

# 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

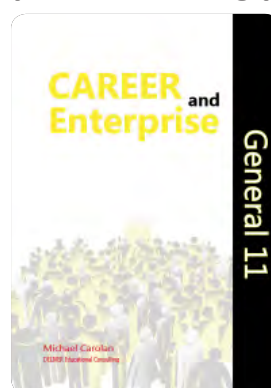
- **Career and Enterprise: CAE - General 11**  
Full colour text/workbook. Approx. 310 pp.  
Price \$52 (ISBN: 978-1-925172-25-6)  
Fully reproducible e-version master also available to schools which enables students to use writeable PDF files.
- **Career and Enterprise: CAE - General 12/ATAR11**  
Full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

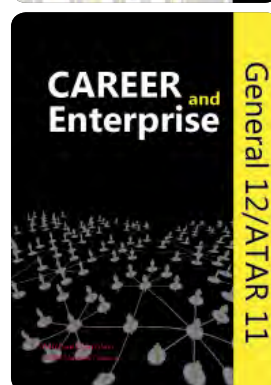
- Career and Enterprise: Foundation 12 and Career and Enterprise: Foundation 11

### 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

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

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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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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

## Work Skills

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Comments:

## Introduction: Work Skills

In this section you will further develop your suite of transferable and work-related skills. You will enhance your cross-cultural communication skills and investigate both informal and formal conflict resolution strategies. You will also investigate appropriate use of technology for work-related situations including legal issues within accepted protocols.

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

- ✓ **Entrepreneurial behaviours** by adapting to different communication styles.
- ✓ **Learning to learn** by applying learnt knowledge to work-related situations.
- ✓ **Career development and management** by investigating career pathway options.
- ✓ **Work skills** by developing conflict-resolution skills.
- ✓ Understanding of **the nature of work** by investigating workplace protocols and policies for the appropriate use of technology
- ✓ **Gaining and keeping work** by pursuing work-related, community and volunteer opportunities.

### What about you?

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

1. Demonstrate an understanding of key terminology and concepts through your ongoing completion of a glossary.
2. Actively participate in class discussion.
3. Apply what you have learned to your own career pathway investigations.
4. Complete and submit ongoing activities as directed by your teacher.
5. Complete an assessment task related to applying work skills to deal with work-related issues.
6. Undertake self-assessment at the end of this unit.



### Your IPP & EPP: Work Skills

Tasks you will be required to complete as part of your IPP and EPP include the following.

- ☐ Research and report on different strategies to improve your cross-cultural communication skills.
- ☐ Develop and apply informal conflict resolution skills.
- ☐ Develop an understanding of the appropriateness of formal conflict resolution strategies.
- ☐ Build your skills at using a conflict resolution process.
- ☐ Interview a workplace stakeholder about issues and advice related to workplace conflict.

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



## 1. Individual differences

Australia is a diverse nation. Given this, you need to develop your communication skills so that you can actively cater for different values, beliefs and cultural expectations in the workplace.

Australian industries and firms are key players in the global commercial world and engaged in varied export and import markets. Some enterprises are **strategic exporters** which means that they earn the majority of their revenue from export sales. This means that they are constantly dealing with workplace stakeholders from different cultures which can bring about the need to vary communication skills to cater for differences.

Last semester you were introduced to some enterprising ways that you can apply cross-cultural skills in the workplace. Now it's time to consolidate these skills to help enhance your suite of communication skills.

### Changing demographics

Australia is an evolving cosmopolitan and egalitarian society that embraces people from diverse backgrounds, as well as people with common, and at times conflicting, values. Australia also features groups of people that share both, similar, and disparate, beliefs. As a result workers are called upon to be able to understand, respect and cater for, differences within workplace situations.

Like-minded groups of people may be united by nation, race, location, religion, ethnic background, gender, politics, economics and other socio-demographic, socio-economic and socio-political factors. This will influence the customs of people within these groups.

Not all people are alike. Obviously. But individual and social differences do not necessarily have to result in work-related miscommunications. Improved cross-cultural understanding such as tolerance, empathy and respect as part of improved emotional intelligence can minimise miscommunications. This understanding can therefore create more positive work-related experiences for diverse stakeholders, uniting them to achieve common goals.

Varied values, beliefs and cultural expectations manifest through societal values. A **societal value** (social value) is a shared belief held by a group of like-minded stakeholders. Work-related stakeholders within the commercial world such as employees, employers, unions, shareholders, the government, pressure and lobby groups and others may also share a societal value.

People might also share societal values influenced by factors relating to their nationality, ethnicity, gender, age, community, social standing and a myriad of other factors. This will influence how they communicate. This also influences how you need to be able communicate.



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## Beliefs and values

A **belief** can be said to be the thoughts or reasons that influence a person's way of thinking.

A **value** is a personal feeling or ideal which influences a person's ethics and actions.

e.g. I **believe** that people should be united as a community, therefore I **value** the types of productive work that help to build communities.

Just as you hold an inalienable right to your own beliefs and values, so too do others in respect to their own beliefs and values.

You need to consider how you could develop your cross-cultural communication skills to cater for workplace stakeholders who might have different values and beliefs to you. Because, in essence they are doing the same thing when dealing with you.

An enterprising young worker who can master this is not only being adaptable and taking responsibility for workplace success, they are also demonstrating proactive **leadership** as part of a drive towards an enterprising culture. And that can be none other than good for your future career!

## Values and beliefs

- ⇒ So what do you **believe** and how does this influence your **values**?
- ⇒ How do you think your values and beliefs might be **similar** to other work-related stakeholders within **Australian workplaces**?
- ⇒ How do you think your values and beliefs might be **different** from other work-related stakeholders within **Australian workplaces**?
- ⇒ How do you think your values and beliefs might be **similar** to work-related stakeholders from **global organisations**?
- ⇒ How do you think your values and beliefs might be **different** from work-related stakeholders from **global organisations**?

## Differing Values and Beliefs



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## Cultural expectations

**Cultural expectations** can be said to be the shared expectations held by a particular and identifiable group that influences their behaviour. Cultural expectations are usually embedded over time and are closely related to societal values.

e.g. Our firm deals with a lot of older clients who expect to be addressed formally by Mr, Mrs and Ms. until they give permission to use less formal greetings.

Cultural expectations often manifest through shared societal values and as such they determine communication expectations and 'rules'.

Misunderstandings surrounding cultural expectations can occur when we rely on generalisations based on cliches, or when we are just not aware of potential differences (i.e. being ignorant rather than stupid). Effective cross-cultural training can help prevent these misunderstandings from occurring in the first place.

Once again enterprising young workers who can develop proactive solutions that cater for cultural differences are being adaptable and solving problems. And if you embrace adaptability then your proactive leadership will make you a valuable asset to an enterprise that deals with stakeholders who have varied cultural expectations. Which in effect, is most likely to be just about every enterprise!

