff to enhance the likelihood of success of a particular project.



1. What is an organisational structure?

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2. What are the essential differences between vertical and horizontal organisational structures?

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3. What is inaccurate about the following statements:

a. "We don't have a vertical structure only a horizontal structure." CEO, Klopi Inc..

b. "I answer to no-one, I'm the boss." General Manager, Jalspo Ltd..

c. "I want to build a bureaucracy to encourage employee responsibility." GM, Aspo.

d. "I was just saying the other day to our Deputy Junior Vice President of Eastern Region Consumer Sales - Plastics Division, how our structure has a flat chain of command." GM, Toyco Corp..

4. Match each of situations to one of the 4 horizontal management structures.

**functional   divisional   geographic   matrix**

A fluid and dynamic structure.	A structure organised by a particular product.	Span of control allocated across various parts of the country.
A grouping based on the nature of inputs.	A structure which may see staff regularly assigned to different projects.	Organisation of staff according to their key qualification, skill or ability.
A structure of autonomous units who are accountable to head office.	Suits when producing a limited, specialised range of products.	Used to assign functional staff when and where they are needed.
Suitable for customer-oriented production.	Ideal for global, multinational companies.	Ideal for managing diverse product ranges.

ATAR Extension: Research the organisational structure of a medium or large-scale organisation with which you are familiar. Source or produce an organisational chart. Discuss: Which type of structure do you think you would prefer to work under?





## 6. Resource management

Resource management refers to maximising productivity in the use of inputs in order to generate the most efficient mix of outputs. Resource management focuses on managing human, physical, financial and technological resources.

### Inputs and outputs

**Inputs** are the productive resources that an organisation uses to make its goods and services. These inputs can include:

- ⇒ **raw materials** and physical components
- ⇒ **labour** and human effort and expertise
- ⇒ **capital investment** in equipment, machinery and technology.

An organisation uses these inputs (resources) and combines them together to produce an output.

**Outputs** may be goods, services or even a combination of a good/service. Some organisations produce goods that are sold as final products to consumers (e.g. a car), while others make producer goods (e.g. a car engine) that are sold as intermediate products to other producers (e.g. a car manufacturer).

Some organisations produce services that are sold as a final service (e.g. a taxi ride) to consumers while others produce services that are sold to other producers (e.g. a wholesale courier) as an intermediate service.

The operational set-up of different organisations varies greatly depending on whether they produce goods, services, or a combination of goods and services; and on whether those goods are sold as final products or as intermediate products.

### Transformation process

The **transformation** processes that turn **inputs** into **outputs** can better be described as the organisation's production process. Organisations must ensure that they manage their resources efficiently so as to generate the highest return on each of these physical, human, financial and technological investments.

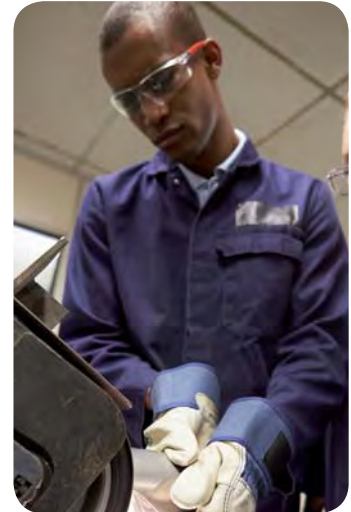
Production processes vary significantly from industry to industry. But in essence all organisations are involved in production. They all 'make' something, whether it be a good or a service.



## Goods producing industries

Organisations in agriculture, fishing, logging, mining and manufacturing industries are goods-producing industries and carry out tasks such as farming, extracting, manufacturing, printing, refining, milling, processing and smelting.

Essentially these organisations produce intermediate or finished goods for either consumers or for other businesses. The operations of organisations in these industries relies upon producing goods with maximum efficiency. These industries have to use many internal and external services in order to produce their products. These industries are often very capital-intensive requiring significant financial investment in technological processes.



Goods manufacturing is often very capital-intensive whereas service provision such as aged-care is quite labour-intensive.

## Service provision industries

Many industries provide services to other business or consumers. A service involves the production of intangible products. You can't physically touch, hold or store the service but as a consumer you derive the benefit from the service. Most service organisations use goods as resources in their production processes in order to provide their service. Goods and other materials and components are inputs, while their service is the output.

Service-provision industries include: electricity, gas water & waste; construction; wholesale trade; retail trade; accommodation & food services; transport, postal & warehousing; information media & telecommunications; finance & insurance; rental, hiring & real estate; professional, scientific & technical; administration & support services; public admin & safety; education & training; health care & social assistance; arts & recreation; and other services.



Images:  
(t) monkeybusinessimages/iStock/  
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nature of work

## Resource management issues

Whether you work in a big or small enterprise that produces either goods or services, resource management will be concerned with issues such as:

- ⇒ training workers to use equipment, machinery and technology effectively and safely
- ⇒ getting maximum return on the investment (wages and salaries) in human resources
- ⇒ reducing waste and inefficiencies in production
- ⇒ minimising unit costs
- ⇒ maintaining a balance between quality, service and productivity
- ⇒ achieving economies of scale by producing (and hopefully selling) in bulk
- ⇒ ensuring maximum return on financial investment in equipment and technology
- ⇒ maintaining a manageable debt burden on finances (capital) borrowed
- ⇒ developing innovative, flexible and effective production processes
- ⇒ using natural resources sustainably

as well as many others specific to the particular operations of the enterprise.

## Resource management

### Managing physical resources

Materials are all the physical resources that go into the production of a good or service. Materials are the inputs that get used up or consumed as part of the production process. These material inputs include items such as:

- ⇒ raw materials such as timber, wheat or steel
- ⇒ components such as circuit boards, downpipes or spare parts
- ⇒ stock such as books, appliances and chocolate bars
- ⇒ consumables such as nails, paper and food ingredients.

Materials are usually a variable cost with an associated input cost for each item you make. e.g. If you are making 100 spring rolls, then you'll have to purchase and use up 100 sets of inputs. The types of materials involved might include pastry, vegetables, meat and sauce. The total cost of these materials per spring roll might be 40 cents.

However, when you purchase materials to be used as inputs you will usually find that the cost per item decreases if you buy in bulk. This is one aspect of the concept of economies of scale. A food manufacturer making spring rolls might produce one million per week. And because they are buying in bulk their total cost of materials might be as low as 5 cents per spring roll.

### Managing people resources

People are the most important resource in any organisation.

In Australia, organisations spend about 55c in every dollar on wages and salaries. This is more than all of the spending, on all of the other resources and stock combined. Some service industries even spend up to 85% of all their expenditure on wages and salaries.

Effective people management relies on planning the best way to use employees' skills, experience, time, enthusiasm, quality, service and productivity.

### Managing technological resources

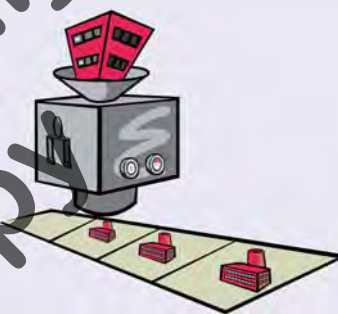
It is vital to plan to ensure that you have the appropriate tools, equipment, technology and facilities in order to achieve work-related tasks.

Organisations can invest billions in capital-intensive production processes. All employees who use this equipment must use it properly.

It is important to analyse costs associated with the equipment such as its fixed cost (or how much it costs to buy and install) as well as variable costs such as the cost of electricity used to power the equipment.

Eight key issues to consider for effectively managing technological resources are:

1. suitability
2. cost
3. durability
4. training
5. safety
6. availability
7. supervision
8. responsibility.



### Managing financial resources

A budget is an important financial management planning tool. A budget lists all of the forecasted revenue and expenses over a period of time. A budget allows you to see if you will have more money coming in (a surplus) or more money going out (a deficit).

A budget can help you plan spending more responsibly. It is important to be as accurate as possible and to list all of the expenditure items that one is likely to encounter. You should also budget for 'other' expenses; some of these unknowns are likely to crop up unexpectedly.

An important aspect of budget review is to compare your forecasted amounts with the actual amounts to see how much variation has occurred. This will help you plan more accurately in the future.

1. What is resource management?

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2. Outline the 3 basic types of inputs as part of the transformation process.

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3. Use examples to explain the difference between an intermediate good (or service) and a final good (or service).

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4. Use examples to explain the differences between good-producing industries and service-producing industries. Which of these is more relevant for your career pathway?

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5. Describe the processes and procedures used by a workplace you are familiar with to manage resources in each of these 4 categories. Outline 2 examples for each. (Tip: You might need to interview a workplace stakeholder.)

Managing physical resources	Managing people resources
Managing technological resources	Managing financial resources



## 7. Efficiency

The relationship between time and money is a relationship based on efficiency. **Efficiency** refers to how quickly, or how cost-effectively tasks are completed.

Some people are more efficient than others. This means that they get things done faster, thereby more cheaply, or more cost-effectively. This can make them more productive workers.

However, being efficient doesn't always result in a high level of quality. Sometimes greater efficiency means a drop in quality, more rejects and waste and bad service.

So how well do you use your time? Are you using it efficiently? And perhaps more importantly, how efficiently are you using other people's time, especially your boss's?



Appropriate tools and equipment, as well as the training and skills to use these, can improve efficiency.

Image: lexaarts/iStock/Thinkstock

### Productivity

We measure efficiency by calculating productivity. **Productivity** simply measures the ratio of outputs, compared to the ratio of inputs. Now don't be fooled into thinking that this sounds a little bit complicated. Productivity is a very easy concept. Out versus in. For example, if it takes one chef, one hour to pre-prepare 30 pizzas, then this chef has a productivity rating of 30 pre-prepared pizzas per hour. The chef achieves an output of one pizza every two minutes.

Another example might show that it takes a team of two carpenters, five days each to put up the complete timber framing on a 30 square house. So the framing of this 30 square house will be completed in 10 working days. That is a productivity rating of two workers achieving six squares, per day. Or, as an average, each worker completing three squares per day.

One final example might see a car wash attendant clean six standard-sized vehicles per hour by hand; or 18 per hour using a high-pressure hose. This means that the use of the hose increases productivity by 200%; i.e. 18 cars per hour versus six cars per hour. Technology has made this employee much more (three times more) productive.

### Calculating productivity

Productivity is a measure of the ratio of outputs, compared to the ratio of inputs. Common work-related output/input measures are per/worker, per/\$ or per/hour.

e.g. Freya sews 25 collars per hour in a clothing factory.

$$\Rightarrow \text{Productivity} = \frac{25 \text{ (collars)}}{1 \text{ hour}} = 25 \text{ units (collars) per hour}$$

e.g. Freya is paid \$20 hour.

$$\Rightarrow \text{Productivity} = \frac{25 \text{ (collars)}}{\$20} = 1.25 \text{ units (collars) per dollar.}$$

(and 1 whole collar 'costs' 80c)

## Productivity

F

John can mow 8 standard-sized lawns per day. He argues that he is 33% more productive than James who only mows 6 standard size lawns per day.

1. Use calculations to prove whether John is correct about his higher productivity.

*James isn't happy with this comparison and points out that while he works a 6-hour day, John works a 10-hour day. James insists that he is actually more productive than John.*

2. Calculate and explain whether James is correct about his higher productivity.
3. Explain which is a more accurate measure of productivity, per hour, or per day?

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4. Calculate the productivity of each worker per week, per day and per hour. They each work a 38 hour week (with 8 hour days and 1 day RDO every 4 weeks).

Johan can make 30 pairs of shoes in a day.	Lindsey can make 5 pairs of shoes per hour.	Kurt is able to serve 73 customers each 4 hour shift.
Kroit is able to serve 18 customers per hour.	John can lay 10 metres of pipe per half hour.	Albor can roll 75 mini spring rolls every 2 hours.

5. Describe what might occur to either speed up or slow down employee productivity.

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nature of work

## 8. Job satisfaction

Work or job satisfaction refers to the positive feelings that a worker receives from doing their work. There are many factors that can lead to job satisfaction and it is important that you develop the type of career pathway that helps you feel satisfied and motivated. This is more likely to occur if your job fulfils some, most, or even all (lucky you) of the expectations that you have from working.

Many people will quickly say that income is the most important factor that creates job satisfaction. This may be the case for someone who is just starting out working in a casual job because they now are earning some income. But does that actually make them satisfied with the job itself? Would you be happy doing the same job when you are in your mid 40s as you are at 16, 17 or 18?

Do you agree that what you are being paid is the most important factor to create job satisfaction? Some people seem to get very quickly disgruntled with their job; and more pay doesn't seem to make them more satisfied or **motivated**. It just tends to make them less dissatisfied (for a short while anyway)!

### Intrinsic motivators

Thousands of studies have been done on worker satisfaction and motivation with most reporting very similar results. People, over the course of their career life cycle, tend to be more satisfied with intrinsic motivators related to the job itself. These intrinsic factors include satisfiers such as:

- ⇒ recognition and reward
- ⇒ opportunity for advancement and career development
- ⇒ enjoying a feeling of contributing positively and
- ⇒ developing a feeling of pride, self-respect and self-esteem.

The longer you stay in a job then the more likely it is that these satisfiers will have greater influence on your job satisfaction than factors such as pay and other work-related benefits. However, a good income can help reduce job dissatisfaction (which BTW is not the opposite to job satisfaction)!

### Individual efficiency

So we can say that the more a worker gets a sense of individual efficiency then the more likely they are to be satisfied. Feeling a sense of individual efficiency can encourage a worker to feel that they are using their time productively, that they are doing a task that is valued and that they are not wasting their efforts or going unrewarded.