## Cultural expectations

- ⇒ So what are your cultural expectations both now, and into the future?
- ⇒ Do you expect Australia to continue to evolve in relation to cultural expectations?
- ⇒ To what extent do you think that employers will need to employ and train workers to be able to develop cross-cultural communication skills?
- ⇒ What level of understanding do you have of different cultural expectations?

## Differing Cultural Expectations

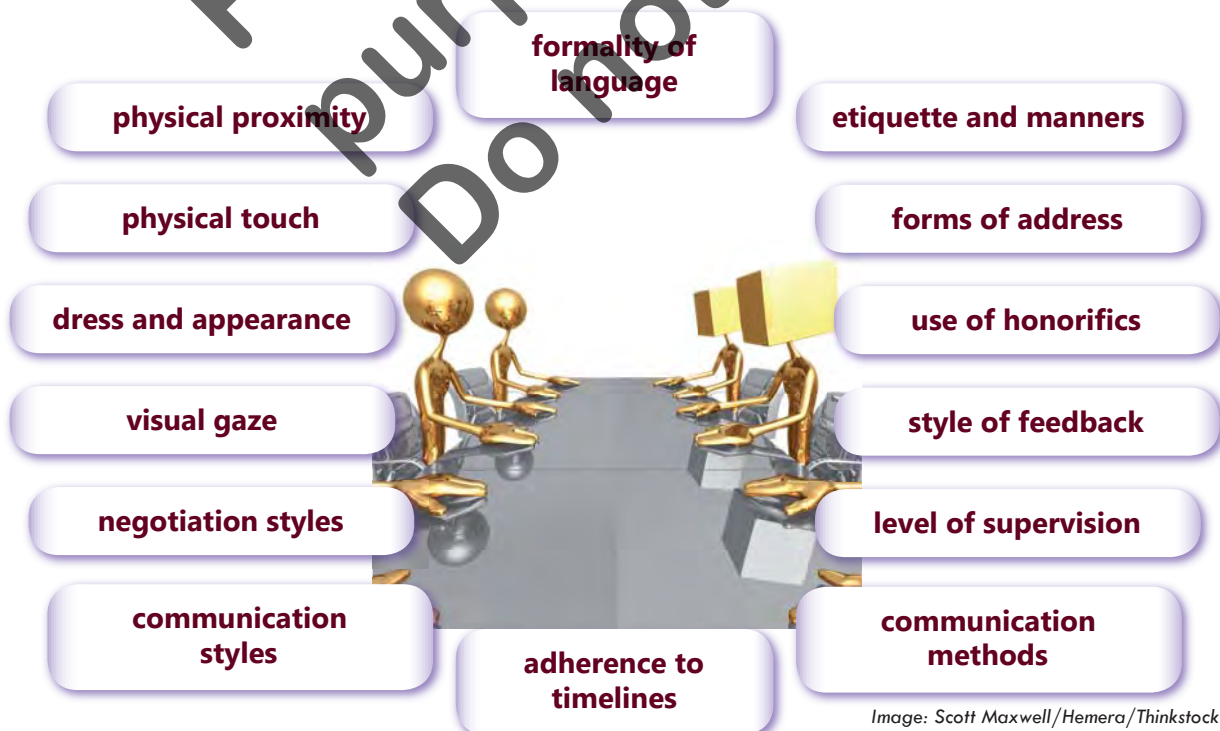


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## 2. Cross-cultural communication

When you are in situations that might call upon you to communicate across cultures it is important that you ask yourself the following questions.

- ☐ To whom are you communicating?
- ☐ How might there be cross-cultural communication issues?
- ☐ Where you can find out information about this particular 'cultural' group; or a subculture with a shared identity?
- ☐ What should you do when communicating?
- ☐ What should you not do when communicating?
- ☐ What could you do to improve communication?
- ☐ What other issues might need to be considered?



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iStock/Thinkstock

### A Cross-cultural communication

Consider a work-related situation whereby you might need to (or had to) use your own skills in cross-cultural communication. Answer each of the questions based on what you would do (or did).

Describe the situation:	
To whom are (or were) you communicating?	How might there be (or was there) cross-cultural communication issues?
Where can you (or did you) find out information on how to deal with this?	What should (or did) you do when communicating?
What should (or did) you not do when communicating?	What could (or did) you do to improve communication?
What other issues might need to be (or were) considered?	

## What would you do?

Beryl and Bruce are a very friendly and community-minded, semi-retired couple who now run a fee-free, part-time childrens' community play centre that receives local government funding and which is supported by rosters of local volunteers, including you.

Jahoody and Bruke are first-day volunteers who arrived from East Africa four months ago. Jahoody was a part-time teacher, Bruke an engineer and they both have very good English skills.

As lunchtime nears Beryl tells Jahoody to go in the kitchen and whack up some fairy bread. Bruce shows Bruke the grill and tells him to chuck on a few trays of mystery bags. Jokingly Bruce adds, "And don't come out until the job's done!"

Needless to say when lunchtime comes the hoard of screaming kids doesn't get any quieter when Beryl and Bruce discover that their new volunteers haven't prepared anything because they did not have a clue about the instructions they were given.

work skills

## Communication breakdown

B

1. What assumptions have been made? Are these correct or incorrect? Explain.

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2. What has been the communication problem here? Why do you think this has happened?

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3. What would you do to help the situation as a fellow volunteer?

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4. What would you recommend Beryl and Bruce do differently?

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5. The 'Australian' language is full of slang (colloquialisms) and all languages have their own idioms. As a class discuss and list potential cross-cultural communication issues that might occur due to the misunderstandings surrounding the use of Australian English.

## C Cross-culture - Dos and don'ts

Find out and outline when, and when not, to do each of the following in different cross-cultural work-related situations



Issue/action	When to do it	When not to do it
Use of honorifics		
Shaking hands		
Touching		
Physical proximity		
Eye contact		
Questioning a directive		
Communicating by email		
your choice		
your choice		
your choice		

## Cross-culture: Guidelines

D

1. Choose a particular cultural group that you are likely to come into contact with through your work-related activities. You may indeed be part of this group. Consider issues surrounding race, religion, nationality, gender, age, disability and other factors.
  2. Research different rules and strategies to improve cross-cultural communication with this group.
  3. Prepare a report to the class, using multimedia and physical demonstration, that summarises your findings and which outlines your guidelines for improved cross-cultural communication
- Perhaps your teacher might get each of you to choose a different group. That way you'll have a class databank of cross-cultural guidelines to help you in the future.*



work skills

### Cross-cultural group:

Issue/action	Must never...	Should avoid...	Should do...

For preview  
purposes only:  
Do not copy



### 3. Interpersonal conflict

Interpersonal conflict occurs in the workplace as a result of poor interaction between people, or due to problems that arise when completing work tasks. Interpersonal conflict can lead to high levels of stress, illness, absenteeism, labour turnover, lost productivity and poor relations between employees and managers, customers or other employees. However, various work-related skills can be developed and used to help deal with workplace conflict.