Individual efficiency is an extension of the concepts of work-related efficiency and productivity. But it is very difficult to measure individual efficiency because it relies on a worker's subjective assessment of what they are gaining from work and how the work they are doing is helping to meet their expectations.



Image:  
Lisa F. Young/  
iStock/Thinkstock

**"I have job security and the promise that I will be reviewed for advancement every 3 months. A little bit of cleaning won't hurt; and I take pride in the store being nice and schmick!"**

# job satisfaction



nature of work

## Individual efficiency

G

Outline 4 key factors that would most contribute to your own job satisfaction and which would help you achieve a feeling of individual efficiency in your job.

IPP

1.	
2.	
3.	
4.	



## 9. Quality

In its most simple terms quality can be described as an evaluation of the condition of a good or service, such as 'good quality' or 'poor quality'. Although quality can be measured, achieving quality outcomes doesn't just happen automatically. Employees who demonstrate initiative, enterprise, project management skills and work skills are more likely to be proactive, innovative and able to take responsibility for quality achievements. Also an understanding of the key terms and processes associated with quality will make you more of an asset to a potential employer.



Where have you seen this 5-tick quality assurance symbol and what does it signify?

### Total Quality Management (TQM)

Total Quality Management is a broad-based quality concept. **TQM** relates to an organisation monitoring all processes and systems to ensure that it meets acceptable quality standards. A TQM process aims to eliminate errors, waste and inefficiency in production processes. TQM focuses on the concept of internal stakeholders and external stakeholders.

**Internal stakeholders** are individuals, groups, departments and units within an organisation that rely on some other individual, group, department or unit within that same organisation to supply a product. So basically, internal customers are providing intermediate goods or services to other users within the organisation.

**External stakeholders** are the customers or clients of the organisation; those who receive the finished product. Some examples of quality management processes as part of TQM include:

- ⇒ the use of automated retail technology for stock control and reordering
- ⇒ workplace flexibility whereby manufacturing work-teams take responsibility for their performance
- ⇒ competency-based training for young employees such as Australian Apprenticeships
- ⇒ B2B supply and database management systems
- ⇒ zero-waste policies to improve environmental sustainability
- ⇒ WHS training and audits
- ⇒ automated production processes that incorporate quality control.



## Quality Management Processes

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> affirmative action            | <input type="checkbox"/> employee reward programs          | <input type="checkbox"/> ISO standards                          | <input type="checkbox"/> quality assurance         |
| <input type="checkbox"/> apps and programs             | <input type="checkbox"/> employee recruitment programs     | <input type="checkbox"/> job rotation                           | <input type="checkbox"/> quality circles           |
| <input type="checkbox"/> asset management              | <input type="checkbox"/> employee satisfaction surveys     | <input type="checkbox"/> job sharing                            | <input type="checkbox"/> quality control           |
| <input type="checkbox"/> Australian Apprenticeships    | <input type="checkbox"/> employee suggestions              | <input type="checkbox"/> just-in-time                           | <input type="checkbox"/> quality management        |
| <input type="checkbox"/> Australian Standards          | <input type="checkbox"/> employee training                 | <input type="checkbox"/> key performance indicators (KPIs)      | <input type="checkbox"/> records management        |
| <input type="checkbox"/> benchmarking                  | <input type="checkbox"/> environmental management programs | <input type="checkbox"/> leadership programs                    | <input type="checkbox"/> recycling                 |
| <input type="checkbox"/> checksheets                   | <input type="checkbox"/> equal opportunity                 | <input type="checkbox"/> logistics systems                      | <input type="checkbox"/> re-engineering            |
| <input type="checkbox"/> communication systems         | <input type="checkbox"/> facilities management             | <input type="checkbox"/> maintenance processes                  | <input type="checkbox"/> regulations               |
| <input type="checkbox"/> community involvement         | <input type="checkbox"/> failure analysis                  | <input type="checkbox"/> management styles                      | <input type="checkbox"/> repair & faults processes |
| <input type="checkbox"/> competency-based training     | <input type="checkbox"/> financial systems                 | <input type="checkbox"/> management systems                     | <input type="checkbox"/> research & development    |
| <input type="checkbox"/> complaints handling           | <input type="checkbox"/> fleet management                  | <input type="checkbox"/> manufacturing and production processes | <input type="checkbox"/> risk management           |
| <input type="checkbox"/> continuous improvement        | <input type="checkbox"/> flexible rostering                | <input type="checkbox"/> marketing programs                     | <input type="checkbox"/> sales processes           |
| <input type="checkbox"/> credit management             | <input type="checkbox"/> flexitime                         | <input type="checkbox"/> materials management                   | <input type="checkbox"/> security management       |
| <input type="checkbox"/> customer focus groups         | <input type="checkbox"/> flowcharting                      | <input type="checkbox"/> mentoring programs                     | <input type="checkbox"/> self-directed teams       |
| <input type="checkbox"/> customer rewards programs     | <input type="checkbox"/> fly-in-fly-out (FIFO)             | <input type="checkbox"/> multi-skilling                         | <input type="checkbox"/> service delivery          |
| <input type="checkbox"/> customer satisfaction surveys | <input type="checkbox"/> freight systems                   | <input type="checkbox"/> operations management                  | <input type="checkbox"/> staffing arrangements     |
| <input type="checkbox"/> customer service systems      | <input type="checkbox"/> help-desks                        | <input type="checkbox"/> order documentation                    | <input type="checkbox"/> stakeholder recognition   |
| <input type="checkbox"/> data management and security  | <input type="checkbox"/> hot-desking                       | <input type="checkbox"/> outsourcing                            | <input type="checkbox"/> Standards Australia       |
| <input type="checkbox"/> debt management               | <input type="checkbox"/> human resource management         | <input type="checkbox"/> Pareto rule/charts                     | <input type="checkbox"/> strategic planning        |
| <input type="checkbox"/> delivery processes            | <input type="checkbox"/> information flows                 | <input type="checkbox"/> performance review                     | <input type="checkbox"/> stress reduction programs |
| <input type="checkbox"/> diversity programs            | <input type="checkbox"/> information systems               | <input type="checkbox"/> planning processes                     | <input type="checkbox"/> supplier management       |
| <input type="checkbox"/> document control              | <input type="checkbox"/> information technology            | <input type="checkbox"/> policy development                     | <input type="checkbox"/> supply-chain management   |
| <input type="checkbox"/> emergency preparation         | <input type="checkbox"/> innovation audits                 | <input type="checkbox"/> process management                     | <input type="checkbox"/> teams-based groups        |
| <input type="checkbox"/> employee benefits             | <input type="checkbox"/> innovation programs               | <input type="checkbox"/> product development                    | <input type="checkbox"/> telecommuting             |
| <input type="checkbox"/> employee health programs      | <input type="checkbox"/> inspection systems                | <input type="checkbox"/> professional development               | <input type="checkbox"/> testing & quality control |
|  | <input type="checkbox"/> inventory management              | <input type="checkbox"/> project management                     | <input type="checkbox"/> training (all types!!!)   |
|  |  | <input type="checkbox"/> public relations                       | <input type="checkbox"/> warranties                |
|  |  | <input type="checkbox"/> purchasing systems                     | <input type="checkbox"/> waste management          |
|  |  | <input type="checkbox"/> quality audits                         | <input type="checkbox"/> WHS processes             |

nature of work

### Quality management H

Research and outline 3 quality management processes that are used in a workplace or industry with which you are familiar.



- 1.
- 2.
- 3.

## Quality control

Quality control is a process whereby products are checked and evaluated to ensure that they meet acceptable quality standards. **Quality audits** are used by organisations to ensure that external stakeholders receive products that meet these quality standards.

Total Quality Management emphasises that quality control should be incorporated as a natural and essential part of an organisation's day-to-day operations. Many businesses have a **quality control department**, as well as **quality processes** built in to the whole production process. For example, motor vehicle manufacturers monitor and test the quality of some components during the production process, as well as testing the finished vehicle.

Some organisations achieve quality assurance certification as part of their quality control processes. This quality assurance acts as a 'guarantee' that the organisation's processes and procedures meet acceptable **industry best-practice** guidelines.



**Quality control testing as part of the production process.**

## Quality assurance

Quality assurance is a process whereby an organisation receives **certification** that its systems and processes meet accepted national and international quality standards and benchmarks. You might have seen the '5-tick' mark or standard before?

These **quality standards** may be those set down by the **International Standards Organisation** (ISO) which apply worldwide. Other quality standards may apply on a national basis set by **Standards Australia** or Standards New Zealand.

Sometimes organisations seek quality assurance from relevant employer and industry groups, such as with the National Heart Foundation, MTA licensing of automotive repairers and various licensed tradespeople.

Quality assurance informs consumers that the organisation they are dealing with has quality processes in place and that they can be trusted to provide products and service of a high quality. It can also indicate acceptable training, WHS and environmental practices, as well as the owner holding all relevant certification and licensing in order to operate legally and ethically.

Quality assurance also enables producers to be able to rely on the quality levels of components and services supplied by stakeholders in the **supply-chain**. For example, components such as car windows and windscreens must meet certified quality standards as part of a quality assurance process. This means that the end-user does not have to check these components and instead can rely on the quality certification earned by the supplier. This quality assurance certificating acts as a **quality guarantee**.



## International Organisation for Standardisation (ISO)

The ISO is a network of the national standards bodies of 164 countries. It works in partnership with international organisations, governments, industry, business and consumer representatives. (Sourced through: [www.iso.org](http://www.iso.org) ).

The ISO has more than 19,500 international standards for business, government and society.

ISO's main tool is ISO 9000:2000 which is a 'family' of standards that states the requirements an organisation must follow to manage processes influencing quality.

Another important standard is ISO14000. This is a series of international standards on environmental management. ISO14000 provides a framework for the development of an environmental management system as well as an associated audit program.

## Standards Australia

Standards Australia is a quality certification organisation that grants certification to Australian organisations in line with international standards.

Standards Australia develops, designs and implements guidelines that relate to the production of various goods and services. Standards Australia assures products for safety, appropriateness and other technical aspects.

Items such as childrens' sleepwear, hydraulic equipment, glass, electrical fittings, motor vehicles, gas appliances and many other items have to conform to Australian design standards.

The standards recognise set benchmarks that reflect a certain quality level that the item must meet. Once a product meets the standard, the external stakeholder can be assured that the product will perform as expected, and if not relevant steps will be taken to rectify this situation.

## Quality concepts

I

Use real examples from workplaces and products with which you are familiar to explain both the importance of quality control and quality assurance; as well as the differences between each of these quality concepts.

**Quality control:**

**Quality assurance:**

**Difference between quality control and quality assurance:**

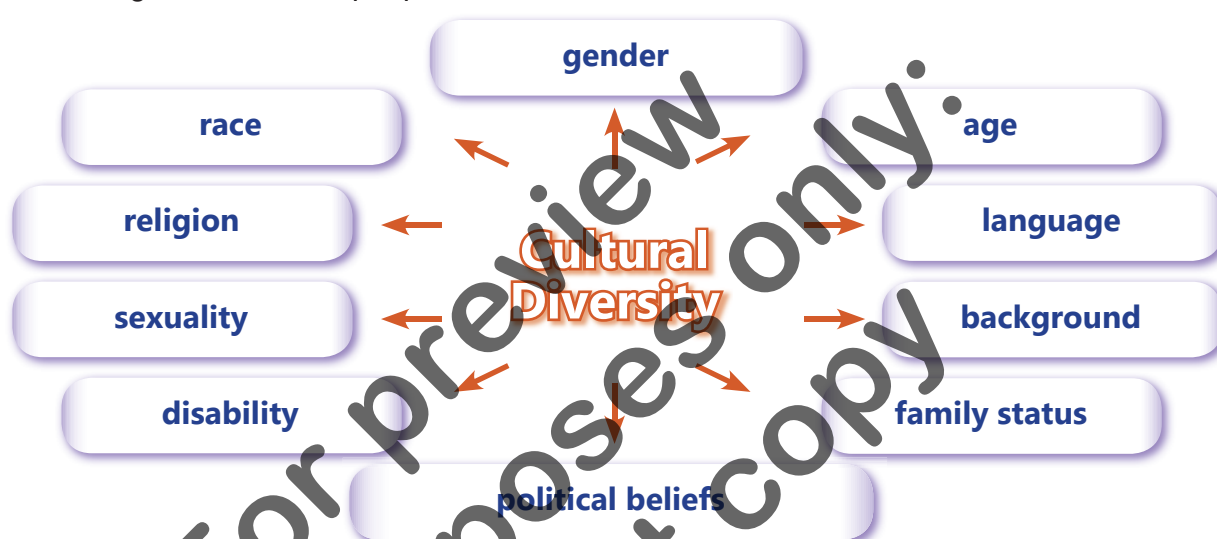


## 10. Social diversity

Enterprising workers need to be able to deal with diverse people from varied ages, abilities, background and cultures. An enterprising approach to cross-cultural skills development will enable you to embrace difference in order to enhance work-related outcomes. Your ability to develop a suite of skills to deal with diversity can be an asset to a potential employer.

### Cross-cultural skills: Be enterprising

Some cultural differences are not apparent on the surface. Diversity can lead to communication issues related to language proficiency, cultural values, use of local or generational colloquialisms (slang) and other issues. There are also other potential issues surrounding the use (and overuse) of modern ICT devices. These can manifest in age-based situations, with people from different ethnic backgrounds and for people with different abilities.



### Cross-cultural skills: Ethnicity

You can improve your cross-cultural skills related to ethnicity and race by developing an understanding of varied cultural values, and also by learning basic level greetings and instructions in other languages. In WA you might deal with varied workplace stakeholders from countries such as South Africa, Malaysia, Indonesia, Vietnam or China. Certain ethnic groups might be localised in geographical areas. These diverse peoples might be your supervisors, colleagues, suppliers, clients or customers.