#### Interpersonal conflict

- ⇒ Get ready for it but not all people in a workplace get along! Conflict might occur due to a clash of personalities, positions, responsibilities, values, attitudes and even territorial disputes.
- ⇒ Many large organisations have conflict resolution procedures; often called grievance procedures, to properly settle disputes.
- ⇒ Anger, intimidation, bullying and violence do not resolve conflict; they instead create a win:lose culture.
- ⇒ Some conflict such as harassment and vilification is illegal and should be reported to the appropriate supervisor.

#### Customer/client conflict

- ⇒ Many employees face daily pressure and stress from difficult customers and clients.
- ⇒ Customer service roles in retail, hospitality and community services expose employees to angry customers. Often many young and inexperienced employees are in these roles!
- ⇒ Employees who deal with customers should have conflict resolution training. If not, always refer a difficult customer to a supervisor or manager.
- ⇒ Workplaces need to have established procedures to manage customer complaints and to minimise conflict.

#### Management/subordinate conflict

- ⇒ Many employees face conflict due to poor management and employee relations.
- ⇒ Some power-hungry managers are poorly trained and think that they can treat workers badly. They might yell and scream and make unfair demands.
- ⇒ Some workers have poor attitudes and feel they shouldn't be told what to do and refuse to carry out instructions.
- ⇒ Conflict arises due to a clash of values, attitudes and behaviour.
- ⇒ Effective training and cooperation helps all levels of employees to unite to achieve positive outcomes.

#### Personal/working life conflict

- ⇒ We live a life and work gets in the way! This causes a conflict between our work and personal lives. Working hours, overtime, rosters, leave, deadlines, workload, stress, interpersonal relationships, responsibilities; they all impact on our personal lives.
- ⇒ We should leave our personal problems at home! Yeah right! Many people bring their personal issues to the workplace, taking out their frustrations on workmates and customers.
- ⇒ And what about all those sickies on a Monday and a Friday! Do you think there is a conflict between personal and working life there?

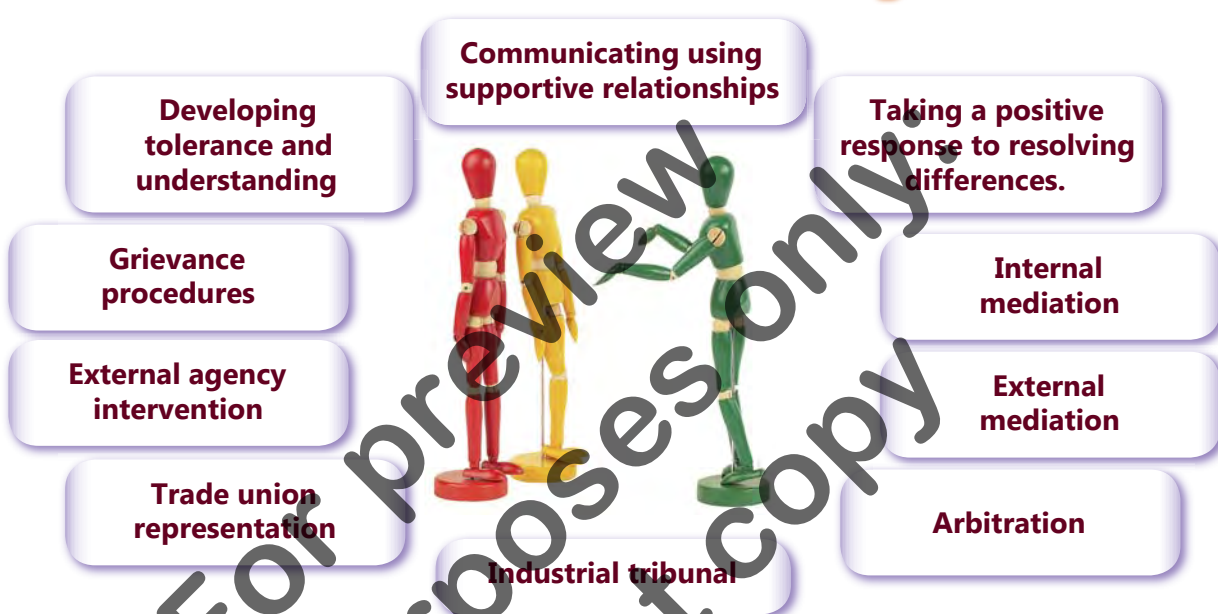


#### 4. Conflict resolution - informal

Although conflict will happen in work-related situations there are a range of informal and formal strategies and processes that can assist to both minimise and manage conflict. The aim of these strategies is to improve **communication** between affected parties and to try and **negotiate** for an appropriate outcome. This is part of adapting a positive approach to resolving differences.

However, these strategies may not always be successful because the parties at conflict might not always be able, nor willing, to work cooperatively to achieve a suitable outcome. But workplace stakeholders should work with each other to implement these strategies, as appropriate, to help deal with conflict.

### Conflict Resolution Strategies



#### Communication

Communication is the key to workplace success. Good communication enhances collegiality, job satisfaction and improves outcomes for all concerned. Poor communication leads to misunderstandings, which can quickly escalate into conflict.

When you first start out in the workplace it is important that there are supportive people that you can communicate with. This is vital so that you can ask questions, get clarification on workplace culture, discuss any safety issues and generally feel confident that the person will take the time to listen to what you have to say in a supportive manner and help guide you in the right direction. The types of internal stakeholders who might be able to be part of a supportive relationship include:

- ✓ a mentor
- ✓ a trainer
- ✓ a supervisor and/or manager
- ✓ a senior workmate or colleague
- ✓ a union representative
- ✓ an employee from human relations.

## Supportive relationships

Many workplaces use a **mentor** system or program, or '**buddy**' a new employee with someone more experienced. When you start out in a workplace you need to establish who you can talk to and get advice from both formally, and informally. Forming these supportive relationships will go a long way in assisting you to deal with conflict.

For example, you boss might tell you to unpack a large pallet immediately. When you remove the shrink wrap, you might notice that the boxes are labelled as a two-person lift only. Instead of confronting your boss, you could quickly ask a mentor or 'buddy' about what you should do. What do you reckon they will say?

It is also important that you have a supportive external person who you can talk to. This may be a parent or an older sibling. But it could also be someone a little bit removed, e.g. someone with whom you developed a relationship as part of your career pathway network for your IPP. Perhaps a referee?



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## Getting help

F

1. How would you go about finding someone in a workplace with whom you could develop a supportive relationship to help you deal with conflict?

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2. How could they help you?