Western Australia covers a huge and differentiated geographical area with an indigenous population of 3% and a commitment to the understanding and celebration of a diverse range of local histories, culture, traditions and language. This also means that if you are an indigenous Australian then you can have a role as an enterprising leader by assisting and informing non-indigenous workplace stakeholders to broaden their understanding and appreciation of cultural communication issues and cultural sensitivities.

## Cross-cultural skills: Age

You can improve your cross-cultural skills related to age by taking into consideration whether a person is likely to understand terminology and descriptions that they may not be familiar with. e.g. *“Hey Clarrie, this tablet is d’bomb”*, might mean something completely different to an older person who is not a digital native; perhaps something they might expect to hear from a pharmacist!

Also be aware of etiquette issues when dealing with older people such as the use of formalities, manners, slang and swearing. Be mindful of legal and other issues when dealing with minors (e.g. exploitative sales of mobile phone plans or unethical signing up to full-fee paying, private provider, vocational courses!)

Also remember that not everyone old, is ‘old’. When you are young, we all look old. That doesn’t make us clueless you know! But we may not speak your immediate language, just as you might not speak ours!

## Cross-cultural skills: Ability

People have all sorts of different abilities that manifest through their skills, their learning styles and their multiple intelligences. A diverse workplace requires people with different and varied abilities. Contemporary workplaces are inclusive of people who might have physical, intellectual and emotional impairments. There is generally no valid reason why these impairments should be an issue unless they directly undermine a person’s ability to competently complete their work tasks.

You can be more understanding of a person’s situation by developing empathy and asking about any modifications that might be needed to enable the person to do their job. For example, implementing changes as simple as shorter filing cabinets, voice recognition software, providing written, aural or visual instructions of procedures and many others that improve accessibility.

## Cross-cultural skills

J

Outline 3 situations whereby you would demonstrate effective cross-cultural communication in an occupation or work-related situation in which you are interested.

1.

2.

3.

## 11. Equal opportunity

It is essential for both your own personal wellbeing and for the wellbeing of society in general that workplaces are free from unlawful discrimination, free from harassment and that wherever possible they provide positive incentives to help promote a more **culturally diverse** society.

**Equal opportunity legislation** makes it illegal to discriminate against people. The 1984 *Equal Opportunity Act (WA)* was enacted to deal with discrimination and harassment and now aims to promote equality of all people regardless of their characteristics and status in society. The **Equal Opportunity Commission** is the state body that deals with equal opportunity and discrimination issues.

**Discriminatory practices** that are outlawed include discrimination on the grounds of sex, marital status, pregnancy, family status, race, religious or political conviction, impairment, age and gender history.

These outlawed discriminatory practices relate to situations involving work, accommodation, education, providing and selling goods and services, and activities of clubs, sports and some other areas.

Equal opportunity exists to give people a fair go; which is an underlying notion of equity in Australian culture. This in turn should lead to a more enterprising culture with workers who have better developed work skills.

Equal employment opportunity aims to protect employees, potential employees and other workplace stakeholders from discrimination, harassment and other forms of unfair treatment. It also aims to promote fair and equitable work-related opportunities for all people, regardless of personal characteristics, background or status.

### Affirmative action

Affirmative action is a policy (not a law) used by the government and by some organisations to positively target groups that are considered as **under-represented** in an organisation, types of industries or in society generally.

Organisations use **affirmative action policies** to try and attract, recruit, develop and retain students, trainees, employees and others so as to promote a more culturally diverse workforce. Under-representation is often caused by socio-demographic factors such as gender, ethnicity, age, disability, income level, geographical location and other such factors.

**Equal employment opportunity and affirmative action encourage diversity in the workplace.**



## Discrimination complaints

When people lodge a discrimination complaint they do so in relation to a **grounds** and for an **area**.

The **grounds** is the basis or reasons for which a discrimination complaint is being lodged, such as gender, race, age, religion, etc..

The **area** is the type of action in public life that was being undertaken at the time such as employment, buying goods or services, education, etc..

e.g. "They said I was too old (grounds of discrimination) to be employed and work for them as a video games sales assistant (area of discrimination)."



**I am not defined by my wheels.**

## Lawful discrimination

You must keep in mind that there may be **exceptions** and **exemptions** where it is lawful to discriminate against people in some limited work-related situations. Some (but not all) of these are:

- ✓ small family businesses employing only their own family members
- ✓ the distribution of charitable benefits and the provision of targeted welfare services by relevant organisations
- ✓ compliance with legislation such as not employing someone under 18 for a position that requires a drivers' licence or some other legislative requirement
- ✓ payment of youth and trainee wages
- ✓ occupational requirements including preservation of decency, dramatic or artistic performance, including modelling
- ✓ temporary exemptions (for a set period of time) such as those granted for women's fitness centres.

## Equal Opportunity

K

1. What is discrimination? Why is discrimination unfair?

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2. What is equal opportunity? How does equal opportunity make things fairer?

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3. List the main grounds on which it is unlawful to discriminate against people. Are there any others not listed, or should there be other grounds included?

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4. What is affirmative action? Give 2 examples of affirmative action policies.

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5. Describe 3 examples of lawful discrimination that you agree with. Discuss any that you disagree with.

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Extension: Design a poster, multimedia presentation or website that illustrates an area of equal opportunity/anti-discrimination that you believe is important.

Be sure to show the audience:

- ☐ why the discrimination is not on
- ☐ who they can contact or go to for help, and
- ☐ the name and details of outside agencies from which they can get help.



## 12. Workplace communication

One of the most significant changes occurring in modern workplaces is the evolution in communication methods in line with increased use of digital communication devices.

Improvements in communications technology have meant that messages can now be sent much faster, much more cheaply and to more recipients, more often.

This should mean that people are able to communicate more effectively. But in many ways it has led to over-communication and ineffective communication! Nowadays, people just have more ways of avoiding you. This means that people are still not getting the message!

Relying on electronic methods of workplace communication through the internet and internal intranets alone is just a cop-out. Just because you have sent a message, or posted online, or uploaded or updated your status, doesn't mean that the receiver has seen, nor heard, nor even understood the message.

BTW, nothing replaces face-to-face communication. Good communicators know to balance electronic messaging with other traditional communication methods.

### Communication process

A message is nothing, it's not a message, nor anything of note, it's not even worth worrying about unless it has been received, understood and acted upon by its intended audience. One of the most common failings of modern workplace communication is still the old, "...Why haven't you done what I asked, I sent you a fax and email and an SMS!"

If the receiver hasn't read, heard or understood the message then communication is ineffective. They must be listening for the message to be understood!

The communication process always consists of 3 key components.