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## Tolerance

Nobody's perfect, right? Mistakes, miscommunications and misunderstandings will happen in work-related situations. By being tolerant of others you can prevent workplace issues from escalating into potential conflict situations. Consider each of these common situations that are likely to happen on a day-to-day basis.

- ✓ A new employee doesn't know what to do.
- ✓ A colleague makes an error or mistake.
- ✓ Workmates complete their tasks slower than you and hold you up.
- ✓ A contractor or temp isn't familiar with how things are done.
- ✓ A customer or client doesn't really know what they want and is wasting a lot of your time.
- ✓ A workmate asks to be instructed about something that you think is easy and therefore might take for granted.
- ✓ A workplace stakeholder isn't able to clearly communicate their needs due to cross-cultural barriers.

Being tolerant isn't the same as letting people get away with unacceptable behaviour. Tolerance is about understanding and accepting that certain factors might occasionally occur that can cause problems. At different times, things in the workplace can, and do, go wrong. When they go wrong for you, wouldn't you hope that other people might be tolerant? For example, your train might be unexpectedly cancelled and you're 30 minutes late for work. You'd hope for a bit of understanding from your supervisor, rather than an argument. The aim of any conflict resolution strategy is to work towards ensuring that these situations do not happen again, or are minimised. A bit of tolerance can help achieve this.

However, people can cross the line and take advantage of a tolerant approach. Someone who is continually late needs to be held accountable. Inefficient workmates might need to be retrained or redeployed. New employees need to be given confidence and be trained - otherwise they might not be cut out for the job.

And there can be no tolerance for unsafe work practices, exploitative work situations, discrimination, bullying, harassment, threats, intimidation and violence in the workplace. That's where communicating your concerns to a supportive third party is important.

### What would you do?

Tariq has a Certificate 3 in Hospitality Operations and has been working for six months at Crusty Chickens. He pretty much runs the kitchen under direction from the boss, who only comes in occasionally. Because things are getting busier his boss has put on 2 casuals (both completing year 12) to share evening rosters and help out in the kitchen and on service. One of them Neil, keeps either under-cooking the chicken (when too busy) or over-cooking the chicken (when things are quieter). Tariq reckons Neil is a nice guy, but he is not practically oriented, needs to constantly be told what to do and not cut out for the bustle of the kitchen. The other casual, Melanie is both good in the kitchen and on service, but because of school she can only do two shifts per week.

## 5. Conflict resolution - Formal

### Grievance procedures

Some workplaces, especially larger organisations, will have in place a set of formal grievance procedures to be followed when dealing with conflict situations.

A **grievance** refers to a situation whereby one or more parties is aggrieved or hurt as a result of the action of another party. Sometimes the issues and conflict surrounding a grievance are not straightforward nor easy to sort out. Grievance procedures will outline a process to enable workplace conflict to be dealt with in an impartial manner.

Typical workplace grievances may centre around discrimination, bullying, victimisation, harassment, unfair treatment, aggression, intimidation and so on. Many of these issues have remedies under Australian law. So all workplaces should consider having established procedures for dealing with grievances.



### Grievance procedures

- ⇒ Grievance procedures are a set of established guidelines that apply in a workplace in order to deal with conflict and other issues. They allow aggrieved parties to have their say in a fair and impartial manner.
- ⇒ Grievance procedures are normally initiated with a complaint that is put into writing as part of an **incident report**.
- ⇒ Some issues might just be misunderstandings and can be resolved quickly and easily through communication, clarification and consultation with senior staff members.
- ⇒ However, more complex and serious grievances may have to be heard by independent parties.
- ⇒ Issues should be dealt with confidentially involving only the parties concerned, as well as any people responsible for hearing and dealing with the grievance.
- ⇒ At times an external party such a HR rep or a professional mediator might be best to co-ordinate or mediate the grievance hearing.
- ⇒ Grievance procedures should include an **appeals process**.
- ⇒ Serious issues might not be heard internally and might have to be dealt by a statutory body (such as discrimination by the Equal Opportunity Commission) or at law, e.g. assaults, criminal accusations and so on. However, a workplace's grievance procedures normally will outline how this process will be handled. i.e. Employees might need to stand down or be suspended until the case is heard.

## Conciliation and mediation

This is where aggrieved parties are brought together to settle their differences (grievances). An impartial and trained mediator or conciliator can be used to help:

- ✓ identify the issues that are part of the conflict or dispute
- ✓ help develop possible options to settle the conflict or dispute
- ✓ guide the parties at dispute through the consideration of different alternatives and
- ✓ assist the parties at dispute to reach a negotiated agreement.

Conciliation helps remove personality differences and is very useful for dealing with personal disputes and conflict situations in the workplace. Many schools have set up their own peer mediation programs for dealing with schoolyard conflict; has yours?

Mediation as part of a conciliation process is often used in family law, local neighbourhood disputes, work-related matters and in cases of discrimination. It helps parties avoid an expensive and time-consuming court system that often forces a lose-lose situation. (Except for lawyers!)

Conciliation may involve one of the parties apologising or making amends for some wrongdoing. For example, a supervisor using intimidating language might apologise when they have 'heard' how it affects their workers. In this case workers feel listened to; and the supervisor is also supported to learn how to develop a more appropriate method of communication. As another example, Fair Work Australia offers a voluntary conciliation process for resolving unfair dismissal claims. Conducted over the telephone, this informal process has a success rate of about 80% in resolving disputes. Thereby avoiding the time, cost and emotional angst of having to proceed to a formal hearing

You could consider requesting or using mediation or conciliation if you have a work-related conflict situation and/or need to settle a work-related dispute. However, this method requires a mediator who is skilled in conciliation; and who is able to remain neutral. The mediator or conciliator does not 'rule' on the conflict or dispute. Rather, it is their role to facilitate communication and guide the dispute resolution process, to achieve a better outcome for all parties.

### What would you do?

Kelli, 18, works with other young female staff under her supervisor, Bud, who has an abrupt and at times impatient manner. He gives direct orders to all the staff without 'pleases' and 'thankyous.' The young staff often complain a lot about this when on their breaks. But Bud does know his job and he doesn't treat staff any better or worse than one another, nor is he rude or aggressive. It's for this reason that his boss likes him to direct the younger workers to keep them on track. One day Kelli replies to a directive that she can't do that job task until tomorrow. Bud replies, "That's just typical of you lot." Kelli takes this as a gender-based comment and wants the matter dealt with officially. Bud insists that the comment was not about her gender but about how the younger workers slack off if he is not on their backs. Neither will back-down or apologise. The boss wants this sorted, as it's now causing friction in the workplace!

## Trade unions

Unions are organisations run by workers to help employees get treated fairly and safely at work. Unions exist across all industries and all occupations.

About 20% of the Australian workforce is part of a union because they feel that their union will help support them and stand up for their rights, thereby protecting them from unfair work practices and helping to sort out conflict situations between employers and employees. "In union there is strength."

Some occupations and industries are highly unionised such as manufacturing, trades, transport, nursing and education. Other industries have low rates of unionisation such as agriculture and hospitality. The **Australian Council of Trade Unions** (ACTU) and **Unions WA** have key roles negotiating with governments and employer groups and in trying to bring about positive change in society to promote equity and fairness.

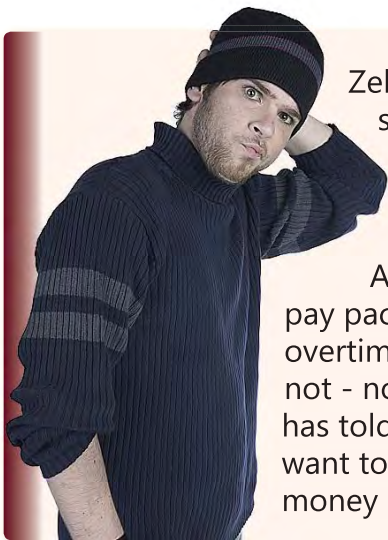
The whole aim of unions is to protect workers' rights and conditions and to help negotiate and mediate in conflict situations. Conflict can occur over many issues including:

- ✓ rates of pay, overtime and penalty rates
- ✓ sick leave and other leave entitlements
- ✓ working hours
- ✓ overtime and other entitlements
- ✓ workplace safety
- ✓ bullying and harassment
- ✓ unfair dismissal and many more issues.

A union rep is often the first point of contact when you want to get advice about a work-related issue or conflict situation. Obviously your union is an expert on your wages, conditions and other entitlements; but it is also a key stakeholder in workplace safety and in anti-discrimination policies and laws.

However, if you are not in the union, then you are not in the union! Although reps and unions will still usually offer supportive advice to steer you in the right direction to get help, the union rep cannot intervene in your 'case' if you are not a member.

### What would you do?



Zeke has just started working in a 24-hour convenience store and works a flexible shift. He signs his employment contract but doesn't really understand all the conditions. He's most interested in the rate of pay he will get.

After his first week of working 60 hours he gets a decent pay packet for his long hours but it doesn't include any overtime or penalty rates. He doesn't know if this is correct or not - nor what his true entitlements should be. His mate Aaron has told him that he should join the union. But Zeke doesn't want to put the boss offside and he also doesn't want to lose money out of his pay packet through union fees.



## Arbitration

Arbitration refers to when an independent third party makes a decision or a ruling. Arbitration is often used to settle disputes or in legal settings. For example, a judge is an arbiter. This style of conflict resolution generally creates a win:lose situation as the final and binding decision is made by someone with authority external to the enterprise and the parties involved. However, arbitration can lead to resentment among the 'losing' parties and should be used as a last resort.

However, arbitration is vital when one party has breached a law, such as a business or employer underpaying workers; or when the parties at dispute cannot settle their differences, even after trying negotiating through conciliation and mediation.

Arbitration is usually used if resolution doesn't occur in the following situations.

- ⇒ Unfair dismissal cases that don't get resolved by conciliation.
- ⇒ Disputes about awards.
- ⇒ Disputes arising from the negotiation of (registered) agreements.
- ⇒ Disputes about the particulars specified in (registered) agreements.

## Industrial tribunal

The formal resolution of work-related arbitration involves a hearing before an industrial tribunal. If the parties to a dispute cannot settle their differences then they might have their dispute resolved in by a binding decision given by a formal commissioner or commissioners (judges). The **Fair Work Commission** will encourage parties to use conciliation and/or conferences to try and avoid the matter having to progress to the formal hearing stage. But some disputes do not get settled by alternative methods and the parties will therefore seek this formal hearing. Once again the ruling is likely to result in a win:lose situation!

The **Western Australian Industrial Relation Commission** will also follow a similar process to the Commonwealth's Fair Work Commission, hearing industrial matters that fall directly within its own jurisdiction such as state awards, agreements and related industrial laws. It also tries to encourage conciliation by the parties at dispute; but it will arbitrate on matters that cannot be resolved. It's website's front page has a listing a recent hearings and decisions which offers an insightful reading of the types of disputes it deals with. [www.waipc.wa.gov.au/index.php/en](http://www.waipc.wa.gov.au/index.php/en)



## What would you do?

Rex is 19, has been working in his first ever job for a large transport company for seven months. On Friday his boss asked him in to the office and told him that they were 'letting him go' because his performance wasn't up to scratch. Rex asked why he never got any warnings and also why he can't have a chance to improve, but his boss remained firm and dismissed him, with 2 weeks notice pay and all his accrued entitlements. Rex feels that his termination isn't right and thinks he might have a case for unfair dismissal!



## Conflict resolution strategies

G

1. Match the type of conflict resolution strategy with the most appropriate description.
2. For each describe an example of work-related conflict when it might be best to use this strategy.

Strategy	Description	Example of suitability
	When a formal external authority rules on a dispute and hands down a binding resolution that must be followed.	
	When new worker is paired up with a buddy or mentor to help deal with problems.	
	The ability to safely and confidently seek feedback and share information to avoid conflict situations from arising.	
	A formal set of guidelines used to hear both sides of a dispute and therefore make an impartial ruling.	
	A method of formal legal arbitration that will hear, and make determinations based on work-related conflict related to matters of law.	
	Understanding that at times some workers might need a bit of extra support and guidance rather than escalating things to a conflict situation.	
	When an independent third party is brought in to help parties at a dispute reach a resolution.	
	When an organisation representing employees' rights and conditions is involved in dispute resolution with employers.	

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> arbitration            | <input type="checkbox"/> grievance procedures     | <input type="checkbox"/> tolerance                |
| <input type="checkbox"/> communication          | <input type="checkbox"/> industrial tribunal      | <input type="checkbox"/> trade union intervention |
| <input type="checkbox"/> conciliation/mediation | <input type="checkbox"/> supportive relationships |   |

work skills

## H You'll learn one day

Nellie, 18 has been working in a newsagency for 3 months now and her boss, Ilona is very supportive that she builds her skills. But the boss is rarely at work and Nellie's supervisor Reggie, 34, doesn't let her learn anything new.

It's very embarrassing in front of customers because Reggie handles any 'harder' tasks that Nellie could easily learn and then says things in front of them like, "When you are here as long as I have been, then you'll be smarter." Reggie also rolls his eyes at the customers as if Nellie is dumb. Nellie got sick of this and the other day told Reggie he was "a rude idiot" and should just show her how to do these work tasks. In reply Reggie yelled at Nellie and called her a "...stupid little girl."

What strategies could you apply to help resolve this work-related conflict?

1. Who are the parties to the conflict?

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2. Outline the conflict that appears to be happening.

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3. Choose one conflict resolution strategy and explain how this might help resolve the situation.