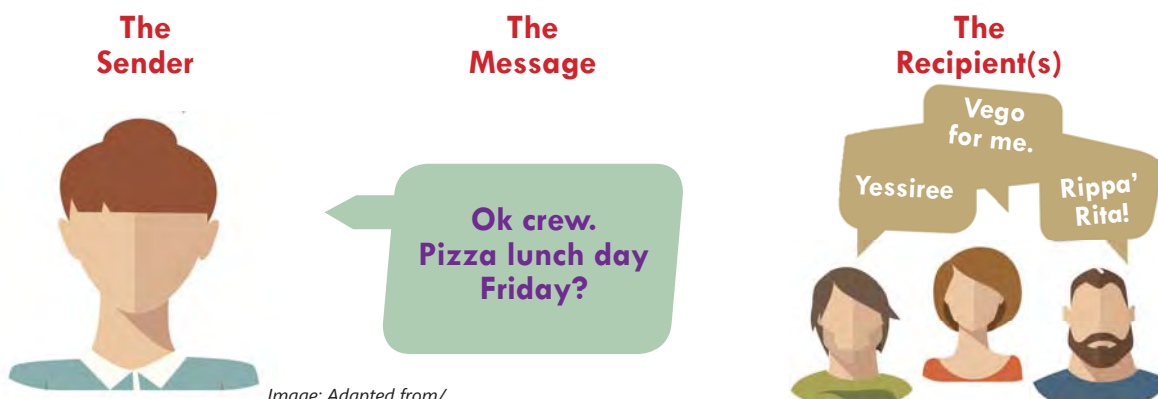


Image: Adapted from/  
Giraffearte/iStock/Thinkstock



## Formal and informal communication

It is vital that you are able to choose the most appropriate methods of communication in order to target your information message to your intended audience. So consider when to use formal or informal communication as a standard of behaviour.

**Formal communication** refers to a range of communication methods and styles that are used by workplace stakeholders on a day-to-day basis. Formal communication is recommended when completing work-related tasks or when dealing with colleagues, managers and customers and clients in a professional capacity related to your work.

**Informal communication** refers to the ways that people communicate when they know one another quite well. Consider the way that you talk with family, friends and other personal and social contacts. The 'rules' of communication with personal friends and family are much different from how you communicate in the workplace.

Sometimes in the workplace it is OK to communicate informally, or 'behind close doors', with trusted colleagues, or a coach or mentor. However, informal communication should be used sparingly in work-related situations. Informal communication might lead to misunderstandings, embarrassment, cross-cultural insensitivity or even workplace discrimination and harassment.

### Formal communication

- ⇒ instructions and orders
- ⇒ professional advice
- ⇒ business emails
- ⇒ business letters/ documents
- ⇒ presentations
- ⇒ reports
- ⇒ technical information
- ⇒ workplace manuals
- ⇒ meetings, briefings and seminars
- ⇒ policy documents and procedures
- ⇒ training programs; and more.

### Informal communication

- ⇒ conversations
- ⇒ notes
- ⇒ chatting
- ⇒ coaching and mentoring
- ⇒ advice
- ⇒ text messaging
- ⇒ social media
- ⇒ communicating with people who you know well; and many more.

## Communication: Workplace Stakeholders

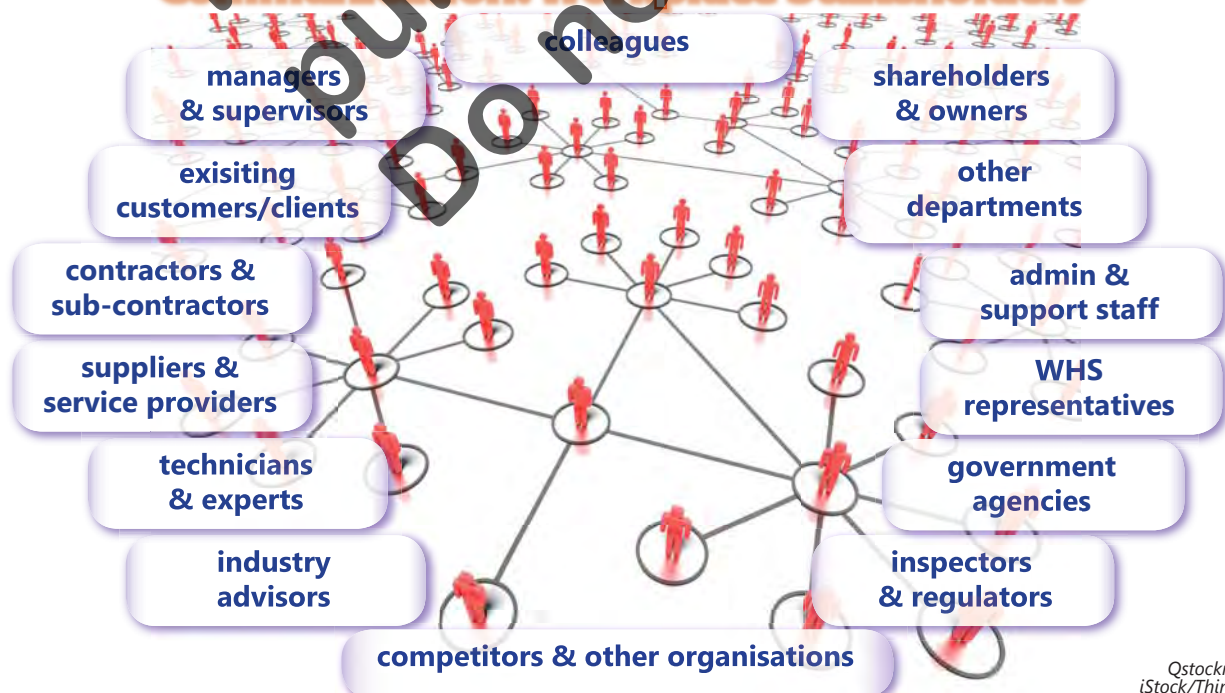


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## Workplace information

Workers in different workplaces will have to both use and develop processes and strategies to communicate varied information (such as in these twelve categories) to different stakeholders. Are you aware of examples and **codes of conduct** that relate to these from workplaces with which you are familiar?

### Task instructions

- ☐ training and supervision
- ☐ manuals and advice
- ☐ on-the-job training & mentoring
- ☐ competencies & qualifications

### Safety information

- ☐ warning and danger signs
- ☐ policies that must be followed
- ☐ training and correct use
- ☐ personal safety plan

### Rosters & timelines

- ☐ hours of work
- ☐ times of opening and operation
- ☐ deadlines and delivery dates
- ☐ ETAs on job completion

### Roles & responsibilities

- ☐ job description
- ☐ to-do lists, duties to perform
- ☐ who to report to
- ☐ level of authority

### Product information

- ☐ specifications and technical
- ☐ price and availability
- ☐ range and features
- ☐ suitability for use

### Processes, policies & protocols

- ☐ how work tasks are done
- ☐ steps and stages to follow
- ☐ guidelines and advice
- ☐ how to use equipment, etc.

### Customer details

- ☐ personal details in database
- ☐ account information
- ☐ buying preferences
- ☐ terms and conditions

### Customer support

- ☐ help lines, advice & FAQs
- ☐ ordering and fulfilment
- ☐ product upgrades
- ☐ warranties and returns

### Procurement & fulfilment

- ☐ invoices
- ☐ purchase orders
- ☐ packing slips
- ☐ customer accounts

### Financial information

- ☐ budgeting - revenue & expenses
- ☐ overheads, costing & pricing
- ☐ profit & loss; assets & liabilities
- ☐ taxation, fees and charges

### Professional advice

- ☐ legal & licensing
- ☐ accounting, banking & finance
- ☐ IT & engineering
- ☐ marketing & public relations

### Legal requirements

- ☐ licensing and regulations
- ☐ WHS & product safety
- ☐ copyright & intellectual property
- ☐ EO laws, employment laws



## Communication tools

There are many different communication tools that exist and it is important to choose the right one to suit your purpose and audience for work-related situations.

At work business letters, emails, minutes, memos, reports and meetings are the dominant forms of business communication. FAQs and factsheets may be used to supplement these. Of course the use of the internet is vital and many enterprises have intranets that both facilitate communication and govern communication protocols.

Websites and social media might be used to support and promote key business activities. These online platforms are likely to be created and maintained independently of the day-to-day practical communication, (except in small businesses where the manager/receptionist/cleaner/IT consultant/technician and PR manager might all be the same person!)

Of course communication also occurs face-to-face (both formal and informal), over the phone (very effective), via texts, through social media, via video and teleconferencing, through an intranet or the internet and countless others ways.

Different tools suit different messages for varied stakeholders in varied work settings. So there is no one set of guidelines for workplace communication! Rather you have to develop transferable skills to communicate both appropriately and effectively for industry-specific situations. However, if you are in doubt about how best to communicate then consider the following three guiding principles.

1. Wherever possible talk to a person face-to-face, on the phone or via other means, especially for complex or urgent situations.
2. Always err on the side of formality and professionalism. If you get to know a person well then you can relax this a little.
3. Target your message for your audience and be wary of over-communication; people do have a job to do after all and don't need to be bombarded with too much communication.

**Over-communication can stress workers out!**

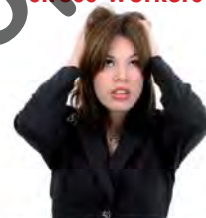


Image:  
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### L When to use...

Outline 2 examples to explain when each of these 3 types of communication might be most effective in work-related situations with which you are familiar.

face-to-face	phone	video/teleconferencing

## emails

Although there are faster ways to send and receive messages, email remains the backbone of e-communication in business and professional communication. You will be expected to use this media effectively and appropriately if you work in an office environment or need to contact clients in a professional situation, such as sending quotes or confirmations. Emails provide an electronic record of communication that can be saved and traced and in a format common to all enterprises. Keep your emails brief and to the point - people have a lot of email traffic to deal with so make sure yours isn't one of them!

You must ensure that you follow professional etiquette in emails and not be personal or 'cute'. Remember emails act as a written record of communication!

## Business and professional letters

Business and professional letters are often sent via email but may also be sent in hardcopy. They may inform a client or stakeholder of a change in service provision, request action, thank a client, stakeholder or partner or clarify or confirm an arrangement. They may request a response or serve as a record. Workplaces will generally have preferences for how a letter is set out. Always follow these. Business and professional letters are always formal so keep them impersonal and about the matter at hand.

## Memos and newsletters

Memos are a quick and brief form of communication often used to find out information quickly, to update work-related stakeholders or to act as a reminder. Many work-related memos are sent as a reminder, as an email, through an intranet or via text messaging (for employees on the road).

Newsletters may be used for internal or external communication and are aimed at keeping stakeholders informed about what is going on. Internal newsletters may include job opportunities and chances for networking.

## Meetings

Meetings are vital for work-related communication and allow people to meet face-to-face or through video hookups for teleconferencing. They can include daily briefings, work-team meetings, planning (plenary) meetings, consultative groups and many other types of meetings. One of the keys to effective teamwork is communication. When people work in teams they need to meet together in order to find out what has gone on, to discuss what they need to do and to plan how things are going to proceed.

Some people find meetings a waste of time, but that is not the fault of the meeting, but rather how the meeting is being conducted (perhaps too long or at the wrong time of day).

Structured meetings are often best delivered by following an **agenda** and with someone acting as a recorder of the meeting taking **minutes**.



Image:  
Ryan McVay/  
DigitalVision/  
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## M Workplace communication



1. Discuss each of these types of workplace communication and outline their suitability for work-related situations you are familiar with. Add 2 more of your own.
2. List some brief guidelines that a user would need to follow to use these types of workplace communication professionally and effectively.
3. Briefly outline a work-related situation where each of these types of communication would not be suitable.

Method	Most suitable for...	Guidelines	Not suitable for...
<b>meetings</b> e.g. Daily briefings, planning meetings, updates, etc..			
<b>telephone</b> e.g. Fixed line, mobile, message bank, automated lines, etc..			
<b>text messages</b> e.g. SMS, MMS, images, automated texts, bulk message lists, etc..			
<b>emails</b> e.g. In-house, memos, external, with attachments, data-sharing, e-diaries, etc..			
<b>memos</b> e.g. Hard or e-copies, instructions, reminders, updates, schedules, etc..			

Method	Most suitable for...	Guidelines	Not suitable for...
<b>letters</b> e.g. Formal correspondence, legal, marketing, sales, customer relations, HR, contracts, etc..			
<b>newsletters</b> e.g. Bulletins, updates, in-house, external PR, customer/clients, hard or e-copy, social events, HR, etc..			
<b>intranet</b> e.g. Internal, networks, correspondence, file-sharing, 'cloud', policies, manuals, FAQs, etc..			
<b>internet</b> e.g. External, sales portals, ordering systems, PR, FAQs, product details, social media, etc..			

nature of work



## Summary: Nature of Work

Employees and employers have workplace **rights** and **responsibilities**, many of which are set down in law. All employment is governed by an **employment contract** that will stipulate a range of important factors, conditions and entitlements which can vary depending on whether you are working under; a **registered enterprise agreement**, or a **modern award** (or state award for WA) or simply employed under the minimum national conditions or (award-free employee in WA). All contracts must meet minimum conditions outlined in the **National Employment Standards** and minimum pay rates set by the **Fair Work Commission**. Western Australia is the only state that operates under both the national industrial system and its own state industrial system. This means that some WA employees are not covered by the national NES but rather by local conditions.

One of the most important workplace rights is the right to a safe workplace. **Work health & safety** (WHS) describes all the rights, responsibilities, training, regulations, guideline and laws ensuring that workplaces provide a safe work environment. You must be aware of WHS issues before you enter a workplace and should be on the lookout for potential dangers and report them to someone with a position of responsibility.

You will be required to complete a **WHS induction** program before your work experience or work placement. WA students have to complete the **SmartMove Safety Passport** program and the **SmartMove Certificate** programs.