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- Now try:

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## 6. Conflict resolution process

### 1. Change conflict to co-operation by working together.

- ⇒ Attack the problem, not the people involved.
- ⇒ Focus on satisfying the underlying needs of the parties and the solution might often sort itself out.
- ⇒ This means to focus on what the problem actually is, and not the actions of the parties that have resulted in or from the problem. i.e. "The orders are late", not "he made the orders late".

### 2. Be empathetic and gain an understanding of the other party's needs.

- ⇒ Ask questions about peoples' point of view.
- ⇒ Remain calm and don't accuse or judge the other person.
- ⇒ This means to allow each side to be heard. Actively listen to the needs of the other party. i.e. "Can you tell me, from your point of view, what could be done to deal with the problem?"
- ⇒ Ask "what happened?" or "what did you do?" but not "why did it happen?" (which can lead to blame).

### 3. Explain how the other party's behaviour or position makes you feel.

- ⇒ Don't argue over what the other party has 'done' or 'not done'; instead use words that emphasise feelings.
- ⇒ Show how the consequences of actions or inaction impacted on feelings. i.e. "The shouting made me feel...", and take out accusing or blaming words such as "you" or "you're".
- ⇒ Do not ever get personal or allow the parties to continue with personal attacks.

### 4. Use a neutral mediator to help solve the problem.

- ⇒ In neighbourhood disputes trained mediators may be used to reduce confrontation.
- ⇒ In a workplace dispute you might need to refer a difficult customer to an appropriate supervisor.
- ⇒ In industrial disputes an independent third party conciliator may be brought in to help the parties negotiate and reach an agreement.
- ⇒ i.e. "If we can't solve this issue between you two now, then I think we might need to call in someone independent."

### 5. Workplaces should have conflict resolution policies.

- ⇒ Guidelines, procedures and laws exist to help avoid conflict. Aim to follow any existing policies and guidelines.
- ⇒ Always document the situation in writing.
- ⇒ Threats, bullying, intimidation and violence are unacceptable and must be dealt with by someone with authority. You may need to remove yourself from a threatening situation.
- ⇒ If unsure, or you feel that the conflict isn't resolved, seek help from a teacher, supervisor, senior work colleague, your union rep or an outside agency.

## Resolving conflict

I

### Stuck in the middle

Bianca is an office manager at Posh Panels, a smash repair and panel beating business. She has two bosses, Rusty and Sparkle.

Rusty and Sparkle have very different attitudes towards Bianca and what she should be doing in the workplace. This often causes arguments between them, sometimes in front of Bianca.



Rusty is laid-back and is happy for Bianca to get on with the job and only asks her to do specific tasks for him occasionally. To Rusty, Bianca doing her job well, with high quality and efficiency is more important than her always being busy or the number of hours she clocks up. On slow days, Rusty is happy to let Bianca go early because she always stays back when things are busy.

On the other hand, Sparkle likes to make sure that she is getting her money's worth

out of Bianca and checks constantly that Bianca is busy enough and is at work for the prescribed hours each day. Sparkle may often give Bianca 'busy work' to fill in time on slow days.



Bianca is often put in an uncomfortable position. For example, last Friday she had arranged with Rusty to leave a bit early and put off some work tasks until Monday, because it was her boyfriend's 21st party that night. When she was packing up to go, however, Sparkle, asked her what she thought she was doing. This led to another argument between Rusty and Sparkle and Bianca ended up working late because Sparkle was so angry.

Bianca likes the work she does, it is close to home and she gets good training. But she hates the conflict and doesn't like Sparkle at all and is intimidated by her actions. She's thinking of looking for another job but feels that it is unfair that she should have to quit just because Rusty and Sparkle can't agree on her duties.

1. Describe the conflict that seems to be occurring.

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2. Outline the reasons for the conflict occurring.

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3. Who is the conflict between? Explain.

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4. Describe how you would feel if you were:

⇒ Bianca

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⇒ Rusty

Review only

⇒ Sparkle.

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5. Use the steps in a conflict resolution process to suggest strategies to solve this conflict. Start to draft your ideas below.

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purp  
Do not

# conflict resolution process

## Ask about conflict

J



1. Interview a workplace stakeholder about how they deal with workplace conflict between varied stakeholders. Draft your questions below and record the answers. Prepare and deliver a summary report to the class.
2. Be sure to ask them about legal issues they need to deal with as part of conflict resolution.
3. Explain how knowing this information might help you as part of your career.

Question	Answer	How this could help me?

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work skills



## 7. Workplace technology

The modern workplace is becoming increasingly more **capital-intensive**. Organisations invest in technology to improve work practices and processes so as to boost productivity. This capital investment is aimed at improving both efficiency and effectiveness of production. However, this investment might lead to ethical, social, environmental and safety issues.

Technology that improves work-related outcomes is an **innovation**.

Many work activities and processes that used to be performed by human labour have been replaced by machines, robotics, hydraulics, ICT devices, automated processes and so on. In essence, businesses introduce capital-intensive production processes because they save time (and therefore money) and are often more accurate, and if used properly, safer.

Although this has led to some jobs becoming less demanding physically, it has meant that workers need to be more skilled and better trained at using and operating machinery and sophisticated technology properly. For example, consider a manual ditch-digger versus a Bobcat operator, or a kitchenhand peeling and slicing potatoes versus a potato peeling/slicing machine, or a message courier versus texting, email, faxes, apps and so.

We can generally classify workplace technology into **manufacturing technologies** and **service technologies**.

### Manufacturing technology

- ⇒ Manufacturing technologies are used directly to produce and manufacture goods.
- ⇒ These include tools, equipment and machinery and all other items used by employees to effectively carry out the production process.
- ⇒ Manufacturing technology also includes sophisticated infrastructure and ICT systems.



### Service technology

- ⇒ Service technologies are used to support organisations that produce services; as either their direct service technology (cash registers for retailers), or indirect service technology (telephone systems for retailers).
- ⇒ Service technology is also used by manufacturers to support production of goods; such as their office ICT systems or maintenance services.



Image:  
Mark Bowden/  
iStock/Thinkstock

## Information and communications technology

ICT innovation is driving workplace change. As a work-related technology, ICT is used directly by service industries to provide their core services such as media, finance, communications and retail. ICT is also used indirectly by all industries as part of their communications, data management, ordering and finance infrastructure as well as a platform to control manufacturing, mining, agricultural and other processes.

Work-related information and communications technologies include computer-aided design, virtual manufacturing, computer-integrated manufacturing, global communication networks, industry-specific software programs, device management apps and many, many more.

However, the use of work-related ICT does raise many issues. These include **safety issues** associated with overuse, **environmental issues** such as disposal of 'e-waste' and **ethical issues** associated with data security, privacy and intrusive marketing.

## Responsible use of technology

There are a range of social, ethical, legal and environmental issues that arise from the increasing use of workplace technology. These issues lead to rights and responsibilities that influence the development of appropriate procedures for the use of technology in the workplace, as well as impacting on the expectations surrounding appropriate use of technology by workplace stakeholders.

### Rights and Responsibilities

Work-related technology should be used for work-related tasks but in such a way that takes into account rights and responsibilities related to:

- ⇒ safety
  - ⇒ accessibility
  - ⇒ availability of training
  - ⇒ privacy
  - ⇒ confidentiality
  - ⇒ copyright and fair use
  - ⇒ sustainability
- and many more issues.



### Appropriate use

Enterprises have procedures and protocols that govern how they expect work-related technology to be used.

- ⇒ Safety protocols that govern use and prevent misuse
- ⇒ Accessibility for people with different needs.
- ⇒ Expectations that training will be provided and undertaken by users.
- ⇒ Strict controls over the collection, storage and use of customer/client information and data.
- ⇒ Adherence to confidentiality restrictions relating to work processes, trade secrets, internal information as well as customer/client and employee information.
- ⇒ Abiding copyright laws relating to the use of intellectual property.
- ⇒ Ensuring that technology is used sustainably with minimal impact on the environment.

## 8. Technological issues

As a worker you need to be aware of the expectations, protocols and even the legal requirements that relate to the appropriate use of technology. This is becoming an even more complex area to manage, especially in relation to the online use and sharing of personal information, images, intellectual property, text and data.



### Legal requirements

First and foremost, there are legal issues to consider in the use of work-related technology. Consider the following and how each might relate to your preferred career pathway.

- ✓ Licensing, registration and compliance issues such as for an electrician or driving instructor.
- ✓ Age restrictions on the use of industrial machinery such as for a construction worker.
- ✓ Industry-specific WHS regulations and laws such as for childcare, food services and trades.
- ✓ Privacy laws related to the collection, storage and (non) sharing of data and personal information.
- ✓ Strict guidelines and laws preventing the use of other peoples' or organisations' intellectual property including trademarks, industrial designs, patents, published materials, images, logos and other information.

### Legal prohibitions

So let's explore some things you usually cannot do, in relation to the use of work-related technology, by law!

- ✗ You cannot carry out work-related duties associated with a licensed or regulated occupation such as a construction worker, mobile equipment worker (including drivers), electrician, teacher, medical practitioner, solicitor, psychologist and many more occupations. Of course this extends to the use of any technology related to that occupation for work-related purposes.

For example, Fredi works for a warehousing company and occasionally has to do short deliveries using the company's 5-tonne vehicle. But she doesn't have an endorsed license!



Image:  
monkeybusinessimages/  
iStock/Thinkstock



- ✗ You cannot use particular work-related equipment until you reach a certain age. Obviously this includes various motorised vehicles, including forklifts, but also extends to the use of varied examples of industrial machinery. There are also restrictions on the duties that can be performed by work experience and work placement students.



For example, Johan is 17 and is very good at using pallet jacks to safely move loads around the warehouse. His boss asks him to jump on the forklift to move a big load a little to the left (which would require an LF license). He doesn't know if he should.

- ✗ You cannot perform specific work-related tasks (that naturally depend on the use of technology) unless you are trained, accredited and licensed to do so. This might involve obtaining a high-risk license for occupations such as a dogger, scaffolder, crane operator, boiler and steam turbine operator, forklift operator and many more. It also involves appropriate training, accreditation and in many cases licensed certification for hundreds of varied industry-specific occupations.

For example, Mike is a Careers teacher and has just been given a replacement class in Year 8 woodwork to cover for an absent teacher who has come down with a migraine. It's a hot afternoon and the kids are going feral having to sit down and do a crossword puzzle. As they become increasingly 'agitated' they keep pleading with him to let them go on with their wood-turning projects. What should he do?

- ✗ You cannot disclose the personal information of a customer or client to a third party without explicit and clear consent (there are some legal exclusions to requests for information including requests from government agencies). There are also restrictions on how organisations can go about collecting information.

For example, Alaanyah is working in a health-food store and a customer asks her if a particular type of weight-loss powder is any good. Alaanyah looks up the database and sees that celebrity fitness trainer, The Predator, has purchased some. She replies, "Well it must be good, The Predator bought 5 cans last week, and he's ripped!"

- ✗ You cannot use another party's intellectual property in breach of copyright laws. This includes material that many people think lives in the 'public domain' on the internet (it doesn't - public domain has a much different legal definition).

For example, Zed has just opened a tattoo studio in Mount Lawley and is trying to build up his clientele. A hipster dude comes in with a printout of an image of a ripped rabbit riding a motor scooter. He wants Zed to ink this on his back, so Zed asks him where he got the image? The hipster replies, "S'cool bro, on t'net, s'in the public domain." Zed has paid attention in Career and Enterprise last year and is not sure he should. The hipster replies, "Well bro, if you won't do it then I just go try Shaky Jakes up the road - Your loss dude!"

## K Using technology appropriately

1. Consider each of the examples on pp.246-7. For each explain what **you would be likely to do** if you were facing this situation. Explain your decision. Add a brief example of your own.
2. Outline **what you should do** in this situation? How might you go about 'doing the right thing'. Is there any conflict you might have to manage?

Situation	Would you do?	What should you do?
Fredi		
Johan		
Mike		
Alaanyah		
Zed		
your own example:		



## 9. Policies and protocols

So you have seen a range of legal restrictions that govern how some work-related technology can be used in work-related situations. In addition to legal rights and responsibilities (that are indeed designed to protect both parties) employees also must use technology in accordance with an enterprise's protocols and policies.

A **protocol** refers to how things are done and how activities should be carried out.

A **policy** is a formalised document that outlines what is, and what is not permitted in relation to certain activities.

Many enterprises develop internal policies to govern the use of work-related technology. Usually you are signing to adhere to the protocols outlined in the policies as part of your employment contract.

A breach of these protocols can result in warnings, being reprimanded, suspension from duties and in severe breaches, termination of employment. Serious matters might also result in criminal or civil action - which is often the case in work-related accidents or injuries arising from negligent use of work-related technology.

Protocols and policies are designed:

- ✓ in accordance with existing laws such as privacy and anti-discrimination policies
- ✓ to support employee training and skills development such as a training and development policy
- ✓ to promote and enhance safety such as various WHS operating policies including safe use of technology by internal stakeholders and hazard control and harm minimisation equipment usage protocols
- ✓ to maintain an enterprise's image such as a social media usage policy
- ✓ to govern employer expectations of employees such as a privacy policy, or non-disclosure protocols
- ✓ to achieve environmental sustainability such as waste reduction and environmental policies related to technology.

### Technological use policy

L

Locate a protocol or policy relating to use of technology for a workplace with which you are familiar. List some of the do's and don't outlined in this policy.