The **vertical structure** of an organisation sets out the relationship between the levels of command. All organisations require a vertical structure to establish responsibility, authority and accountability. A **horizontal structure** sets out the departmental groupings within the organisation. The horizontal grouping combines with the vertical grouping to establish the organisation's overall structure.

**Resource management** focuses on managing human, physical, financial and technological resources. Resource management refers to maximising productivity in the use of inputs in order to generate the most efficient mix of outputs.

**Inputs** are the productive resources that an organisation uses to make its goods and services. These inputs include: raw materials and physical components, labour and human effort and expertise and capital investment in equipment, machinery and technology.

An organisation uses inputs to produce **outputs**; either a good or a service as part of its **transformation process**.

**Efficiency** refers to how quickly, or how cost-effectively tasks are completed. We measure efficiency

through **productivity** by measuring the ratio of outputs, compared to the ratio of inputs.

**Job satisfaction** refers to the positive feelings that a worker receives from doing their work. There are many factors than can lead to job satisfaction. Satisfaction is more likely to occur if your job fulfils the **expectations** that you have from working. People, over the course of their career life cycle, tend to be more satisfied with **intrinsic motivators** related to the job itself. As a worker gets a sense of **individual efficiency** then they are more likely to be satisfied.

**Total Quality Management** is a broad-based quality concept whereby an organisation monitors all processes and systems to ensure that it meets acceptable quality standards. TQM focuses on the concept of **internal stakeholders** and **external stakeholders**.

**Quality control** is a process whereby products are checked and evaluated to ensure that they meet acceptable quality standards. **Quality audits** are used to ensure that products meet these quality standards. **Quality assurance** is a process whereby an organisation receives **certification** that its systems and processes meet accepted industry-based, national and international quality standards and **benchmarks**. Enterprising workers need to deal with diverse people from varied ages, abilities, background and cultures. An enterprising approach to **cross-cultural skills** development will enable you to embrace difference in order to enhance work-related outcomes. Your ability to develop a suite of skills to deal with **diversity** can be an asset to a potential employer.

**Equal opportunity** legislation makes it illegal to discriminate against people. **Discriminatory practices** that are outlawed include discrimination on the grounds of sex, marital status, pregnancy, family status, race, religious or political conviction, impairment, age and gender history.

**Affirmative action** is a policy used to positively target groups that are considered as under-represented in an organisation, types of industries or in society generally. The **communication process** always consists of 3 key components; the **sender**, the **message** and the **recipient**. The 'rules' of communication with personal friends and family are much different from how you communicate in the workplace.

**Formal communication** is recommended when completing work-related tasks or when dealing with colleagues, managers and customers and clients in a professional capacity related to your work. **Informal communication** refers to the ways that people communicate when they know one another quite well. There are many different **communication tools** that exist and it is important to choose the right one to suit your purpose and audience for work-related situations.



## AT3 Issues and the Nature of Work

### Investigation

There are various issues that influence the nature of work in contemporary work-related situations. These issues impact on rights, responsibilities, regulations, processes, codes of conduct and expected behaviours in work-related situations.

You are required to prepare a report that investigates how these issues related to the nature of work impact on the roles of workers in work settings in which you are interested, or actually working within. You are also required to identify and discuss how the nature of these work issues influences the types of work skills required by workers.

### Task required

Using a report format negotiated with your teacher choose 2 or 3 of the following issues that are impacting on the nature of work. For each issue you must use examples from your own career pathways development and workplace experiences; or from your potential experiences.

- |  |  |
|--|--|
| <input type="checkbox"/> Employment contracts        | <input type="checkbox"/> Job satisfaction        |
| <input type="checkbox"/> Workplace safety            | <input type="checkbox"/> Quality                 |
| <input type="checkbox"/> Organisational structures   | <input type="checkbox"/> Social diversity        |
| <input type="checkbox"/> Resource management         | <input type="checkbox"/> Equal opportunity       |
| <input type="checkbox"/> Efficiency and productivity | <input type="checkbox"/> Workplace communication |

### Specific requirements for report

For each of your chosen issues you are required to investigate and answer the following.

- Summarise the **key aspects of each issue** related to the nature of work. (*Explain the issue impacting on the nature of work.*)
- Explain how this issue related to the nature of work **impacts on workplaces** you are familiar with. (*What do workplaces have to do?*)
- Use examples to describe **what these workplaces have done** in response to this issue; including any required processes, protocols, codes of conduct or standards of behaviour. (*What have workplaces done in response?*)
- Use examples to explain how this issue related to the nature of work influences the types of **work skills required by new employees** (such as yourself) specifically. (*How does this influence the skills needed by employees?*)
- Outline **what you have done**, or **what you need to do**, in order to **develop** an effective **skill-sets** to deal with these issues related to the nature of work. (*How could/ does this influence the skills needed by you and what should you do/have you done?*)

Note:

Your teacher might add other tasks. If so, record these along with other important information such as format, dates, word length, use of images and multimedia and others.

Additional information:

## Assessment Task 3 - Investigation Report: Issues and the Nature of Work

Name: \_\_\_\_\_

Tasks	Re-quired	Due by	Done	Teacher
⇒ Negotiate a suitable report format.	✓			
<b>Issue 1:</b> _____				
i Summarise the issue.	✓			
ii Explain impact of issue on workplace(s).	✓			
iii Discuss how workplace(s) have responded.	✓			
iv Explain influence of issue on work skills needed by you.	✓			
v Outline what you could do/have done to respond to issue.	✓			
	✓			
<b>Issue 2:</b> _____				
i Summarise the issue.	✓			
ii Explain impact of issue on workplace(s).	✓			
iii Discuss how workplace(s) have responded.	✓			
iv Explain influence of issue on work skills needed by you.	✓			
v Outline what you could do/have done to respond to issue.	✓			
	✓			
<b>Issue 3:</b> _____				
i Summarise the issue.				
ii Explain impact of issue on workplace(s).				
iii Discuss how workplace(s) have responded.				
iv Explain influence of issue on work skills needed by you.				
v Outline what you could do/have done to respond to issue.				
⇒ Present draft to your teacher for checking.				
<b>Preparing your report</b>				
⇒ Finalise your information and incorporate feedback	✓			
⇒ Prepare/submit final written report in suitable format.	✓			
⇒ Give presentation report to the class (if required).				

Additional information:

nature of work



### Self Assessment Pro-Forma

Which work skills did I develop during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I perform best at during this unit?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks did I most enjoy doing and why?

→ \_\_\_\_\_

→ \_\_\_\_\_

Which tasks (if any) did I least enjoy doing and why?

→ \_\_\_\_\_

→ \_\_\_\_\_

How did I demonstrate career management competencies?

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

→ \_\_\_\_\_

Which areas should I focus on improving?

→ \_\_\_\_\_

→ \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher initials: \_\_\_\_\_ Date: \_\_\_\_\_