Workplace:		Policy:	
Do		Don't	

## Summary: Work Skills

Australia is a **diverse nation**. Australia industries and firms are key players in the **global commercial world** engaged in varied export and import markets. Given this, you need to develop your **cross-cultural communication skills** so that you can actively cater for different **values, beliefs** and **cultural expectations** in the workplace.

Enterprising young workers who can develop proactive solutions that cater for cultural differences are being **adaptable** and **solving problems**. And if you embrace adaptability then your **proactive leadership** will make you a valuable asset to an enterprise that deals with stakeholders who have varied cultural expectations.

When you are in situations that might call upon you to communicate across cultures it is important that you ask yourself the following.

- ⇒ To **whom** are you communicating?
- ⇒ **How** might there be cross-cultural communication issues?
- ⇒ **What** could you do to **improve** communication?

**Interpersonal conflict** occurs in the workplace as a result of poor interaction between people, or due to problems that arise when completing work tasks. Interpersonal conflict can lead to high levels of stress, illness, absenteeism, labour turnover, lost productivity and poor relations between employees and managers, customers or other employees. Types of conflict include: **interpersonal, customer/client, management/subordinate** and **personal/working life**.

There are a range of **informal** and **formal** strategies and processes that can assist to both minimise and manage conflict. The aim of these is to improve **communication** between affected parties and to try and **negotiate** for an appropriate outcome. This is part of adapting a positive approach to resolving differences.

At work it is important that there are **supportive people** that you can communicate with so that you can ask questions, get clarification on workplace culture, discuss any safety issues and feel confident that someone will listen to what you have to say in a supportive manner. Many workplaces use a **mentor** system or program, or '**buddy**' a new employee with someone more experienced. Forming these **supportive relationships** will go a long way to assisting you to deal with conflict.

By being **tolerant** of others you can prevent workplace issues from escalating into potential conflict situations.

Some workplaces, especially larger organisations, will have in place a set of formal **grievance procedures** to be followed when dealing with conflict situations. Grievance procedures will outline a process to enable workplace conflict to be dealt with in an impartial manner. Typical workplace grievances may centre around discrimination, bullying, victimisation, harassment, unfair treatment, aggression, intimidation

and so on. Many of these issues have remedies under **Australian law**.

**Conciliation** and **mediation** is used when aggrieved parties are brought together to settle their differences. An impartial and trained **mediator** or **conciliator** can be used to help work through the conflict with the parties.

**Unions** are organisations representing workers to help employees get treated fairly and safely at work. Unions exist across all industries and all occupations. The whole aim of unions is to protect **workers' rights** and conditions and to help **negotiate** and **mediate** in conflict situations.

**Arbitration** refers to when an independent third party makes a decision or a ruling. Arbitration is often used to settle disputes or in **legal settings**. The formal resolution of work-related arbitration involves a hearing before an **industrial tribunal**. If the parties cannot settle their differences then they might have their dispute resolved by a binding decision given by a formal commissioner or commissioners at the **Fair Work Commission** or the **Western Australian Industrial Relation Commission**.

A **conflict resolution process** can be used to help settle workplace conflict.

The modern workplace is becoming increasingly more **capital-intensive**. Organisations invest in technology to improve **work practices** and processes so as to boost **productivity**. This is aimed at improving both **efficiency** and **effectiveness** of production. However, this investment might lead to **ethical, social, environmental** and **safety** issues. These issues lead to **rights** and **responsibilities** that influence the development of appropriate procedures for the use of technology in the workplace. They also impact on the **expectations** surrounding appropriate **use of technology** by workplace stakeholders.

Some key **restrictions** on using work-related technology include:

- ⇒ **licensing**, registration and compliance issues
- ⇒ **age** restrictions on the use of industrial machinery
- ⇒ industry-specific WHS **regulations** and **laws**
- ⇒ **privacy laws** related to the data and personal information
- ⇒ guidelines and laws governing preventing the use of others' **intellectual property**.

In addition to legal rights and responsibilities employees must also must use technology in accordance with an enterprise's protocols and policies.

A **protocol** refers to how things are done and how activities should be carried out.

A **policy** is a formalised document that outlines what is, and what is not, permitted in relation to certain activities.

Many enterprises develop internal policies to govern the use of work-related technology. Usually you are signing to adhere to the protocols outlined in the policies as part of your **employment contract**.



## AT2 Production: Applying Work Skills

### Production

For this assessment task you are required to produce a report to identify, explain and evaluate the application of work skills to issues in work-related situations or scenarios.

You should choose work skills related to the following issues in work-related situations.

- ☐ Effective cross-cultural communication strategies and processes.
- ☐ Informal conflict resolution strategies and processes.
- ☐ Formal conflict resolution strategies and processes.
- ☐ Strategies and processes for appropriate use of workplace technology.
- ☐ \_\_\_\_\_

### General12: Unit 4 / ATAR11: Unit 2

#### Part A

**Identify** and **explain** the **work related situation** you are exploring.

#### Part B

**General12:** Use **examples** from a **workplace you are familiar with** to complete each of the following.

**ATAR11:** Use **examples** from a **workplace you are familiar with**, or from **simulated situations**, to complete each of the following.

- i. Outline **strategies, processes** and **protocols** that this **workplace** uses to **effectively deal with this issue** in work-related situations. Discuss the **skills** of **workers**.
- ii. Outline **examples** that show how this workplace **does not effectively deal with this issue** as well as it should. Discuss **skills-gaps** in **workers**.
- iii. Evaluate the **performance** of this **workplace** in **dealing with this issue**.
- iv. Suggest **strategies for improvement** to assist this workplace to deal more effectively with this issue in work-related situations.

*Note: You may have completed work towards some of these tasks as part of the activities you completed throughout Section 7.*

#### Part C

Develop a **strategy** (as part of a protocol) to suggest how **workers** should **effectively deal** with this issue in **work-related situations**.

Present this to the class as a set of **written guidelines**, or a **visual guide, flowchart** or **diagram**, or a **multimedia** tool, or a **video**, or even **role play** this situation to model effective use of skills by workers.

*Important information*

## Assessment Task 2 - Production: Applying Work Skills

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

Tasks	Re-quired	Due by	Done	Teacher
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### Stage 1: Investigating the issue related to work-related situation

Work-related issue and situation is: \_\_\_\_\_

⇒ Explain the issue related to the work related situation.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Stage 2:

i How the workplace effectively deals with the issue.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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The role of the skills of workers as part of this.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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ii How the workplace does not effectively deal with the issue.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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The role of skills-gaps of workers in this.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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iii Evaluation of the workplace in dealing with this issue.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Evidence to support evaluation.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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iv Strategies for improvement.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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### Stage 3: Preparing your report

My presentation format is: \_\_\_\_\_

⇒ Finalise your information and incorporate feedback

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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⇒ Prepare and submit final report in suitable format.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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⇒ Give presentation report to the class.

<input checked="" type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Additional information:

work skills